"Our Community is Committed to Success for Every Child, Every Day"

HAPPY VALLEY Est.1954 UNION SCHOOL DISTRICT

Happy Valley Elementary School District
Board of Trustees

Special Board Meeting Agenda

September 20, 2024 @ 4:00 p.m.
Happy Valley District Office
16300 Cloverdale Rd., Anderson, CA 96007

OPEN SESSION – 4:00 PM

1.0 Call to Order

2.0 Roll Call

3.0 Pledge of Allegiance

4.0 Approval of Agenda

5.0 Public Comment – Public Session Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. Items not on the agenda are restricted in response and action by the Board and its members. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). In order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

5.1 Public Comment Session Opened
5.2 Items on the Agenda
5.3 Items not on the Agenda
5.4 Public Comment Session Closed

6.0 Discussion/Action Items:

6.1 Discussion/Action: Approve Updated LCAP

7.0 Adjournment of Special Board Meeting

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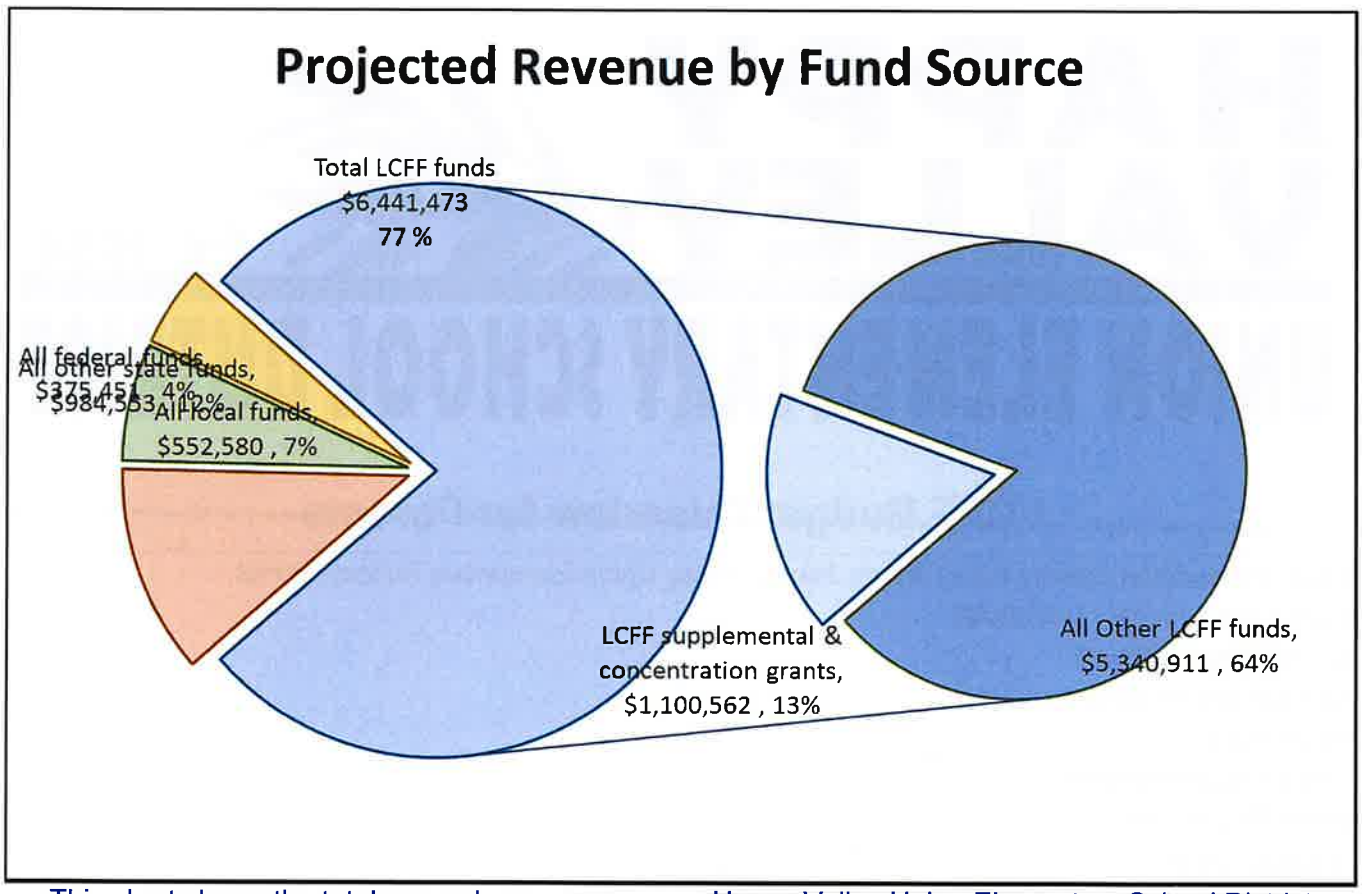
UNION ELEMENTARY SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Happy Valley Union Elementary School District
CDS Code: 45-70011-0000000
School Year: 2024-25
LEA contact information:
Helen Herd
Interim Superintendent
hherd@hvusd.net
(530)357-2134

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

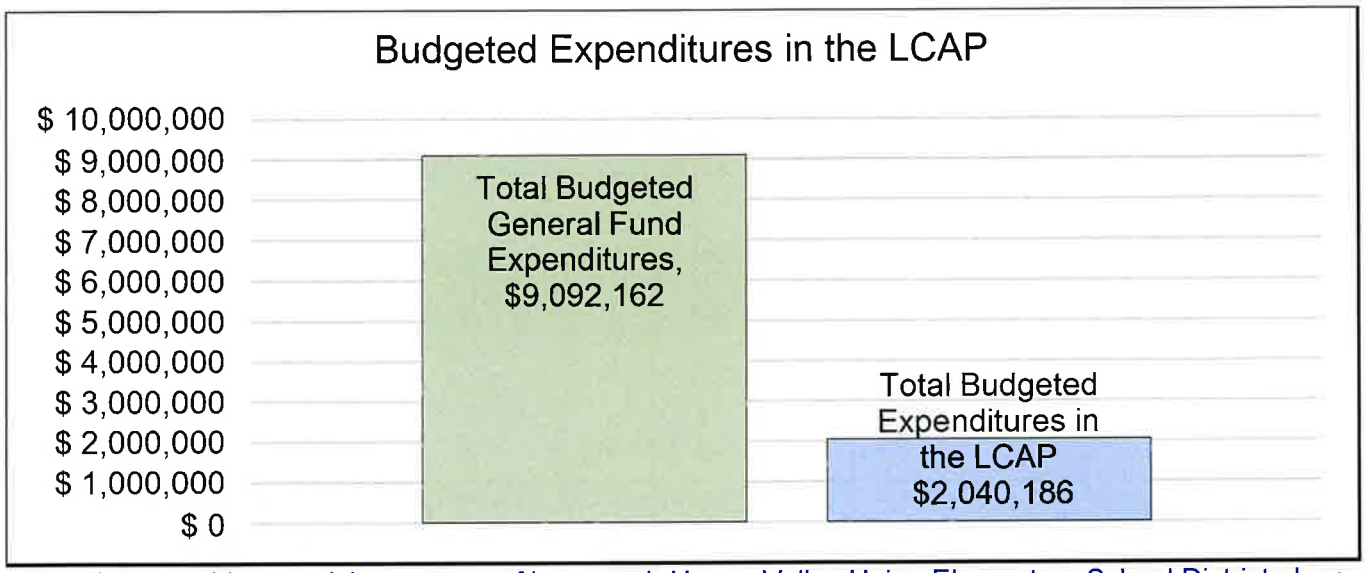


This chart shows the total general purpose revenue Happy Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Happy Valley Union Elementary School District is $8,354,057, of which $6,441,473 is Local Control Funding Formula (LCFF), $984,553 is other state funds, $552,580 is local funds, and $375,451 is federal funds. Of the $6,441,473 in LCFF Funds, $1,100,562 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Happy Valley Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Happy Valley Union Elementary School District plans to spend $9,092,162 for the 2024-25 school year. Of that amount, $2,040,186 is tied to actions/services in the LCAP and $7,051,976 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenses related to operational funds outside of the LCAP, Maintenance & Operations, Transportation, grants, lottery, etc. These funds are partially items identified as base educational necessities and funds that are specific grant funded expenses.

