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
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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% • 5th grade: 10%	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% • 6th grade: 21%	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% • 3rd grade: 47% • 4th grade: n/a	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 • 1st grade: 30%	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% • 8th grade: 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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 sound/ letter recognition;	• 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.	• 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	• 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% • 6th grade: 30%	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
	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			• 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 Districtwide Data 51.1% of all students met or exceeded standard in English language arts	2021-2022 English Language Arts No CA School Dashboard for academics due to COVID Districtwide Data 23.56% of all students met or exceeded standards in English language arts	2022-2023 English Language Arts All students at a low performance level 41.4 points below standard Districtwide Data 32.8% of all students met or exceeded standards in English language arts	Districtwide Data 29.60% of all students met or exceeded standards in English language arts 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	English Language Arts All students 30 points above standard BLUE performance level Districtwide Data All students 80% met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	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	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	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 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 | 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 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 | 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 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 | 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 9.80% of 7th graders at or above standard 28.26% of 8th 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 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 |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	36.63% of 8th graders at or above standards	20% of 7th graders at or above standard 18.18% of 8th graders at or above standard	25.58% of 7th graders at or above standard 11.32% of 8th graders at or above standard		
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 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career	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 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career	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 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career	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 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career	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 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	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 instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students will have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students will have access to Common Core State Standards aligned instructional materials. 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	Parent survey indicates that 73.4% believe that the school provides opportunities for	Parent survey indicates that 79.4% believe that the school provides opportunities for	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families and community members to express their needs and give input.	families and community members to express their needs and give input.	families and community members to express their needs and give input.		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 Access to instructional materials	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports will 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.

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 eliminated actions   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	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	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	100% of parents have the opportunity to provide feedback and	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	participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	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.	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	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.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	75% of the staff will use the online referral system	100% of the staff use the online Behavior Incident Reports system	100% of the staff use the online Behavior Incident Reports system	100% of the staff use the online Behavior Incident Reports system	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.

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.

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 eliminated actions   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 social, emotional, and behavioral problems.

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 student has done			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, staff contact his/her parents .

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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. 48.8% believe that on most days, students			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 enthusiastic about being at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.			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 education; 33% somewhat agree	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 emphasizes helping students academically when they need it.	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. 100% agree or strongly agree are award of the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 students; 22% somewhat agree	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 Valley are adequate to support student's learning.			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 Valley are adequate to support student's learning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	72% of parents feel the provides a safe & caring environment for their child; 24% somewhat agree	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 expectations that Happy Valley has for students.			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 expectations that Happy Valley has for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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. 77.3% agree or strongly agree Happy Valley places a priority on helping 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. 100% agree or strongly agree Happy Valley places a priority on helping students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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. 59.1% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement.			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. 100% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 Happy Valley are not positive at all. 4.5% believe that the attitudes of the staff at Happy Valley are slightly positive.			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 Happy Valley are not positive at all. 0% believe that the attitudes of the staff at Happy Valley are slightly positive.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 40.9% quite enthusiastic 9.1% extremely enthusiastic 81.8% agree or strongly agree students are encouraged to get			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 90% extremely enthusiastic 100% agree or strongly agree students are encouraged to get involved in extra-curricular activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.			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.
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,	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,	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,	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,	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,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	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% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	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% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	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% Hispanic/Latino 18.2% Pacific Islander-data not displayed for privacy Two or more races 10.7%	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% Two or more races 2%
State Indicator Chronic Absenteeism	2019 ORANGE performance level	2021 No performance level indicators for the CA School Dashboard	2022 Very high level of chronic absenteeism	As of November 17, 2023 Districtwide Chronically	BLUE performance level Less than 2% chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11.6% chronic absenteeism rate	4.48% chronic absenteeism rate (as of May 4, 2022)	13.5% chronic absenteeism rate	Absenteeism Rate 11.7% Happy Valley Primary 14.2% Happy Valley Elementary 9.2%	
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.

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 eliminated actions   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.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023