

California School Dashboard, Local Indicators
Report to Board
June 21, 2023

The California School Dashboard and State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The State and Local Indicators are aligned with the eight CA state priorities that guide district Local Control and Accountability Plans (LCAPs).

California State Priority Area		State Indicator	Local Indicator
1	Basic Services/Conditions at Schools		Self Reflection Tools
2	Implementation of State Standards		Self Reflection Tools
3	Parental Engagement		Self Reflection Tools
4	Student Achievement	Academic Indicators (ELA and Math) English Learner Progress Indicator	
5	Student Engagement	Chronic Absence Indicator Graduation Rate Indicator (High School)	
6	School Climate	Suspension Rate Indicator	Student Survey
7	Access to a Broad Course of Study	College/Career Indicator	Self Reflection Tools
8	Outcomes in a Broad Course of Study	College/Career Indicator (High School)	
9	Coordination of Services for Expelled Students		County Office
10	Coordination of Services for Foster Children		County Office

Districts are required to report outcomes on five Local Indicators that apply to LEAs only, not schools.

The five Local Indicators include:

- Basic Services and Conditions
- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study

Districts are required to measure their progress based on locally collected data and report their results through the CA School Dashboard using the Local Indicators Self-Reflection Tools and prompts. The State Board of Education (SBE) approved standards for the Local Indicators that support districts in measuring and reporting their progress within each priority area. For each local indicator, the approved standard includes:

1. Measuring progress on the Local Indicator using self-reflection tools
2. Reporting the results to the local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard

For each applicable Local Indicator, districts self-assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

The district makes the determination of Goal Met for each applicable local indicator where self-reflection tools have been used to measure and report their progress. The collection and reflection on locally available information relevant to progress on local priority areas support DMUSD in local planning and improvement efforts.

Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Basic Requirements	22-23 Data	
	#	%
Total teacher misassignments	7	97%
Number of misassignments of teachers of English Learners	5	98%
Vacant teacher positions	0	100%
Percentage of students without access to standards-aligned instructional materials	0	100%
Number of identified instances where facilities do not meet the “good repair” standard	0	100%

Five teachers were required to complete the coursework necessary to provide instruction to English learners during the 2022-23 school year. Three teachers have completed the coursework. A music teacher is in the process of completing credentialing. A temporary teacher who is not currently under contract with the district. Two special education teachers had waived supplementary authorizations. Both teachers have completed the necessary coursework to clear their supplementary authorizations.

Outcome: Standard met.

Priority 2

Implementation of State Academic Standards

The District uses self-reflection rubrics to determine progress in the following areas related to standards implementation:

- Professional Learning
- Instructional Materials
- Improving the delivery of instruction
- Implementation of other adopted academic standards
- Support for Teachers and Administration

The rating scale is as follows:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Implementation of State Academic Standards					
	Providing Professional Learning	Aligned Instructional Materials	Supporting staff in delivering instruction		Implementation Progress of Other Adopted Standards
ELA	5	5	5	Career Tech	1(N/A)
ELD	4	5	4	Health	5
Math	5	5	5	P.E.	5
NGSS	5	5	5	VAPA	5
HS/Social Science	4	3	4	World Lang.	5
	Professional Learning Needs for Groups of Teachers	Professional Learning Needs for Individual Teachers	Support for Teachers' Unmastered Teaching Standards		
Support for Teachers & Administrators	5	5	5		

Outcome: Standard Met

Priority 3

Parent and Family Engagement: The district reflects on its progress in (1) building relationships with parents and families, (2) building partnerships with parents and families for student outcomes, and (3) seeking input from parents and families in decision making

The rating scale is as follows:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					x
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					x

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					x
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families.					x

Current strengths and progress in Building Relationships Between School Staff and Families.

At DMUSD, we highly value our relationships with families and recognize the importance of these partnerships in ensuring success for children. We are fortunate to have a strong level of parent participation, as evidenced by their active involvement in parent conferences, principal coffees, and various school and district events. Many parents also volunteer at our schools on a daily basis, which further demonstrates the effectiveness of our efforts in building and maintaining positive and productive relationships.

As new staff, including administrators, teachers, and support staff, join our district they are provided with professional learning opportunities in alignment with our district's commitment to involving parents as equal partners in their children's education. During these sessions, staff members learn about the benefits of adopting an assets-based perspective and are encouraged to appreciate the strengths that each family brings to our district. Additionally, these sessions emphasize the importance of effective communication methods as a key component in developing strong home-school partnerships.

