Happy Valley Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Happy Valley Elementary School
Street	17480 Palm Ave.
City, State, Zip	Anderson, CA 96007-8241
Phone Number	(530) 357-2111
Principal	Chris Dell
Email Address	cdell@hvusd.net
Website	www.hvusd.net
County-District-School (CDS) Code	45 70011 6050348

Entity	Contact Information
District Name	Happy Valley Union Elementary School District
Phone Number	(530) 357-2134
Superintendent	Helen Herd
Email Address	hherd@hvusd.net
Website	www.hvusd.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message
Happy Valley Elementary School welcomes you!

Happy Valley Union School District was established in 1954. Today our elementary campus continues to be committed to success fro every student, every day. We have a beautiful campus with a full science lab, 14 classrooms, a large gymnasium, a new bus barn and a state-of-the-art greenhouse . You will find our students accessing common core standards with the use of Chromebooks at each desk. Our educational programs are taught with fidelity. We believe all students can achieve at high levels. It is our responsibility to set high expectations, promote academic rigor, develop strong character and improve student engagement in a safe, student-centered environment.

Happy Valley Elementary School provides an opportunity for every student to succeed, everyday. 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. While the ingenuity of another generation of teachers add to the talents among the faculty. Our teachers are participating in ongoing professional development in the specific three goals: academics, social and emotional learning, and safe school community, and improving practices with regard to academics and social emotional learning. Our teachers are engaged in professional learning in the areas of Improvement Science, Restorative Practices, and Trauma Informed Practices, curriculum and instruction, and differentiated instruction. These practices are culminated in a district-wide effort to provide Positive Behavior Interventions and Supports (PBIS) as a framework for sustaining student-centered learning opportunities and academic and social growth.

Parents are valued partners in our educational system and are encouraged to visit the school, consult with the staff and participate in school functions. At Happy Valley Elementary School we invited all parents to participate in their child's student-led conferences. We routinely hold parent education nights, focusing on academics and college awareness. Our families are present at community events, school assemblies, celebrations, and support groups. Many parents volunteer at our school, enhancing our students' learning experience. Our community is involved in the effort to provide a safe, healthy learning environment. Project Share provides a robust after school program that facilitates additional supports and quality activities to over half of our student population. While the Citizens Patrol is routinely present at the end of the school day, merely to provide a sense of community support and school safety.

Home to 275 students, we provide quality academic experiences to students from fourth through eighth grade. Our teachers, paraprofessionals, and support staff come together to offer all that a student will need to succeed socially and academically. In addition, our school provides opportunities for future students and our families providing school readiness programs, parenting classes, small group support systems, and a family liaison who assists in various scenarios, to bridge resources and offer support to our students and their families. We have made a concerted effort to connect counseling services with students who may need additional supports. Individual counseling, group counseling, and whole class sessions are offered by various counseling organizations, in order to address social skill building, Adverse Childhood Experiences (ACE's), and other challenging life experiences. When students are faced with learning challenges, they also have the opportunity to work with a behavior coach who guides them in self-regulation, redirection, and the successful return to learning.

In order to build capacity among our staff, teachers and staff serve on various teams that are focused on specific goals and concerns. We have developed two leadership teams that focus on our district and school goals as well as a full faculty team that is carefully examining data and working together to align our instructional practices to better serve our students. Focusing on drivers for improving the system, the team believes it will have a direct effect on student learning. A PBIS Team is focused, at the district level, on developing and refining a district-wide system that will unify our school community around a common language and a specific plan for success and achievement. Teachers have selected specific areas for professional growth and are engaged in current research and practices to improve student learning. Paraprofessionals and support staff attend meetings regularly, to discuss concerns and build a positive program for supporting our students and families. They also attend training sessions that prepare them to engage in a positive social emotional learning environment.

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

Our support staff serve with loving kindness and look out for our students and fellow site personnel. Their dedication to our students is evident in their performance each day in the unique and important role they each play at our school site. The Happy Valley School Community stands proudly to support a positive learning culture for all students. Pride is abundant at Happy Valley Elementary School. We encourage each member of our educational system to work together to provide the highest quality educational program possible. We truly believe it is our mission to be committed to learning for all students as they are guided to reach their highest potential.

Sincerely,
Chris Dell, Principal
Helen Herd, Superintendent

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 4	52
Grade 5	54
Grade 6	65
Grade 7	57
Grade 8	53
Total Enrollment	281

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	6
Asian	5.3
Filipino	0.4
Hispanic or Latino	16.7
Native Hawaiian or Pacific Islander	0.7
White	64.8
Two or More Races	2.8
Socioeconomically Disadvantaged	69.4
English Learners	7.5
Students with Disabilities	13.9
Foster Youth	0.4
Homeless	8.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	14	14	25
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 12/2019

Textbook selection occurs primarily by teachers from the state-approved lists. Teachers attend presentations by publishers, examine the program choices, and may even teach lessons from the program. In the past, teachers have sometimes piloted a program prior to district adoption. Once the teachers have narrowed their choices, parents and the community are invited to examine the curriculum. The selection choices are brought before the School Site Council. Final approval is by school board adoption.

The district meets the state guidelines for textbooks and instructional materials. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (4-5) 2016 StudySync - McGraw-Hill (6-8) 2016	Yes	0%
Mathematics	Everyday Math (4-5) 2015 CPM (6-8) 2015	Yes	0%
Science	Macmillan/McGraw-Hill (4-6) 2007 Glencoe (7-8) 2007	No	0%
History-Social Science	Scott Foresman (4-5) 2006 McDougal Littell (6-8) 2006	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Happy Valley Elementary School was built in the 1950s. The campus was modernized the summer of 2003. The 21-room school is completely up-to-date with a science lab, state-of-the-art greenhouse, wireless Internet connection in all classrooms, Promethean interactive boards and document cameras in classrooms, and Chromebooks for each student. The campus hosts two baseball fields, a soccer field, a full size gymnasium and a spacious playground. The school district is a proud recipient of a Healthy Student Initiatives grant that has helped to update and refresh the cafeteria space. The floor has been replaced and the interior has been repainted.