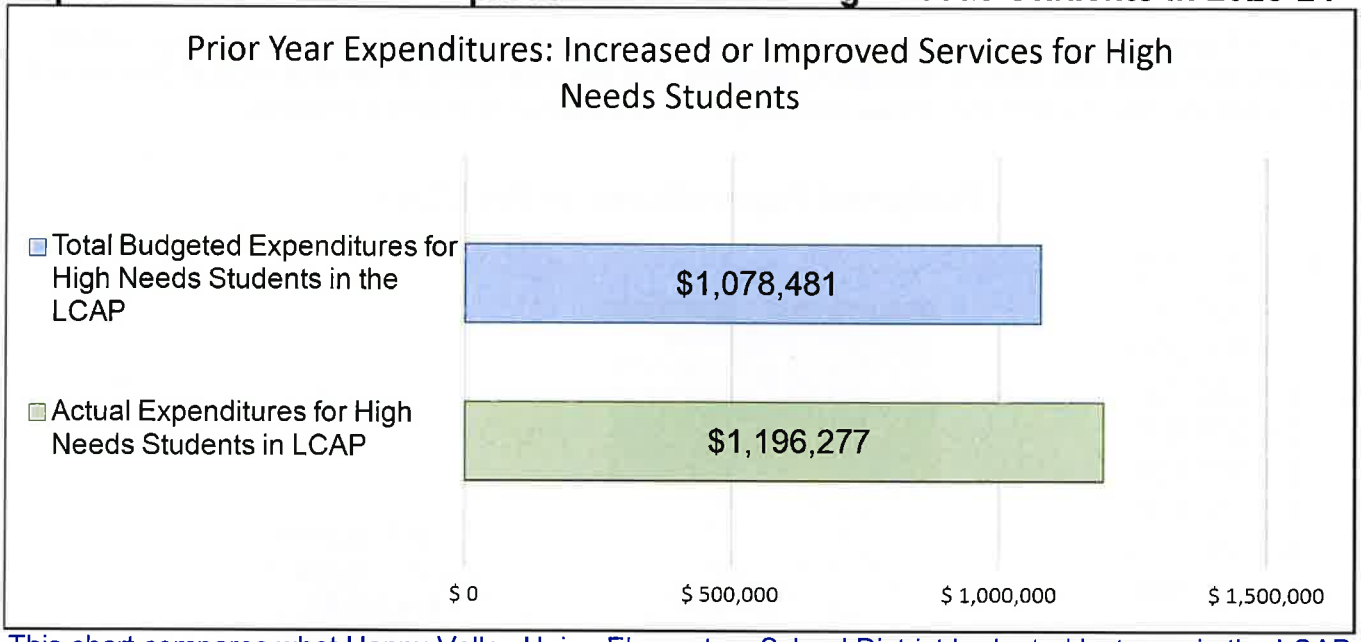
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Happy Valley Union Elementary School District is projecting it will receive $1,100,562 based on the enrollment of foster youth, English learner, and low-income students. Happy Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Happy Valley Union Elementary School District plans to spend $858,979 towards meeting this requirement, as described in the LCAP.

The District will be updating the LCAP mid-year. With the changes in administration and fiscal, it will be necessary to have time to really look at the actions.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Happy Valley Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Happy Valley Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Happy Valley Union Elementary School District's LCAP budgeted $1,078,481 for planned actions to increase or improve services for high needs students. Happy Valley Union Elementary School District actually spent $1,196,277 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $117,796 had the following impact on Happy Valley Union Elementary School District's ability to increase or improve services for high needs students:

Many of the identified expense in LCAP were paid through other funding sources (ie. ESSER, ELOP)

HAPPY VALLEY Est. 1954

UNION ELEMENTARY SCHOOL DISTRICT

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Happy Valley Union Elementary School District	Helen Herd Interim Superintendent	hherd@hvusd.net (530)357-2134

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Happy Valley Union School District provides an opportunity for every student to succeed every day. Our school community provides a positive learning culture supported by our faculty, staff, families, and community. Many of our veteran teachers are serving second-generation students, providing a rich history and a promising future for our students. Our teachers and support staff participate in collaboration, professional learning, and team discovery to improve disciplinary literacy and social and emotional learning. Teachers are engaged in professional learning in Improvement Science, Restorative Practices, Trauma-Informed Practices, curriculum and instruction, and differentiated instruction. These practices culminated in a district-wide Multi-tiered System of Support (MTSS) to provide a well-rounded

educational experience to our students. The district uses Positive Behavior Interventions and Supports (PBIS) as a framework to sustain student-centered learning opportunities. The school system is focused on literacy across the content areas, social and emotional learning, and providing a safe space with a sense of belonging for all students.

Our families participate in community events, school assemblies, celebrations, learning opportunities and support groups. Parents volunteer at our school, enhancing our students' learning experience. Our family liaison provides multiple opportunities for families to gain support and access resources. Our Emergency Operations Team (EOT) has revised and strengthened our Emergency Operations Plan (EOP) to provide a safe, healthy learning environment for all who attend our school. We have implemented an online emergency management system throughout the district. Project SHARE provides a robust after-school program facilitating additional support and quality activities for over half of our student population. The Citizens Patrol is present at the end of the school day to provide a sense of community support and school safety.

Our district has approximately 488 students attending the elementary, primary, or community day sites. We provide quality academic experiences to students from zero-5 and TK- through eighth grade and offer individual personalized learning opportunities to achieve their academic goals with a home-school experience. Our demographics include 10.5% English Learners, 1.8% Foster Youth, and 64.3% Socio-Economically Disadvantaged students. Our teachers and classified staff build relationships and seek to understand the needs of our students to offer a welcoming environment to support students. We center our work on one goal and use data to inform our decisions. In addition, our school provides opportunities to future students and our families by providing school readiness programs, parenting classes, small group support systems, and a family liaison (on each school site) who assist in bridging resources and offering support to our students and their families. We provide social, emotional, and academic counseling services to students needing additional support to improve their literacy and citizenship. Individual counseling, group counseling, academic counseling, and whole class sessions focused on mindfulness are offered to our students. These practices address social skill-building, Adverse Childhood Experiences (ACE's), and other challenging life experiences. When students face learning challenges, they also have the opportunity to work with a behavior coach who guides them in self-regulation, redirection, and successful access to learning.

To provide a rigorous and engaging academic experience, teachers work to articulate current practices through vertical alignment. Alongside this endeavor to connect prior knowledge to increased learning, teachers rely on data to inform instruction and support students' social and emotional needs. Time is spent each week engaged in meaningful collaboration focused on differentiated instruction and developing specific academic skills. Teaching teams prepare their students daily to reach their full potential by identifying learning gaps and prescribing specific learning experiences to address student needs.

Our classified staff serve lovingly and look out for our students and fellow site personnel. Their dedication to our students is evident in their daily performance and unique and vital role at our school site. The Happy Valley School Community proudly supports a positive learning culture for all students.

The District Program and Community Day School have received equity multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We have removed many actions and strategies as they were ineffective at meeting our goals. After reviewing the CA School Dashboard Data, our students are below standard (51.4 points) in English language arts and (53.6 points) mathematics. We slightly declined in English Language Arts (9.9 points) and increased in mathematics (8.5 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. We will identify and target students using data to drive instruction and believe this will result in overall growth for our students.

Red Performance Level Student Group(s): Our English Learners and Hispanic student groups are in the red performance level in English language arts. Teachers will identify these students and work with each of them to set targeted goals in literacy. A Literacy Coach will also work one-on-one with these students.

Chronic absenteeism continues to be a byproduct of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.9% from 17.3%, it is our goal to decrease the chronically absent students to less than 1% next year.

Red Performance Level Student Group(s): Low income, students with disabilities, and homeless students are at the red performance level with chronic absenteeism. Our Community School Coordinator will identify these students and work directly with them and their families to identify barriers that are keeping them from attending school. Goal setting and incentives will also be used to decrease the chronic absenteeism rates with these student groups.
Suspension data indicates that 7.6% of all students have been suspended at least once. The following student groups are in the red performance level for suspension: Two or more races (10.2% suspended at least one day), Low Income (10.2% suspended at least one day) White (10.2% suspended at least one day)

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal and one equity multiplier goal. Our mission statement will become our broad goal and our equity multiplier goal will focus on a goal to improve outcomes for students at the Happy Valley Community Day School and the District program.

We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in our broad goal and a focus on the student groups in the red performance level on the CA School Dashboard.

We received additional funding to support our schools that have at least a 25% instability rate and 70% low income demographics. Using the Equity Multiplier Funding, we will focus our efforts on academic supports in goal 2 for the students at Community Day School and the District Program.