Each of our schools creates a welcoming and nurturing environment for students and parents. We prioritize ongoing two-way communication with our community, engaging in various activities such as parent education evenings, strategic plan development, surveys, principal coffees, and site and district committee meetings. Our superintendent plays an active role in sharing information through regular videos called Take 2, which highlight district-wide activities that support student learning. Furthermore, quarterly Superintendent's Messages and the DMUSD Annual Report provide a comprehensive overview of the instructional program, student performance, capital projects, and other significant activities. To foster genuine and accessible dialogue, the superintendent and members of the executive cabinet conduct open discussions through focus group sessions, allowing for valuable insights that help identify areas of strength as well as areas that need attention. These insights, combined with other methods of gathering information, enable our district to collaborate effectively with parents and directly influence decision-making.

We assist our parents in understanding academic expectations through several strategies. Principal coffees at school sites and district-level parent education evenings provide opportunities to share strategies for supporting children's academic achievement and emotional well-being. Information is also provided via Back-to-School Sessions, Open Houses, and one-on-one conferences with parents held two times during the year. Parents are provided a report card companion that uses parent-friendly language to describe the academic goals for each trimester in English language arts and mathematics.

Focus area(s) for improvement in Building Relationships Between School Staff and Families.

Building upon the existing positive relationships between school staff and families, a focus for the upcoming 2023-24 school year will be to expand opportunities for all educational partners, including parents, to contribute their input regarding the support they require to ensure success.

Focus areas for improving engagement of underrepresented families

The district remains committed to its efforts in diversity, equity, and inclusion. This includes the ongoing implementation of a multi-year equity plan, which is facilitated by a district-level advisory committee. Site-level diversity, equity, and inclusion teams will continue to provide professional learning opportunities to staff and community members at each site. These initiatives have the objective of promoting equity and inclusion for all students and their families, including those who are underrepresented.

Building Partnerships for Student Outcomes	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Our strong and positive relationships with families play a crucial role in ensuring the academic success of our students. Teachers and site administrators maintain regular communication with families, fostering a collaborative partnership. Principals at each school send out weekly communications and organize regular principal coffees and parent education sessions. These sessions provide valuable opportunities for parents to stay informed and engage with the school community. Additionally, welcome events are organized specifically for incoming kindergarten students, creating a warm and inclusive atmosphere from the start.

Back-to-School sessions are conducted to give teachers the chance to outline grade-level goals and provide guidance on how parents can support their children throughout the year. Parent conferences are held twice a year, offering dedicated time for teachers to share specific information about each child's academic progress and social-emotional well-being at school. These meetings also encourage parents to ask questions and seek guidance on how they can best support their child's development.

For students who require additional support, Student Study Team meetings are held. These meetings involve parents and provide recommendations for both the classroom teacher and the parent on strategies tailored to address the identified needs. In the reclassification process for English learners, parents are actively consulted for their input as to their readiness for their students to be considered English proficient. IEP meetings are held for students with assessed learning disabilities, where parents are informed about their legal rights and encouraged to ask any questions they may have. Translators are provided when needed to ensure clear communication and understanding of the information being shared.

Overall, we strive to create an inclusive and supportive environment where parents are actively involved in their child's education and provided with the necessary resources and opportunities to contribute to their success.

Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes

We will maintain and build upon the effective strategies we have in place to foster strong partnerships for student success. Based on parent feedback, we recognize the need to provide more detailed information on specific curricular programs to better support student learning. In response to this, we will offer parent information series focusing on conceptually based mathematics and the development of districtwide cultures of thinking. These sessions aim to empower parents with knowledge and strategies to enhance their involvement in their child's education.

Furthermore, we understand the importance of nurturing the home-school connection to support student well-being. To address this, we will provide a learning series for parents in Second Step, a program designed to promote social-emotional development in students. This series will serve as a bridge between home and school, equipping parents with tools and insights to reinforce social-emotional learning at home.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Feedback specific to underrepresented families is sought out via parent surveys. We take special care to promote their active engagement by ensuring representation on various district advisory committees, including the District Equity Advisory Committee, site-based equity teams, District English Learner Committee, and site-based English Learner Advisory committees. This ensures that diverse perspectives are considered in decision-making processes.

We are excited to reinstate parent English language development classes, which have been highly popular in the past, especially for our newest families. These classes provide valuable support and resources to parents who are learning English, helping them navigate the education system and actively engage in their child's education.

In addition, we are updating our English Learner Family Support Handbook, a comprehensive resource that offers helpful information about our district and key contacts for families. This handbook aims to support students' transition into our schools and facilitate active parent engagement. It serves as a valuable tool for families to navigate resources and foster a strong partnership between home and school.

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					X
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					X
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					X

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Stakeholders, including students, parents, and district staff, engage in meaningful dialogue and provide input to the district strategic planning through formal groups such as the School Board, Parent-Teacher Association (PTA), President's Advisory Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), Del Mar California Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Design Team, District Leadership Group, District Cabinet, District Equity Advisory Committee, and Facility Master Planning Committee. These groups serve as important channels for collaboration and decision-making

To gather valuable input and insights, focus group sessions were conducted at each school site. These sessions were facilitated by the superintendent and other members of the executive cabinet. Their purpose was to engage with the community and collect diverse perspectives on various topics related to the district's plans and initiatives.

