



Ladera Palma Elementary School

2151 East Brookdale • La Habra, CA 90631 • (562) 690-2348 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



La Habra City
School District

La Habra City Elementary School District

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(562) 690-2305
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District Governing Board

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School Description

At Ladera Palma, we are extremely proud of our spectacular Dual Immersion Program. It was established in 2014 and has grown yearly! We now are able to offer Dual Immersion TK to 5th grades on one campus. Our Dual Immersion (DI) offers native Spanish speakers and native English speakers an opportunity to maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The Dual Immersion Program follows a 90:10 model that focuses on Spanish Immersion first with sequential bilingual/bi-literate skills acquired in English. English is added to the curriculum incrementally so that by fifth grade, students are receiving instruction for 50% of the day in both English and Spanish until Eighth grade. Dual Immersion staff is committed to continue to incorporate Visual and Performing Arts, Project Based Learning and Coding to our students' curriculum through the target language, Spanish. Additionally, we have also opened the first TK Dual Immersion program in our surrounding area!

Our program's vision is "To inspire and model multi-lingual, multi-literacy, and multicultural values so that we contribute to a positive and more accepting global community". We will accomplish this through: Explore, Commit, Take Action and Celebrate/Empower. We aligned our program's foundation with the Three Pillars of Dual Language Education. As well, our school goals are aligned to these tenets. The first goal is that our students achieve bilingualism and bi-literacy. Our goal is for all of our students to be able to speak, understand, read and write in both languages. Our second goal is that all of our students reach high academic achievement levels in both languages. We measure and monitor our students' skills continuously, using assessments in both languages. Our third and final goal is that all of our students are able to develop cross-cultural competence skills and understanding. Through culturally responsive instruction and curriculum, we explore various cultural celebrations and education, focusing specifically on the culture of Latin America.

To reach these goals, it is very important that the entire school work as a team. The Ladera Palma staff demonstrates a deep commitment to working as a united Professional Learning Community (PLC). To this end, our teachers meet regularly to discuss student achievement; plan collaboratively; follow professional lines of inquiry to further their professional learning; and work collaboratively to review and revise instructional plans and goals. Additionally, our teachers exemplify being life-long learners as they continuously search for effective instructional pedagogy and support research to further our goals as a Dual Immersion school.

Our school is also committed to empowering and engaging our students' families and community. Our students can succeed in a community that supports and nurtures their quest for a multi-lingual, multi-literate and multicultural education. To this end, our staff works diligently in collaboration with our parents to create an academically and culturally-rich learning environment. Parents are offered a variety of opportunities to become involved in their school through volunteering, community events, parent education classes, clubs and through our PTA. We realize the power of working collaboratively with our families to augment our students' education. Additionally, we work closely with our community institutions to provide support or extension opportunities for our students and their families.

About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	80
Grade 2	84
Grade 3	58
Grade 4	57
Grade 5	48
Total Enrollment	473

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	1.1
Hispanic or Latino	92.4
White	4.9
Two or More Races	1.1
Socioeconomically Disadvantaged	59
English Learners	35.9
Students with Disabilities	3.4
Homeless	0.4

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 for Ladera Palma	18-19	19-20	20-21
With Full Credential	14.5	18.5	22.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	18-19	19-20	20-21
With Full Credential	♦	♦	2.6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ladera Palma Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2020-21)

On October 8, 2020, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #15-2019 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2020.

Textbooks and Instructional Materials

Year and month in which data were collected: September, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Maravillas/Wonders- McMillan/McGraw Hill, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges In Mathematics- The Learning Center, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foreman, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McMillan/McGraw Hill, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility was inspected on September 30, 2020, by our morning custodian. The entire school was inspected. We checked lighting, water, flooring, door ways, cracks/uneven sidewalks, playground equipment, outside benches/tables, fire extinguishers, windows, doors, and all restrooms. All areas passed.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: September, 2020

System Inspected	Repair Status	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	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	40	N/A	50	N/A
Math	34	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Ladera Palma offers a variety of opportunities for parents to be involved in the life of our school. Many family and community members volunteer through the PTA, as classroom helpers, fundraising, bi-monthly coffee with the principal, Community Read Aloud Days, Read Across America Activities, Field Day, and by participating as decision makers in School Site Council and English Learners Advisory Committee. These governing bodies work with the administration to help make financial decisions. We use a schoolwide reading incentive program (Ladera Palma Reads) to involve parents in reading with their children every night throughout the school year.

