Ruby Bridges Elementary School

351 Jack London Ave. • Alameda, CA 94501 • (510) 748-4006 • Grades K-5
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

About Our School
At Ruby Bridges we are committed to every student's potential by teaching to the whole child and holding high expectations.

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Our Mission
Ruby Bridges aims to develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment. Through rigorous, school-wide instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments. All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

School Vision
Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, socioeconomically and linguistically diverse backgrounds. Therefore, we are committed to providing our students with the access and vision to become the next generation of scientists, engineers, strategists, planners, innovators, and entrepreneurs. We expose students to real life, authentic lessons and projects that challenge their reasoning skills, while enhancing their interests, talents, and strengths. Throughout the year, we introduce, model, and teach life skills, such as empathy, cooperation, perseverance, and self-reflection to help students internalize what it means to treat others the way you want to be treated and to support their ability to solve complex problems.

STEAM -We are in our fourth year of the STEAM Education Innovation Plan, and the third year of our Wellness Center designed to support the well-being of the whole child. The STEAM Education Innovative Program started at Ruby Bridges in August 2017. Over the course of three years, Ruby Bridges staff and community researched ways to improve the educational experience and academic success of the student body. Our goal is to have all staff continue to implement the STEAM training they received during the 2017-19 school years, and bring STEAM into their classrooms. The STEAM lessons will help us develop student centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students. The mission of this program is to:

- Provide all learners, regardless of their ability, economic, ethnic, or linguistic background, frequent opportunities to demonstrate learning and strengths through the five, integrated strands of STEAM.
- Develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment.
- Through rigorous, school-wide STEAM instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments.
- All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

RUBY BRIDGES SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) GOALS:
Goal 1: Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism; Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates.

1A. Reduce suspensions by 15% overall, and by 25% for African American students.

1B. Reduce Chronic Absenteeism by 5%, and by 10% for African American families.

Goal 2:Improve English Learner (EL) Achievement; Implementation of State Standards for English Learners.

2A. Improve number of EL students becoming Fluent English learners.

2B. Improve achievement rates on SBAC by 10% overall, 15% for African American students and students with disabilities.

2C. Improve math achievement.

Goal 3:Improve efforts to seek input from parents/guardians to support informed district/school targeted supports; Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources; Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

3A. Send out parent surveys to understand what is working and what is not.

3B. Improve SART process to reach more families, including Chronically Absent, not just truant.

3C..Get 100% of families to attend Fall and Spring conferences.

Goal 4:Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need ;Provision of adequate instructional materials; Maintenance of a safe learning environment.

4A. Ensure basic needs are met in all classrooms and across the school.

Our goals for 2020-21 are to continue to implement the adopted English language arts program, Center for the Collaborative Classroom, improve implementation of the Eureka mathematics program, and utilize the English language development coaches to facilitate designated ELD instruction to our English learners. In addition, we will continue implementation of STEAM units. With the addition of new staffing, 50 percent of our staff have completed STEAM with ongoing PD throughout the school year. Our STEAM coordinator will continue to assist teachers by creating and modeling lessons. Given our virtual world, the Social Emotional Learning needs of students and families are a priority.

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	109
Grade 1	97
Grade 2	70
Grade 3	65
Grade 4	71
Grade 5	59
Total Enrollment	471

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	17.6
American Indian or Alaska Native	1.1
Asian	21
Filipino	7.9
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	1.7
White	17.4
Two or More Races	10.8
Socioeconomically Disadvantaged	59.4
English Learners	26.3
Students with Disabilities	14.4
Foster Youth	0.4
Homeless	2.3

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 Ruby Bridges	18-19	19-20	20-21
With Full Credential	31	30	21
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	2	1

Teacher Credentials for Alameda Unified	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Ruby Bridges 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	1	2	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)

Textbooks and Instructional Materials
Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming. **The textbooks listed are from most recent adoption:** No **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)
The Ruby Bridges Elementary School was built in 2006 on a 7.0 acres site. The building area is 50,697 sf. In 2019 the school underwent a modernization project to add a restroom in the multiple purpose building and modernized two classrooms. All buildings have a new intrusion alarm system.

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: 8/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	C13-C15: Building 400 HVAC units need repaired.
Interior: Interior Surfaces	Good	PC1-PC2: PC1 carpet needs shampoo
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	KD1-KD4: Ants are in both K2 & K3 classrooms
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Multipurpose Room: Both boys and girls restrooms need a deep cleaning.
Safety: Fire Safety, Hazardous Materials	Good	Admin Office: Fire alarm panel shows trouble and needs service.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C9-C12: C10 has leaks near bottom of window frame.
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	66	N/A	50	N/A
Math	32	N/A	58	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	24	N/A	48	N/A	30	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)
Family Involvement Policy 20/21
https://docs.google.com/document/d/1TD-Jlk8B1YHh8arcdkqqfb7DOvziL6z4ZpGis5okVCk/edit?usp=sharing

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)
Safety Plan- Ruby Bridges has an at site emergency plan that is reviewed annually. Within this safety plan are designated locations, staff, and resources to support an emergency at Ruby Bridges. Emergency supplies and resources are stored in each classroom area/pod and in the metal storage container located west of the multi-purpose room. Medical supplies and student medications are stored in the health office in the main building. These supplies and equipment are updated and inspected on a yearly basis.
Drills: When at site, monthly drills are scheduled and practiced: Lockdown drill, Fire drill, Earthquake drill. Ruby Bridges also follows AUSD protocols and guidance in case of active shooters and our safety guidance regarding the Covid19 pandemic.

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	2.2	3.3	2.9	2.6	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	1.5	1.3	
Expulsions	0.0	0.0	

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	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

*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	25		4		20	2	4		21	4	1	
1	25		2		23		3		24		4	
2	24		4		24		3		23		3	
3	23		3		25		3		20	2	1	
4	27		3		31		2		31		2	1
5	26	1	3		22	1	3		27		2	
Other**	6	1							10	2		

*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	

RB teachers were a part of August 2020 Learning Conference. During this conference, teachers were given resources and planning time to plan for virtual learning using online resources. In addition, each Wednesday 20/21 is designated for teacher collaboration and/or Professional Development. As a site we are focused on 1.) Student/family to school relationships; 2.) Student engagement and student discourse; 3.) Social Emotional Learning and needs of students and families during virtual learning; 4.) Building teacher capacity for instruction through collaboration 5.) Implementation of STEAM; 6) ELPAC progress and resources for our EL students. These focus areas were determined by teacher input, virtual learning needs, our innovation plan, and assessment/walkthrough data.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,966	$49,782
Mid-Range Teacher Salary	$72,867	$76,851
Highest Teacher Salary	$95,138	$97,722
Average Principal Salary (ES)	$106,679	$121,304
Average Principal Salary (MS)	$129,891	$128,629
Average Principal Salary (HS)	$133,136	$141,235
Superintendent Salary	$230,000	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
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	$14,595.55	$4,906.72	$9,688.83	$70,511.66
District	N/A	N/A	$8,905.50	$77,156
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.4	-9.0
School Site/ State	22.2	-11.6

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

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.