Happy Valley Elementary School District Red Performance Level

Chronic Absenteeism
Homeless students 44.40%
Students with disabilities 20.80%
Low income students 19.20%

Suspensions
All students 7.60%
Two or more races 10.20%
Low income student 8.80%
White students 10.20%

English Language Arts
English learners 87.6 points below standard
Hispanic students 82.6 points below standard

English Learner Progress
34.1% English learners making progress towards English language proficiency

Schools Red Performance Groups
Happy Valley Primary School
Chronic Absenteeism
All students 20.50%
Hispanic students 27.30%
Low income students 25.10%
White students 20.30%

Happy Valley Elementary School
Suspension
All students 13.30%
Low income students 16%
Students with disabilities 16.20%
White students 17.10%

English Language Arts
English learner students 116.1 points below standard
Hispanic 95.7 points below standard

Mathematics
English learner students 110.2 points below standard

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Shasta County Office of Education (SCOE) has reached out to our leadership team to share data that identified the need for technical assistance. SCOE met with the leadership team and it they decided to focus on suspension, chronic absenteeism, and English learner support. We have written actions in our LCAP to support these areas of focus. As of March 25, 2024 SCOE has met with the Happy Valley Administration team three times to determine the focus. It was decided they would focus on 1. English learners 2. Behavior 3. Chronic absenteeism. Both sites registered for Positive Behavior Intervention Supports Cohort to work on suspension and behavior data and matrices. SCOE will be working with staff on English learner strategies and evidenced based practices.

This year was the first time SCOE provided local data dashboards that helped track attendance data and suspension data but Happy Valley already had a system in place for tracking this data so we declined the use of the SCOE built dashboards as to not confuse staff and implement another system. Happy Valley administration and staff reviewed the data in 2023-2024. The Community Schools Grant has offered schoolwide incentives for attendance like No Tardy Parties and "AttenDANCEs" for classes that have met their goal. Administration has explored alternatives to suspension.

The interim superintendent and governing board met with the staff to discuss initiative fatigue and determined what actions/strategies they would keep and would eliminate. This has made for a more streamlined plan and a focus on academics.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community.

Educational Partner(s)	Process for Engagement
	We eliminated multiple goals and streamlined the LCAP to include one broad goal and an equity multiplier goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. School administrators aligned the School Plan for Student Achievement with the district goals. Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Educational Partner(s)	Process for Engagement
	We engage regularly with local organizations to connect our families to local resources.Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.
District bargaining units	We received feedback through staff, student and parent/community surveys. We also received feedback from the School Site Council and staff meetings. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Parents/Community	We received feedback through parent/community surveys, School Site Council, English Learner Parents, parents of students with disabilities and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board's actions and decisions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan

Educational Partner(s)	Process for Engagement
Governing Board/Public	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 25, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 28, 2024.
SELPA	Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to

Educational Partner(s)	Process for Engagement
	determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the SELPA for review and feedback.
Equity Multiplier Funding Community Day School staff and Happy Valley District Program employees	Administration worked with the Happy Valley joint School Site Council to develop actions to support students that generated the additional Equity Multiplier funds. School Site Council represents the community/parents, students, classified/certificated staff (bargaining unit members) and administration. Using the CA School Dashboard data, we reviewed the data for the students that were in red at the Community School and the district level. The team completed a needs analysis to identify actions within goal 2. Administration met with the staff from the District Program and Community Day School to identify actions and metrics for our Equity Multiplier Goal.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by the following feedback:

Teachers-
Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

We have also added actions to support our students in the red performance level as required by ED Code.

Other school personnel- Professional development based on survey results.
District bargaining units- No new actions were added to the LCAP.
Parents/Community-Resources to support behaviors, school engagement and academic supports (Some of these actions can be found in our Expanded Learning Opportunity Plan & grant plans instead of the LCAP)
Students-No new actions were added to the LCAP.
Governing Board/Public-After feedback from the staff, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP.
* SELPA-the plan was submitted to the SELPA but no changes were requested.
Community Day School staff and Happy Valley District Program employees for Equity Multiplier Funding-The team decided to add the following actions within Goal 2 based on the review of the needs analysis: ERMHS counselor will be 1 day/week and BCBA will be 2 days/month.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided a safe and engaging learning environment in order to grow academically and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After much discussion, the district decided to have one broad goal to address the 8 state priorities and one equity multiplier goal to address the students at the Community Day School and District Level program. Using one goal with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes. We removed most of the actions as they were ineffective at meeting our goals. The CA School Dashboard indicators show that we are making little progress in English language arts, mathematics, science, and language proficiency for English learners. We also have high suspension rates and chronic absenteeism rates.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan.
We will streamline our plan and have one broad goal and one equity multiplier goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current

requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Red Performance Level Student Group(s): Our English Learners and Hispanic student groups are in the red performance level in English language arts. Teachers will identify these students and work with each of them to set targeted goals in literacy. A Literacy Coach will also work one-on-one with these students.

Low income, students with disabilities, and homeless students are at the red performance level with chronic absenteeism. Our Community School Coordinator will identify these students and work directly with them and their families to identify barriers that are keeping them from attending school. Goal setting and incentives will also be used to decrease the chronic absenteeism rates with these student groups.

Chronic absenteeism continues to be a byproduct of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.9% from 17.3%, it is our goal to decrease the chronically absent students to less than 1% next year.

Suspension data indicates that 7.6% of all students have been suspended at least once. The following student groups are in the red performance level for suspension: Two or more races (10.2% suspended at least one day), Low Income (10.2% suspended at least one day) White (10.2% suspended at least one day)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance CAASPP English Language Arts	2022-2023 CAASPP Results 29.60% students met or exceeded standard for ELA 30% of 3rd graders at or above standard			50% students met or exceeded standard for English language arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41.81% of 4th graders at or above standard 44.68% of 5th graders at or above standard 20% of 6th graders at or above standard 5.88% of 7th graders at or above standard 36.96% of 8th graders at or above standard The CA School Dashboard: Orange progress indicator 51.4 points below standard Declined 9.9 Points District Data Student groups in red performance level: English Learners 87.6 points below standard Declined 40.8 Points Number of Students: 41 Hispanic 82.6 points below standard Declined 38.4 Points Number of Students: 64 Happy Valley Elementary Data			50% of 3rd graders at or above standard 50% of 4th graders at or above standard 50% of 5th graders at or above standard 50% of 6th graders at or above standard 50% of 7th graders at or above standard 50% of 8th graders at or above standard The CA School Dashboard: Blue progress indicator Blue progress indicator English Learners students at or above standard Hispanic students at or above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups in red performance level in English Language Arts English learner students 116.1 points below standard Hispanic students 95.7 points below standard				
1.2	Student performance CAASPP Mathematics	2022-2023 CAASPP Results 27.30% students met or exceeded standard for math 26.53% of 3rd graders at or above standard 41.07% of 4th graders at or above standard 34.04% of 5th graders at or above standard 23.63% of 6th graders at or above standard 9.80% of 7th graders at or above standard 28.26% of 8th graders at or above standard The CA School Dashboard: Yellow progress indicator 53.6 points below standard Increased 8.5 Points			50% students met or exceeded standard for math 50% of 3rd graders at or above standard 50% of 4th graders at or above standard 50% of 5th graders at or above standard 50% of 6th graders at or above standard 50% of 7th graders at or above standard 50% of 8th graders at or above standard The CA School Dashboard: Blue progress indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student performance CAASPP Science	2022-2023 24.47% students met or exceeded standard for science			75% students met or exceeded standard for science	
1.4	Student performance English Learner Progress Indicator-ELPAC Proficiency	2022-2023 CA School Dashboard indicates: Red performance indicator 34.1% making progress Declined 20.2% Number of EL Students: 41 31.7% ELs progressed at least one ELPI level 2.4% ELs who maintained ELPI Level 4 26.8% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 39% ELs who decreased at least one ELPI level			The CA School Dashboard indicates: Blue performance indicator 75% making progress 50% ELs progressed at least one ELPI level 25% ELs who maintained ELPI Level 4 25% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% ELs who decreased at least one ELPI level	
1.5	Student performance English Learner Progress Indicator Reclassification Rate	2022-2023 Districtwide 0.8% Happy Valley Elementary 0.8% Happy Valley Primary 0%			Districtwide 20% Happy Valley Elementary 20% Happy Valley Primary 20%	
1.6	Student Attendance Rates	2023-2024			98% attendance rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.59% attendance rate as of March 22, 2024				
1.7	Student Chronic Absenteeism Rate	2022-2023 CA School Dashboard: Red performance student groups: Low income 19.2% Students with Disabilities 20.8% Homeless Students 44.4%			The CA School Dashboard: Blue performance indicator Low income less than 3% Students with Disabilities less than 3% Homeless Students less than 3%	
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop out rate			0% middle school drop out rate	
1.9	Student Suspension Rates	2022-2023 CA School Dashboard: Red performance student groups: Two or more races 10.2% suspended at least one day Low Income 10.2% suspended at least one day White 10.2% suspended at least one day			Blue performance student groups: Two or more races- Less than 3% suspended at least one day Low Income- Less than 3% suspended at least one day White- Less than 3% suspended at least one day	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Student Expulsion Rates	2022-2023 0% expulsion rates			0% expulsion rates	
1.11	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	Bilingual paraprofessionals will support English learners ELPAC Coordinator Translate for students and families Provide English Learners and Hispanics with small group instruction with purposeful English development and mathematics. Encourage English learners and Long Term English Learners to use language to interact meaningfully in school and beyond. Provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Monitor English Learner students and Long Term English Learners frequently to adjust instruction based on identified need. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol. Professional development in language acquisition strategies for staff. Professional development in math strategies.	$38,520.00	Yes
1.2	Red performance student groups Suspension	Behaviorist Provide alternatives to suspension especially for our low income, white and two or more student groups. Structured days	$71,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Refocus room Reflection sheet and goal setting with students SWISS data to identify hot spot areas in the school Behavior team consisting of Principals, Counselor, Behaviorist, and classroom teacher when available meet weekly to discuss options for students After school support for students struggling with completing work Restorative circles/chats Positive Behavior Intervention and Supports Behavior Intervention Reports Teach students strategies for managing emotions and problem solving solutions Counseling, as needed.		
1.3	Red performance student groups Chronic Absenteeism	Increase attendance with the following student groups: Homeless, Low Income and Students with Disabilities. Asian, Hispanic and White students are also struggling to attend school. Goal set with students who are at risk of missing more than one day of school a month. Parent engagement campaign to reduce absences Community School Coordinator works with family to reduce barriers to learning through identifying student and family needs. School wide classroom attendance campaign to encourage attendance by classroom instead of individuals. Target kindergarteners and explain to parents the importance of attendance.	$85,641.00	No
1.4	Red performance student groups English Learners & Hispanic	Small group instruction for English language arts support for Hispanic and English learners. English Learner Strategies The Project GLAD® Elementary English training is a rigorous professional development model based on a collection of research-based, effective classroom strategies. It focuses on an integrated approach aimed at		Yes