In addition, we invite parents to attend our Back-to-School Night in the fall and Open House in the spring, and parent-teacher conferences in October and February. Additionally, our community liaison organizes a variety of parent education classes such as Nutrition Classes, Positive Discipline classes, and other areas identified by parents as a need through our parent surveys. We also offer parent clubs. Currently, we offer a Garden Club, Art Club, Dance Club, and Copy Club that meet regularly for parent education opportunities that then serve as parent leadership opportunities. We also coordinate several community events to contribute to our community such as our Día de los Muertos Festival, our Clothing Exchange, Fiesta de Mayo and other family and community events. To find out more or to volunteer at the school, please contact Principal Dr. Rosamaría Murillo at (562) 690-2348.

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.

School Safety Plan (School Year 2020-2021)

In compliance with state law, Ladera Palma has a Safe Schools Plan that is revised annually in the fall. The goals of the plan include providing all students and staff members with a safe teaching and learning environment, safe and secure travel to and from school, and making available district programs and approved community resources to students and parents. The plan includes procedures for emergencies and exit routes. This plan is reviewed by the staff and School Site Council annually. The staff has a copy of the plan in their staff handbook. We practice fire drills monthly, earthquake drills quarterly, and lockdown drills several times a year. In addition, we conduct a full disaster drill that includes mock scenarios. Emergency supplies are kept on site. Our district personnel make inspections of our playground equipment regularly. Parents also send in emergency care kits for our students.

The school provides an educational environment and we implement a Positive Behavior Interventions and Supports (PBIS) system on campus. We also support a school culture where students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. Visitors are required to check in and wear a badge while on campus.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	1.7	1.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		3.4	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24	1	7		28		5		15	10		
1	27		4		30		3		27		3	
2	27		5		30		2		28		3	
3					28		2		29		2	
4					24		2		29		2	
5									24		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Each year the District looks at student achievement data along with teacher requests for specific trainings to determine the plan for the four Districtwide professional development days. In 2017-18, training focused on new English Language Arts adoptions, Wonders and Amplify and for Ladera Palma, in Maravillas in Spanish. In 2018-2019 training focused on new Mathematics adoptions, Bridges and Math Links. In 2019-2020, training focused on developing Multi-Tiered System of Supports (MTSS).

In addition to the Districtwide trainings, each site works with a consultant from InnovateEd to develop Cycles of Inquiry around their strategic focus. Teacher leaders attend seven days of training to analyze student data, develop a strategic focus for the year, implement evidence based lessons, and analyze student work. Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support implementation of the strategic focus.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,960	\$50,574
Mid-Range Teacher Salary	\$84,214	\$76,649
Highest Teacher Salary	\$111,222	\$98,993
Average Principal Salary (ES)	\$140,445	\$125,150
Average Principal Salary (MS)	\$141,026	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$254,418	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10864	2410	8454	100182
District	N/A	N/A	8200	\$93,160
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.1	7.3
School Site/ State	8.7	21.7

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

Types of Services Funded

Federal Title I funds help pay for the support part-time instructional assistants who work directly with students in our reading program daily. Since we are a Dual Immersion site, all the instructional assistants are bilingual and bi-literate and are able to provide support in Spanish and English for all students. Title I funds also pay for part of our library tech salary, shared with the District. Conferences and professional development opportunities for Dual Immersion professional learning are funded through Supplemental and Concentrated Funds (S&C).

The remainder of our Title I funding is spent throughout the school year to support staff-development related issues, supplemental materials to support our curriculum and instruction, and parent involvement activities. Our PTA provides fundraising activities that support field trips and other educational opportunities for our students through the annual jog-a-thon and other fund-raising activities.

The majority of our general school budget goes toward teacher salaries and benefits.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.