Throughout the school year, the district developed a new long-range strategic plan. To ensure inclusivity, all educational partners from the community were invited to attend development meetings. This resulted in a robust and diverse group of individuals representing all student groups participating in the planning process. To further refine the plan, multiple surveys were distributed to all staff members and parents in the district. These surveys played a vital role in gathering feedback, insights, and suggestions, which helped shape and improve the strategic plan. By actively involving our school community, seeking input, and engaging in a collaborative planning process, the district has created a strategic plan that reflects the needs, values, and aspirations of all educational partners.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We will be creating a step-by-step sequence of actions designed specifically to support and integrate new families from other countries. This process will provide them with information about how our school system operates, including key policies, procedures, and resources available to support their children's education. By focusing on increasing engagement and communication with our newest families, we aim to foster a sense of belonging and empower them to actively participate in their children's educational experience.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will continue existing practices that have been effective in ensuring we receive input from under-represented families to inform decision-making

Outcome: Standard Met

Priority 6

School Climate: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness

DMUSD Student Wellness Survey was administered to third, fourth, fifth, and sixth-grade students in May 2023.

Indicator	Definition	Performance
Self-Efficacy	The belief in one's own ability to succeed in achieving an outcome or reaching a goal	Very High
Growth Mindset	The belief that one's abilities can grow with effort	Very High
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations	Very High
Social Awareness	The ability to take the perspective of and empathize with others.	High
Culture and Climate	Student perception of culture and climate elements, including relationships, school behavioral expectations, and safety	Very High

Narrative

The Del Mar Union School District administered the DMUSD Student Wellness Survey (based on the CORE Survey) in the spring of 2023 to grades 3-6. An analysis of the survey's indicators is as follows:

(1) Self-Efficacy (Very High Performance) - Most students were very confident they could earn strong grades in class and meet learning goals set by their teachers. Most students were confident they could learn the hardest topic in class.

(2) Growth Mindset (Very High Performance)- Student responses indicate their belief that their abilities can grow with effort and that they are capable of learning anything. Some students may need reminding that this applies to all subjects at school, even if they are not "naturally" good at the subject.

(3) Self Management (Very High Performance) - Students report coming to class prepared and they also remember and follow directions. Some students reported challenges with remaining calm when criticized or bothered by others and may benefit from learning strategies for Responding.

(4) Social Awareness (Very High Performance) - Students indicate a belief that they listen carefully to the viewpoints of others and that they get along well with students who are different from themselves. Some student responses indicated needing further support in describing their feelings.

(5) Culture and Climate (Very High Performance)- Overall, students report positive experiences at their schools. Students report that their belongings are respected and safe. They report limited experiences with teasing about their physical appearance and that feel safe at school. Students experience support for academic learning via adults' encouragement to work hard and assistance with schoolwork when needed from teachers. Some students may benefit from more clarity about school rules.

Each school site reviews the results of this survey and incorporates specific goals into school site plans annually. In addition, school counselors review this data to inform their support to students and teachers.

Outcome: Standard Met

Priority 7

Access to a Broad Course of Study: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6

The LEA selects measures that indicate whether students have access to a broad course of study. The following factors were reviewed:

The following measures were selected to monitor the extent to which all students, including unduplicated student groups and individuals with exceptional needs, have access to a broad course of study: 1. Access to board-approved standards-based materials as reported in the annual hearing regarding Sufficiency of Instructional Materials, 2. Professional Learning provided to each teacher in district focus areas, 3. Access to Physical Education Instruction – as measured by schedules monitored by site principals.

Analysis

Students had access to a broad course of study for grades K-6 during the 2022-23 school year, including unduplicated student groups and students with special needs in both programs. All students had access to board-approved standards-based materials. Student learning is enhanced when teachers' understanding of standards and instructional delivery is deepened through professional learning. The district continued to work with Ron Ritchhart, a Harvard researcher, on using visible thinking strategies to develop the critical thinking skills of all students. Additional teacher cohorts attended training, as did all principals and Instructional Services staff. All teachers received professional learning in Cognitively Guided Instruction differentiated based on experience level, which provides teachers with the knowledge to help develop students as mathematical thinkers and problem solvers. All students received the required minutes of PE instruction.

Barriers

All students in the Del Mar Union School District had access to and were enrolled in a broad course of study supported by highly skilled teachers.

New Actions

The Del Mar Union School District will continue to ensure all students have access to and are enrolled in a broad course of study supported by highly skilled teachers.

Outcome: Standard Met