Action #	Title	Description	Total Funds	Contributing
		supporting language acquisition and proficiency in K-6 grade level content standards. Teachers will learn with other professionals in the field about the research that supports the model, observe students utilizing the strategies with Project GLAD® Agency Trainers, and plan and prepare materials to use in their classroom right away to effectively support application and implementation. Funds are addressed in Action 1.10		
1.5	School Counselor and School Psychologist	Student supports for emotional, social, behavioral engagement School Counselor (shared between sites) will be maintained to support at-risk students. Certificated Counselor salary and benefits School Psychologist salary and benefits Behavior team will meet to discuss individual student needs. Teach students problem solving skills, soft skills, and character development. Bullying prevention Provide students with strategies to regulate emotions and mend relationships.	$113,858.00	Yes
1.6	Foster Youth Services/Homeless Youth Services	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide youth and families with community resources such as: Clothing closet Food banks Health clinics	$33,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Laundry services Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis. Alternatives to suspension		
1.7	Special Education	Special Education Teachers and support General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring	$405,884.00	No
1.8	Professional Development	Professional development to support social emotional learning, academics and safety.	$60,146.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Facilities	Routine facilities maintenance Summer facilities projects		No
1.10	Multi-tiered System of Support	Certificated instructor and paraprofessionals to assess, diagnose and provide targeted instruction to students in small group to help close the achievement gap in reading and to assist with our goal that 95% of students will be reading on grade level by the end of third grade. Each site will provide quality intervention programs Tier 1, 2, and 3. Teachers will progress monitor students and differentiate instruction based on need. Library Support Monitor California Assessment for Student Progress and Performance (CAASPP) results annually for continual improvement by grade level. Review results with Governing Board, staff, and School Site Council. Progress Monitoring software-to assist with documenting progress of students receiving intervention based on national normed tests. Certificated staff will communicate weekly with administration in the form of Professional Learning Community notes. These notes will document discussions primarily about the answers to at least one of these questions: What do we want students to learn? How will we know if they did? What are we going to do if they don't? Supplemental materials Books and supplies Progress monitor students to identify current needs. Adjust instruction based on identified needs. Positive Behavior Intervention and Supports-Identify areas of focus based on data and team input. IT Support for instruction (SUHSD contract)	$522,820.00	Yes
1.11	Saturday School or After School for Make-Up Intervention	Saturday School and After School make-up intervention-providing more time and opportunity for students to increase work completion		Yes

Action #	Title	Description	Total Funds	Contributing
		Independent Study Contracts to students who are missing school for more than 3 days at a time Small group instruction through high dose tutoring Districtwide expectation that students will complete ALL work when they have missed school Funds are addressed in Action 1.2		
1.12	Curriculum & Instruction	Adoption of curriculum based on state framework adoptions and curriculum recommendations Pilot programs based on cycle Books and supplies Supplemental curriculum and instructional resources	$78,356.00	No
1.13	Parent Engagement	Parents have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTO Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. Recruit more Parent Club members Provide food and childcare for parents at school events to increase family engagement. Final Site	$4,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Broad Course of Study	Physical Education Visual and Performing Arts Electives-books & supplies Electives-Band, PE, Science Technology Engineering and Mathematics (STEM), College Career, and intervention class based on identified area of need Field trip entrance fees/transportation Athletics	$49,039.00	No
1.15	Transportation	Purchase a 84 passenger diesel bus.	$320,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the spring of 2025, all students in the Community Day School and District Program will be provided differentiated instruction to make at least one years growth in mathematics and English language arts annually as measured by the metrics listed below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Community Day School and District Level program qualified for equity multiplier funding. The 2022-2023 data shows that we have 3 students enrolled in the program. All students are considered low income and 6.7% have been suspended at least one day. We don't show any student groups in red and the performance indicators do not show a performance indicator color due to privacy concerns. The district programs show red performance indicators in English language arts for English learners (87.6 points below standard) and Hispanic students (82.6 points below standard). The English Learner Progress Indicator is in the red performance level and shows 34.1% making progress towards English proficiency. The Chronic Absenteeism Indicator indicates the homeless (44.4% chronically absent), low income (19.2% chronically absent) and students with disabilities (20.8% chronically absent)student groups are in the red performance groups. The Suspension Rate Indicator indicates low income (8.8% suspended at least one day), white (10.2% suspended at least one day) and two or more races (10.2% suspended at least one day) student groups in the red performance level.

We do not have a concern for teacher credentialing in these programs. Due the high numbers of students who come and go from these programs, we will differentiate their instruction based on local assessment data and identified need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Indicator	2022-2023 CA School Dashboard No performance level due to limited number of students 6.7% suspended at least one day Declined 13.3% Number of Students: 15			CA School Dashboard Blue performance level Less than 1% suspended at least one day	
2.2	CAASPP English Language Arts	2022-2023 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy	
2.3	CAASPP Mathematics	2022-2023 CA School Dashboard CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy	
2.4	Credentialing	District Program-100% appropriately credentialed Community Day School-100% appropriately credentialed			100% of staff are appropriately credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English language arts	Community Day School Teacher Instructional aide to support small groups English language arts interventions-SIPPS instruction daily-pre and post tests with SIPPS and California Reading Literature Project (CRLP) assessments. Staff will review each week to determine individual student needs. Reading curriculum to support students that struggle with literacy Supplemental instructional materials Heggerty Phonemic Awareness reading strategies daily Daily writing instruction	$156,022.00	No