The campus is cleaned daily and has a regular summer and holiday program of maintenance and improvements. The facility and grounds are safe and clean. There are two full-time custodians and one maintenance person at each site. This crew routinely meets and schedules repairs and projects. Checklists are utilized to ensure the campus is pristine. Our school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

*   **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

*   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	41	42	39	50	50
Mathematics (grades 3-8 and 11)	34	30	35	30	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	281	99.65	0.35	40.93
Male	140	139	99.29	0.71	33.81
Female	142	142	100.00	0.00	47.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native	17	17	100.00	0.00	23.53
Asian	14	14	100.00	0.00	42.86
Filipino					
Hispanic or Latino	47	47	100.00	0.00	44.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	183	99.46	0.54	42.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	198	198	100.00	0.00	37.88
English Learners	33	33	100.00	0.00	30.30
Students with Disabilities	38	38	100.00	0.00	13.16
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	31.03

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	280	99.64	0.36	29.75
Male	140	139	99.29	0.71	31.88
Female	141	141	100.00	0.00	27.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	17	17	100.00	0.00	23.53
Asian	14	14	100.00	0.00	21.43
Filipino					
Hispanic or Latino	47	47	100.00	0.00	25.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	183	99.46	0.54	34.07
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	197	197	100.00	0.00	25.51
English Learners	33	33	100.00	0.00	24.24
Students with Disabilities	38	38	100.00	0.00	7.89
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	14.29

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.2	23.1	34.6
7	5.7	18.9	67.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The success of a school is strongly influenced by the support of parents and the school community as a whole. Happy Valley Elementary School strives to coordinate and communicate with the community, including law enforcement, fire, other governmental agencies, news media, medical agencies, and other community organizations. Parents are actively involved in the School Site Council (SSC), school-wide planning, LCAP planning, and various parent committees for fundraisers and field trips. Parents agree to the following as part of our Family School Compact for Student Success. 1. Assist my child with their homework by monitoring assignments and by providing time, a place, and support for homework activities. 2. Read to my child or encourage my child to read every day 3. Communicate with the teacher when I have a concern. 4. Ensure regular, on-time attendance at school. 5. Regularly monitor my child's progress in school. 6. Attend school parent-teacher conferences and parent education/support nights. 7. Communicate the importance of education and learning to my child. 8. Respect the school, students, staff, families and communities.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.7	6.0	12.0	6.1	6.8	8.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and the security of the campus are the highest priorities of Happy Valley Elementary School. Students are signed in and out of the front office, and the adults signing for them must be listed on the student's emergency card. All visitors are required to sign in at the front office.

We have an Emergency Operations Plan (EOP) synthesized with current Readiness and Emergency Management Systems (REMS) practices and our local needs. The plan identifies protocols and responsible parties for numerous types of emergencies. School personnel and students participate in preparedness drills, including procedures for fire, earthquake, lockdown and civil disturbance. The plan identifies roles, responsibilities, functional annexes, how to address the situations before, during, and after any emergency situation. Maintenance and upkeep are monitored, and Deferred Maintenance Plan is developed and reviewed yearly.

The school works closely with the local volunteer fire department and the Shasta County Sheriff's Department to insure open communication and up to date protocol. The Happy Valley Fire Department is located across the street from the campus and it is always available to assist in medical emergencies.

The staff is trained annually in emergency procedures and has practice drills on a regular basis. The school nurse offers CPR/first-aid classes on a regular basis. The staff was trained on specific practices at the beginning of the school-year. The school is equipped with surveillance cameras and was recently re-keyed to strengthen safety practice. The parking lot, as well as the playground, can be observed through this video system.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26		4		25		4		15	12	3	
Mathematics					25		4		17	4	3	
Science	27		4		28		4		28		4	
Social Science	27		4		28		4		28		4	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,718	$1,610	$6,108	$60,140
District	N/A	N/A	$8,745	$61,776
Percent Difference - School Site and District	N/A	N/A	-35.5	-2.7
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-13.2	-2.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Title II (Teacher & Principal Training & Recruiting)
Gifted and Talented Education (GATE)
Hourly Programs (extended day/year education)
School Improvement Program
Resource Specialist Program
Special Day Class

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,155	$45,252
Mid-Range Teacher Salary	$58,201	$65,210
Highest Teacher Salary	$75,736	$84,472
Average Principal Salary (Elementary)	$88,505	$107,614
Average Principal Salary (Middle)	$98,921	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$0	$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Happy Valley Union Elementary School District provides ongoing professional development opportunities. We have two full days dedicated to district-wide professional development as well as utilizing our minimum day Monday schedule for one hour of professional development each week. The major emphasis of our staff development is in the area of Common Core State Standards, Response to Intervention (RTI), utilizing instructional technologies, targeted instruction, and student engagement strategies. Our focus is to improve student achievement using data, developing individual plans to support student learning, and monitoring student progress. Our district is committed to staff development. In addition to three staff development days, we utilize teacher release time, school workshops, and conferences to support ongoing learning. Teachers are supported in their professional development by participating in Differentiated Assistance, literacy training, trauma-informed practices, social and emotional learning and a vertical collaboration process. We are developing a system that uses improvement science to facilitate continuous improvement in literacy across the content areas and social and emotional learning. Our LCAP reflects this process in goals one and two.