Action #	Title	Description	Total Funds	Contributing
		Getting Reading Right professional development through the Shasta County Office of Education Small group instruction to increase phonics, fluency, comprehension, spelling, writing Target students who are below grade level in English language arts		
2.2	Mathematics	Community Day School Teacher Mathematics interventions- Small group instruction with differentiated instruction. Assessments-Staff will review each week to determine individual student needs. Math curriculum Supplemental instructional materials Mathematics strategies daily Daily fact fluency games Math engagement strategies Small group instruction to increase fact fluency, problem solving, and concepts to bring students to up to grade level Funds are addressed in in Action 2.1		No
2.3	Alternatives to suspension	Behaviorist 6 hours Bus Aide 1 hr Supplies Contract Services-Mountain Valley JPA or SCOE for Behavior Coach, Psych, other.) Indirect Refocus room and reflection forms Restorative justice projects Restorative chats Structured day After school refocus time/make up Positive Behavior intervention and Supports Matrix Incentive activities for positive behavior Check in/check out system	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Mentor from another student or adult Counselor		
2.4	Teacher Credentialing	Administration will work with the union to ensure there is consistent staff in these programs. Funds are addressed in Action 1.8		No
2.5	Counseling	ERMHS counselor will be 1 day/week BCBA will be 2 days/month Funds are addressed in Action 2.3		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1100562	$97328

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.050%	3.416%	$170,107.45	25.466%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Red performance student groups Suspension **Need:** Red performance student groups: Two or more races, low income, students with disabilities, and white students are being suspended at higher rates than all students. We have a high suspension rate with all of our	We will provide alternatives to suspension and problem solving strategies for students districtwide	Suspension rates Local Indicator Report-student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with the exception of our Asian and Homeless students. There is a hire rate of suspensions at Happy Valley Elementary School vs the Primary School. **Scope:** LEA-wide		
1.4	**Action:** Red performance student groups English Learners & Hispanic **Need:** English Learners & Hispanic students are in red performance indicator on the CA School Dashboard 39% ELs who decreased at least one ELPI level **Scope:** Schoolwide	District wide support for English Learners and Hispanic students. Strategies will support good teaching practices.	CAASPP English language arts English Learner Proficiency Indicator English Learner Reclassification
1.5	**Action:** School Counselor and School Psychologist **Need:** Reduce suspensions and provide students with problem solving skills and character development. Provide students with strategies to regulate emotions and mend relationships. **Scope:**	This service will be provided districtwide to support students' social and emotional needs in order to be able to learn.	Suspension Indicator Local Indicator Report-Student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Foster Youth Services/Homeless Youth Services **Need:** Foster Youth and Homeless Youth supports **Scope:** LEA-wide	Districtwide support for students who are in foster care or are experiencing homelessness	CAASPP English language arts CAASPP math Local Indicator Report-Student and parent survey feedback
1.10	**Action:** Multi-tiered System of Support **Need:** Students who are not meeting grade level standards **Scope:** LEA-wide	Increase student achievement in math and English language arts	CAASPP English language arts CAASPP mathematics
1.11	**Action:** Saturday School or After School for Make-Up Intervention **Need:** Students who are chronically absent or need to make up work **Scope:** LEA-wide	80% of our students are not at grade level in math, English language arts, and science. Students need to make up work when missing school	CAASPP English language arts CAASPP mathematics California Science Test Chronic absenteeism rate indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Parent Engagement **Need:** We have identified the need to reach out to our EL, FY and Low Income parents to engage families in their student's education. **Scope:** LEA-wide	We believe that by partnering with our families, we will build trust and this will in turn help our students succeed.	Parent Survey Data reported in the Annual Local Indicator Report
1.15	**Action:** Transportation **Need:** Transport students to and from school as well as to field trips and extra-curricular activities **Scope:** LEA-wide	Provides students transportation to and from school and outside school events. This will increase attendance which in turn will increase academics and provide students with outside school opportunities that they may not have access to.	Chronic absenteeism CAASPP English language arts CAASPP mathematics

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Red Performance Student Groups English Learners & Long Term English Learners	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	English language proficiency indicator English language reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Hispanic Students **Need:** Increase language proficiency English Learner Progress Only 34.1% English learners making progress towards English language proficiency District CAASPP English Language Arts English learners 87.6 points below standard Hispanic students 82.6 points below standard Happy Valley Elementary School CAASPP English Language Arts English learner students 116.1 points below standard Hispanic students 95.7 points below standard CAASPP Mathematics English learner students 110.2 points below standard **Scope:** Limited to Unduplicated Student Group(s)		CAASPP English language arts CAASPP mathematics

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Concentration add-on funds were used to retain an intervention teacher at the primary school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	16
Staff-to-student ratio of certificated staff providing direct services to students	n/a	19

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4991211	1100562	22.050%	3.416%	25.466%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,210,156.00	$206,917.00	$404,658.00	$218,455.00	$2,040,186.00	$1,367,909.00	$672,277.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$31,464.00	$7,056.00	$8,271.00			$30,249.00	$38,520.00	
1	1.2	Red performance student groups Suspension	Low Income	Yes	LEA-wide	Low Income		2024-2025	$71,096.00	$400.00	$19,238.00			$52,258.00	$71,496.00	
1	1.3	Red performance student groups Chronic Absenteeism	All Students with Disabilities Homeless, Low Income, Hispanic, and White	No			All Schools	2024-2025	$77,639.00	$8,002.00	$85,641.00				$85,641.00	
1	1.4	Red performance student groups English Learners & Hispanic	English Learners	Yes	School wide	English Learners	All Schools	2024-2025								
1	1.5	School Counselor and School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$93,360.00	$20,498.00	$87,700.00			$26,158.00	$113,858.00	
1	1.6	Foster Youth Services/Homeless Youth Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	On-going	$31,639.00	$1,865.00	$31,789.00			$1,715.00	$33,504.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools	On-going	$405,884.00	$0.00	$1,226.00		$404,658.00		$405,884.00	
1	1.8	Professional Development	All	No			All Schools	On-going	$4,021.00	$56,125.00	$25,671.00			$34,475.00	$60,146.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Facilities	All	No			All Schools	On-going								
1	1.10	Multi-tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$415,539.00	$107,281.00	$387,081.00	$106,917.00		$28,822.00	$522,820.00	
1	1.11	Saturday School or After School for Make-Up Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going								
1	1.12	Curriculum & Instruction	All	No			All Schools	On-going	$0.00	$78,356.00	$33,578.00			$44,778.00	$78,356.00	
1	1.13	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$0.00	$4,900.00	$4,900.00				$4,900.00	
1	1.14	Broad Course of Study	All	No			All Schools	On-going	$41,070.00	$7,969.00	$49,039.00				$49,039.00	
1	1.15	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2025	$0.00	$320,000.00	$320,000.00				$320,000.00	
2	2.1	English language arts	All Students who are below grade level in English language arts	No			Specific Schools: Community Day School & District Program	2024-2025	$150,611.00	$5,411.00	$156,022.00				$156,022.00	
2	2.2	Mathematics	All Students are below grade level in mathematics	No			Specific Schools: Community Day School and District Program	2024-2025								
2	2.3	Alternatives to suspension	All	No			Specific Schools: Community Day School and District Programs	2024-2025	$45,586.00	$54,414.00		$100,000.00			$100,000.00	
2	2.4	Teacher Credentialing	All	No			Specific Schools:	2024-2025								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Community Day School and District Programs									
2	2.5	Counseling	All	No			All Schools	On-going								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4991211	1100562	22.050%	3.416%	25.466%	$858,979.00	0.000%	17.210 %	**Total:**	$858,979.00
								LEA-wide Total:	$850,708.00
								Limited Total:	$8,271.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,271.00	
1	1.2	Red performance student groups Suspension	Yes	LEA-wide	Low Income		$19,238.00	
1	1.4	Red performance student groups English Learners & Hispanic	Yes	Schoolwide	English Learners	All Schools		
1	1.5	School Counselor and School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,700.00	
1	1.6	Foster Youth Services/Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	$31,789.00	
1	1.10	Multi-tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,081.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Saturday School or After School for Make-Up Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.13	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,900.00	
1	1.15	Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$320,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,615,381.00	$5,059,167.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Broad Course of Study with Highly Effective Teachers	No	$1,936,102.00	2192060
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	$933,572.00	590445
1	1.3	Professional Development by Specific Design	No	$107,946.00	64296
1	1.4	English Learner Services	Yes	$19,938.00	84557
1	1.5	Communication/Sense of Belonging	No	$20,350.00	59775
1	1.6	College Career Readiness	No	$469.00	469
1	1.7	Foster Youth and Homeless Youth Services	Yes	$4,000.00	6242
1	1.8	Curriculum, Assessment, & Instruction	No	$0.00	0
1	1.9	Special Education Student Services	No	$490,099.00	841875
1	1.10	Literacy Program Grant	No	$76,716.00	58815
2	2.1	Multi-Tiered System of Support	No	$94,395.00	92700

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Trauma Informed Practices/Social Emotional Learning Professional Development/Student Engagement	No	$103,344.00	84332
2	2.3	Data Analysis and Screening Protocols	No	$0.00	0
2	2.4	Community Day School	Yes	$163,262.00	148708
2	2.5	Friday Night Live & California Youth Partnership	No	$0.00	0
2	2.6	Professional Development	No	$0.00	0
2	2.7	Student Supports	No Yes	$171,738.00	366315
3	3.1	Family Engagement-Connect to the educational environment	No	$0.00	0
3	3.2	Target Chronically Absent Students--SART/SARB	No	$80,708.00	77864
3	3.3	Facilities	No	$297,579.00	280619
3	3.4	School Safety	No	$25,000.00	20000
3	3.5	Safety & Sense of Belonging	No	$90,163.00	90095
3	3.6	Native American Student Support	No	$0.00	0
3	3.7	Professional Development	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
963020	$1,078,481.00	$1,196,277.00	($117,796.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	$742,653.00	590455		
1	1.4	English Learner Services	Yes	$678.00	84557		
1	1.7	Foster Youth and Homeless Youth Services	Yes	$150.00	6242		
2	2.4	Community Day School	Yes	$163,262.00	148708		
2	2.7	Student Supports	Yes	171738	366315		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4979808	963020	8.1	27.438%	$1,196,277.00	0.000%	24.023%	$170,107.45	3.416%

HAPPY VALLEY Est. 1954
UNION ELEMENTARY SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Happy Valley Union Elementary School District	Helen Herd Interim Superintendent	hherd@hvusd.net (530)357-2134

Goals and Actions

Goal

Goal #	Description
1	Literacy across the content areas for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator Teacher Credentialing	94% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	93% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	90% of our teachers are highly qualified. We are experiencing staff shortages this year and have had to hire 2 teachers on S	100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials
Local Indicator State Standards Implementation District administered survey for implementation of standards	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.
State Indicator Unduplicated Pupils	100% of Happy Valley Union Elementary	100% of Happy Valley Union Elementary	100% of Happy Valley Union Elementary	100% of HVUESD (Happy Valley Union	100% of HVUESD (Happy Valley Union

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	Elementary School District) programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	Elementary School District) programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.
Local Indicator Broad Course of Study- The School Master Calendar reflects programs and services developed and provided to unduplicated pupils, pupils with exceptional needs, as well program services.	100% of students provided a broad course of study	100% of students provided a broad course of study	100% of students provided a broad course of study	100% of students provided a broad course of study	100% of students provided a broad course of study
Local Indicator Local Assessments, Star Reading, SBAC, iReady Reading, iReady Mathematics, Star Math, BPST	Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds	Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds	Kindergarten Data 63% of students mastered upper case letter recognition 46% of students mastered lower case letter recognition 38% of students mastered upper case letter sounds 38% of students mastered lower case letter sounds	85% of Kindergarten students mastered sound/ letter recognition; 85% of students mastered lower case letter recognition 83% of students mastered upper case letter sounds 85% of students mastered lower case letter sound	Kindergarten Data 100% of students mastered upper case letter recognition 100% of students mastered lower case letter recognition 100% of students mastered upper case letter sounds 100% of students mastered lower case letter sounds

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	iReady Math Diagnostic at or above grade level standard • 1st grade:15% • 2nd grade: 24% • 3rd grade: 16% • 4th grade: 38% • 5th grade: 15% iReady Reading Diagnostic-at or above grade level standard • 1st grade: 29% • 2nd grade: 44% • 3rd grade: 68% • 4th grade: 47% • 5th grade: 24% STAR Math Assessment-at or above grade level • 4th grade: 33%	iReady Math Diagnostic at or above grade level standard • 1st:n/a • 2nd grade: 21% • 3rd grade: 31% • 4th grade: 38% • 5th grade: 50% iReady Reading Diagnostic-at or above grade level standard • 1st grade: n/a • 2nd grade: 32% • 3rd grade: 70% • 4th grade: 38% • 5th grade: 10% STAR Math Assessment-at or above grade level • 4th grade: 59% • 5th grade: 63%	iReady Math Diagnostic at or above grade level standard • 1st grade: 28% • 2nd grade: 22% • 3rd grade: 16% • 4th grade: n/a • 5th grade: n/a iReady Reading Diagnostic-at or above grade level standard • 1st grade: 34% • 2nd grade: 32%	86% of 1st grade students were able to blend sounds into words-digraphs. 27% 1st graders will be at Grade Level in reading fluency as measured by DIBELS 65% 2nd grade students mastered long vowel/short vowel combinations. 53% 2nd graders at Grade Level in reading fluency as measured by DIBELS March 2024 iReady Math Diagnostic at or above grade level standard • 1st: 20% • 2nd: 28% • 3rd: 30% • 4th: 19% • 5th: 20% iReady Reading Diagnostic-at or above grade level standard	iReady Math Diagnostic at or above grade level standard • 1st:45% • 2nd: 54% • 3rd: 46% • 4th: 68% • 5th: 45% iReady Reading Diagnostic-at or above grade level standard • 1st grade: 59% • 2nd grade: 74% • 3rd grade: 90% • 4th grade: 77% • 5th grade: 54% STAR Math Assessment-at or above grade level • 4th grade: 63% • 5th grade: 40% • 6th grade: 49% • 7th grade: 44%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 5th grade: 10% • 6th grade: 19% • 7th grade: 14% • 8th grade: 19% STAR Reading Assessment-at or above grade level • 4th grade: 63% • 5th grade: 29% • 6th grade: 36% • 7th grade: 30% • 8th grade: 30% 30% of all class literature will be non-fiction 40% of Kindergarten students mastered	• 6th grade: 21% • 7th grade: 40% • 8th grade: 38% STAR Reading Assessment-at or above grade level • 4th grade: 61% • 5th grade: 39% • 6th grade: 42% • 7th grade: 43% • 8th grade: 22% We changed what we are reporting this year.	• 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a STAR Math Assessment-at or above grade level • 1st grade: n/a • 2nd grade: 55% • 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a STAR Reading Assessment-at or above grade level • 1st grade: n/a • 2nd grade: 44% • 3rd grade: 30% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a	• 1st grade: 30% • 2nd grade: 40% • 3rd grade: 68% • 4th grade: 28% • 5th grade: 26% STAR Math Assessment-at or above grade level • 4th grade: 47% • 5th grade: 62% • 6th grade: 50% • 7th grade: Not Tested • 8th grade: 42% STAR Reading Assessment-at or above grade level • 4th grade: 33% • 5th grade: 33%	• 8th grade: 49% STAR Reading Assessment-at or above grade level • 4th grade: 90% • 5th grade: 59% • 6th grade: 66% • 7th grade: 60% • 8th grade: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	sound/ letter recognition; 60% will be proficient on the reading fluency passage 60% of 1st grade students were able to blend sounds into words-digraphs 40% 1st graders will be at Grade Level in reading fluency as measured by DIBELS 60% 2nd grade students mastered long vowel/short vowel combinations 60% 2nd graders at Grade Level in reading fluency as measured by DIBELS			• 6th grade: 30% • 7th grade: 30% • 8th grade: 16%	
State Indicator CA School Dashboard Smarter Balanced Assessment English Language Arts	English Language Arts All students 29.9 points below standard ORANGE performance level	2021-2022 English Language Arts No CA School Dashboard for academics due to COVID	2022-2023 English Language Arts All students at a low performance level 41.4 points below standard	Districtwide Data 29.60% of all students met or exceeded standards in English language arts	English Language Arts All students 30 points above standard BLUE performance level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Districtwide Data 51.1% of all students met or exceeded standard in English language arts 48.54% of 3rd graders at or above standards 49.46% of 4th graders at or above standards 51.68% of 5th graders at or above standards 50.01% of 6th graders at or above standards 51.37% of 7th graders at or above standards 49.41% of 8th graders at or above standards	Districtwide Data 23.56% of all students met or exceeded standards in English language arts 43.59% of 3rd graders at or above standard 40.47% of 4th graders at or above standard 18.92% of 5th graders at or above standard 20% of 6th graders at or above standard 23.91% of 7th graders at or above standard 16.37% of 8th graders at or above standard	Districtwide Data 32.8% of all students met or exceeded standards in English language arts 59.62% of 3rd graders at or above standard 36.36% of 4th graders at or above standard 41.51% of 5th graders at or above standard 8.16% of 6th graders at or above standard 31.82% of 7th graders at or above standard 18.87% of 8th graders at or above standard	30% of 3rd graders at or above standard 41.81% of 4th graders at or above standard 44.68% of 5th graders at or above standard 20% of 6th graders at or above standard 5.88% of 7th graders at or above standard 36.96% of 8th graders at or above standard	Districtwide Data All students 80% met or exceeded standard 70% of 3rd graders at or above standards 60% of 4th graders at or above standards 60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards
State Indicator CA School Dashboard Smarter Balanced Assessment Mathematics	2019-2020 Mathematics All students 51.9 points below standard ORANGE performance level Districtwide Data 39.73% of all students met or exceeded standard 50.22% of 3rd graders at or above standards	2021-2022 Mathematics No CA School Dashboard for academics due to COVID Districtwide Data 19.20% of all students met or exceeded standards in mathematics 38.46% of 3rd graders at or above standard	2022-2023 Mathematics All students at a low performance level 62.1 points below standard Districtwide Data 25.51% of all students met or exceeded standards in mathematics 50.94% of 3rd graders at or above standard	Districtwide Data 27.30% of all students met or exceeded standards in mathematics 26.53% of 3rd graders at or above standard 41.07% of 4th graders at or above standard 34.04% of 5th graders at or above standard 23.63% of 6th graders at or above standard	Mathematics All students 30 points above standard BLUE performance level Districtwide Data 60% met or exceeded standard 60% of 3rd graders at or above standards 60% of 4th graders at or above standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	44.94% of 4th graders at or above standards 37.99% of 5th graders at or above standards 38.52% of 6th graders at or above standards 37.84% of 7th graders at or above standards 36.63% of 8th graders at or above standards	28.57% of 4th graders at or above standard 10.82% of 5th graders at or above standard 17.77% of 6th graders at or above standard 20% of 7th graders at or above standard 18.18% of 8th graders at or above standard	32.56% of 4th graders at or above standard 28.30% of 5th graders at or above standard 4.08% of 6th graders at or above standard 25.58% of 7th graders at or above standard 11.32% of 8th graders at or above standard	9.80% of 7th graders at or above standard 28.26% of 8th graders at or above standard	60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards
State Indicator AP EAP Course Completion	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks
State Indicator English Learner Proficiency Indicator	36.7% making progress towards English Language proficiency	12% making progress towards English Language proficiency	54.3% making progress towards English Language proficiency	This is a repeat metric (see below)	80% making progress towards English Language proficiency
State Indicator English Learner Proficiency Indicator	Reclassified English Learner 10 students-No data due to privacy concerns	0% student reclassified English Learner	20% student reclassified English Learner	This is a repeat metric (see below)	50% Reclassified English Learners
State Indicator CA standards aligned curriculum Staff Survey	100% of students have access to Common Core State Standards aligned instructional materials.	100% of students have access to Common Core State Standards aligned instructional materials.	100% of students have access to Common Core State Standards aligned instructional materials.	100% of students will have access to Common Core State Standards aligned instructional materials.	100% of students will have access to Common Core State Standards aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of instructional materials are aligned to Common Core State Standards	100% of instructional materials are aligned to Common Core State Standards	100% of instructional materials are aligned to Common Core State Standards	100% of instructional materials are aligned to Common Core State Standards	100% of instructional materials will be aligned to Common Core State Standards
Local Indicator Parent Surveys	Parent survey indicates that 65% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 73.4% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 79.4% believe that the school provides opportunities for families and community members to express their needs and give input.	Survey results are now reported in the Local Indicator Report that accompanies the LCAP.	Parent survey indicates that 90% believe that the school provides opportunities for families and community members to express their needs and give input.
State Indicator California Science Test	2019-2020 California Science Assessment 60% proficiency in the area of science	2020-2021 California Science Assessment The CAST was not administered due to COVID.	2022-2023 California Science Assessment 29.45% proficiency in the area of science	2022-2023 California Science Assessment 29.45% proficiency in the area of science	80% proficiency in the area of science
Local Indicators Parent Survey	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	Survey results are now reported in the Local Indicator Report that accompanies the LCAP..	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.
Local Indicator	100% Williams Quarterly reports	100% Williams Quarterly reports	100% Williams Quarterly reports	100% Williams Quarterly reports	100% Williams Quarterly reports will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to instructional materials	show that all students have access to instructional materials.	show that all students have access to instructional materials.	show that all students have access to instructional materials.	show that all students have access to instructional materials.	show that all students have access to instructional materials.
Local Indicator • Student Survey Results	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

With the teacher shortage, hiring highly qualified teachers has become problematic. We will continue to strive to hire highly qualified and experienced teachers.
Our students are not performing at the level we hoped for when we developed this plan three years ago. We are implementing more after-school and summer school opportunities for tutoring. We are looking at more individualized interventions to meet the needs of each student

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to streamline our plan and have one broad goal and one equity goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Social and emotional learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator California State Dashboard Suspension Rate	2019-2020 RED performance level 6.3% students suspended at least once	No performance level data due to CA School Dashboard reset 6.18% students suspended at least once (Data as of May 4, 2022)	Very high suspension level 6.1% students suspended at least once	Very high suspension level 7.6% Suspension rate	BLUE performance level Less than 2% students suspended at least once
State Indicator California State Dashboard Expulsion Rate	0% expulsion rate	Less than 1% expulsion rate	Less than 1% expulsion rate	0% expulsion rate	0% expulsion rate
State Indicator California State Dashboard Middle School Dropout Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	Maintain 0% middle school dropout rate
Local Indicator Staff Feedback	All staff received professional development provided	All staff received professional development provided	All staff received professional development provided	All staff received professional development provided	All staff received professional development provided

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for identified areas of need	for identified areas of need	for identified areas of need	for identified areas of need	for identified areas of need
State Indicator High School Drop Out Rate High School Graduation Rate	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.
Local Indicator: Behavior Intervention	Online Behavior Incident Reports and Assertive Discipline records (formerly called referrals) will be used for ongoing monitoring of behavior interventions. 75% of the staff will use the online referral system	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports. 100% of the staff will use the online referral system

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We added tutoring supports to Goal 2 action 7 for a total of $208,000. This helped improved overall services for our students and helped us meet the MPP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our suspension rate increased by 1.5% during the 2023-2024 school year. We will continue to provide counseling and behavior interventions in order to provide students with the tools they need to make better behavior decisions. We need to continue to explore alternatives to suspension while also holding students accountable of their behavior.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will change this goal to an Equity Goal as we are required by the state to have a goal for our low income student group as we receive Equity Multiplier Funding. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. EC Section 42238.024(b)(1)External link opens in new window or tab. requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students.

Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school and/or student performance.

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Strengthening a safe school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator • Staff Survey Results	37.8% of staff returned their survey 65.4% feels the District provides adequate time for teacher collaboration 90% of staff takes pride in the appearance of the schools 95% of staff feel safe at school 90% of staff feel that rules and consequences are fair and clearly communicated to students 76% of staff feel that they get useful	We have 67 employees and 41 of the employees responded to the survey. We have also refined the survey questions this year. 87.8% agree or strongly agree this school sets high standards for academic performance for all students. 83% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 83% agree or strongly agree the programs and resources at this	These results are now reported in the Local Indicator Report that accompanies the LCAP.	These results are now reported in the Local Indicator Report that accompanies the LCAP.	100% agree or strongly agree this school sets high standards for academic performance for all students. 100% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 100% agree or strongly agree the programs and resources at this school are adequate to support students' learning. 0% believe there is severe or moderate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	feedback from administration concerning their teaching 46.4% of staff feel that parents are actively involved with the school 92.9% of staff feel that parents are made to feel welcome at school 57% of staff feel that the District provides relevant professional development opportunities	school are adequate to support students' learning. 53.6% believe there is severe or moderate problems with disruptive student behavior. 70.7% agree or strongly agree I can manage almost any student behavior problem. 61% agree families are aware of the behavioral expectations for their children. 48.8% believe that there are quite respectful relationships between staff and students. 95.1% agree or strongly agree this school places a priority on addressing students' mental health needs.			problems with disruptive student behavior. 100% agree or strongly agree I can manage almost any student behavior problem. 100% agree families are aware of the behavioral expectations for their children. 100% believe that there are quite respectful relationships between staff and students. 100% agree or strongly agree this school places a priority on addressing students' mental health needs. 100% agree or strongly agree this school places a priority on helping students with their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		97.6% agree or strongly agree this school places a priority on helping students with their social, emotional, and behavioral problems. 100% agree or strongly agree this school provides quality counseling or other services to help students with social or emotional needs. 83% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels. 82.9% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs. 58.5% agree or strongly agree if a			social, emotional, and behavioral problems. 100% agree or strongly agree this school provides quality counseling or other services to help students with social or emotional needs. 100% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels. 100% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs. 100% agree or strongly agree if a student has done something well or makes improvement,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student has done something well or makes improvement, staff contact his/her parents. 82.9% agree or strongly agree staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. 82.9% agree or strongly agree staff do a good job helping parents to support their children's learning at home. 85.3% agree or strongly agree at this school, staff are given the opportunity to take part in decision making. 56.1% believe they work with colleagues that have quite or extremely positive attitudes.			staff contact his/her parents . 100% agree or strongly agree staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. 100% agree or strongly agree staff do a good job helping parents to support their children's learning at home. 100% agree or strongly agree at this school, staff are given the opportunity to take part in decision making. 100% believe they work with colleagues that have quite or extremely positive attitudes. 100% believe that on most days, students are quite or extremely

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		48.8% believe that on most days, students are quite or extremely enthusiastic about being at school. 87.8% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 73.1% agree or strongly agree at this school, students are given the opportunity to take part in decision making.			enthusiastic about being at school. 100% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 100% agree or strongly agree at this school, students are given the opportunity to take part in decision making.
Local Indicator • Parent Survey Results	**83% Parents/Guardians Responded to the Parent Survey 78% feel their child is valued, respected, and cared about by their child's teacher; 17% somewhat agree 52% feel their child is receiving a high quality, rigorous	22 parents participated in the parent survey. (May 4, 2022) We changed the survey questions to glean different information from our parents. 95.4% agree or strongly agree that Happy Valley	These results are now reported in the Local Indicator Report that accompanies the LCAP.	These results are now reported in the Local Indicator Report that accompanies the LCAP.	Parent Survey We changed the survey questions to glean different information from our parents. 100% agree or strongly agree that Happy Valley emphasizes helping students academically when they need it.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	education; 33% somewhat agree 57% of parents feel they are well informed about classroom & school events; 27% somewhat agree 63% of parents feel their child's teacher keeps them informed of academic progress; 34% somewhat agree 59% of parents feel they are well informed of their child's behavior at school; 36% somewhat agree 78% of parents feel that their child's teacher is positive & friendly; 13% somewhat agree 75% of parents feel welcome at their child's school; 13% somewhat agree 72% of parents feel that the school staff show respect for the	emphasizes helping students academically when they need it. 91% agree or strongly agree are aware of the academic expectations for their child(ren). 86.4% agree or strongly agree Happy Valley promotes academic success for all students. 81.8% agree or strongly agree Happy Valley sets high standards for academic performance for all students. 86.3% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students. 81.8% agree or strongly agree the programs and resources at Happy			100% agree or strongly agree are award of the academic expectations for their child(ren). 100% agree or strongly agree Happy Valley promotes academic success for all students. 100% agree or strongly agree Happy Valley sets high standards for academic performance for all students. 100% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students. 100% agree or strongly agree the programs and resources at Happy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students; 22% somewhat agree 72% of parents feel the provides a safe & caring environment for their child; 24% somewhat agree	Valley are adequate to support student's learning. 0% believe that disruptive student behavior is a severe problem. 27.3% believe that disruptive student behavior is a moderate problem. 50% believe that disruptive student behavior is a mild problem. 22.7% believe that disruptive student behavior is an insignificant problem. 59.1% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise. 86.4% agree or strongly agree that my family is aware of the behavioral			Valley are adequate to support student's learning. 0% believe that disruptive student behavior is a severe problem. 100% believe that disruptive student behavior is a moderate problem. 100% believe that disruptive student behavior is a mild problem. 100% believe that disruptive student behavior is an insignificant problem. 100% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise. 100% agree or strongly agree that my family is aware of the behavioral

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		expectations that Happy Valley has for students. 0% believe relationships between staff and students are not at all respectful. 9.1% believe relationships between staff and students are slightly respectful. 0% believe relationships between staff and students are somewhat respectful. 54.5% believe relationships between staff and students are quite respectful. 36.4% believe relationships between staff and students are extremely respectful. 59.1% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs.			expectations that Happy Valley has for students. 0% believe relationships between staff and students are not at all respectful. 0% believe relationships between staff and students are slightly respectful. 0% believe relationships between staff and students are somewhat respectful. 10% believe relationships between staff and students are quite respectful. 90% believe relationships between staff and students are extremely respectful. 100% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		77.3% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems. 50% agree or strongly agree Happy Valley provides quality counseling or other services to help students with social or emotional needs. 86.3% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels. 54.6% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs.			100% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems. 100% agree or strongly agree Happy Valley provides quality counseling or other services to help students with social or emotional needs. 100% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels. 100% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		59.1% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement. 90.9% agree or strongly agree Happy Valley staff help families understand when children need to learn social, emotional, and character skills. 81.8% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 72.7% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making. 0% believe that the attitudes of the staff at			100% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement. 100% agree or strongly agree Happy Valley staff help families understand when children need to learn social, emotional, and character skills. 100% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 100% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making. 0% believe that the attitudes of the staff at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Happy Valley are not positive at all. 4.5% believe that the attitudes of the staff at Happy Valley are slightly positive. 13.6% believe that the attitudes of the staff at Happy Valley are somewhat positive. 50% believe that the attitudes of the staff at Happy Valley are quite positive. 31.8% believe that the attitudes of the staff at Happy Valley are extremely positive. On most days, how enthusiastic are Happy Valley students about being at school? 0% not at all enthusiastic 13.6% slightly enthusiastic 36.4% somewhat enthusiastic			Happy Valley are not positive at all. 0% believe that the attitudes of the staff at Happy Valley are slightly positive. 0% believe that the attitudes of the staff at Happy Valley are somewhat positive. 10% believe that the attitudes of the staff at Happy Valley are quite positive. 90% believe that the attitudes of the staff at Happy Valley are extremely positive. On most days, how enthusiastic are Happy Valley students about being at school? 0% not at all enthusiastic 0% slightly enthusiastic 0% somewhat enthusiastic 10% quite enthusiastic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		40.9% quite enthusiastic 9.1% extremely enthusiastic 81.8% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 81.8% agree or strongly agree at Happy Valley, students are given the opportunity to take part in decision making.			90% extremely enthusiastic 100% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 100% agree or strongly agree at Happy Valley, students are given the opportunity to take part in decision making.
Local Indicator Parent Engagement-Decision Making	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Engagement-Events	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA
Local Indicator Basic Services FIT Report	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair
State Indicator California State Dashboard Chronic Absenteeism Rate	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities 7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55%	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55%	All Students 13.5% Low income 14.1% Homeless Youth 22.6% Foster Youth data not displayed for privacy English Learners 10% Students with Disabilities 17.6% White 13.3% American Indian 18.2% Asian 2.6% African American 0% Filipino 0%	As of November 17, 2023 Districtwide Chronically Absenteeism Rate 11.7% Happy Valley Primary 14.2% Happy Valley Elementary 9.2%	All Students 2% Low income 2% Homeless Youth 2% Foster Youth 0% English Learners 2% Students with Disabilities 2% White 2% American Indian 2% Asian 2% African American 2% Filipino 0% Hispanic/Latino 2% Pacific Islander 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	Hispanic/Latino 18.2% Pacific Islander-data not displayed for privacy Two or more races 10.7%		Two or more races 2%
State Indicator Chronic Absenteeism	2019 ORANGE performance level 11.6% chronic absenteeism rate	2021 No performance level indicators for the CA School Dashboard 4.48% chronic absenteeism rate (as of May 4, 2022)	2022 Very high level of chronic absenteeism 13.5% chronic absenteeism rate	As of November 17, 2023 Districtwide Chronically Absenteeism Rate 11.7% Happy Valley Primary 14.2% Happy Valley Elementary 9.2%	BLUE performance level Less than 2% chronic absenteeism rate
Local Indicator Attendance Rate	93% attendance rate	92.91% attendance rate (as of May 4, 2022)	90.8% attendance rate as of May 1st	As of March 22, 2024, the attendance rate is 92.59%	98% attendance rate

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Through the efforts of our office staff, our community liaison, and community engagement grant coordinator, we have been able to make a positive impact on chronic absenteeism during the 2023-2024 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We heard from our educational partners loud and clear that actions needed to be eliminated or consolidated and that "initiative fatigue" has become a problem for a majority of staff.

We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.