

California School Dashboard, Local Indicators  
Report to Board  
June 22, 2022

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	Local Climate 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 for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas supports 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	21-22 Data	
	#	%
Total teacher misassignments	4	98%
Number of misassignments of teachers of English Learners	4	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%

Four teachers were required to complete course work necessary to provide instruction to English learners during the 2021-2022 school year. Two teachers will not be returning to teach in our district. One teacher recently completed coursework and it is anticipated that the fourth teacher will complete coursework prior to the end of the 2022-2023 school year.

**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	4	VAPA	5
HS/Social Science	3	3	3	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.**

DMUSD staff has a deep appreciation for the importance of parent involvement. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of effectiveness in this area. All staff members new to the district, including administrators, teachers, and support staff, attend professional learning focused on the high value our district places on including all parents as equal partners in the education of their children. Elements of this professional learning focus on the role effective modes of communication play in building and maintaining positive productive relationships between families and the school.

The Del Mar Union School District is proud of the collaborative relationship established with our dynamic and involved parent community. Our staff, including district administrators, principals, teachers, and classified staff, are skilled at building and sustaining respectful relationships with families. Each school provides a welcoming and nurturing environment for students and their parents. We engage in ongoing two-way dialogue with our community at the site and district level via parent education evenings, strategic plan development, surveys, principal coffees, and site and district committee meetings. Our superintendent provides ongoing information through Take 2 which are monthly videos highlighting student learning throughout our district. In addition, quarterly Superintendent's Messages and the DMUSD Annual Report provide a comprehensive overview of the instructional program, student performance, capital projects, and other important activities. 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 provide parents strategies for supporting children's academic achievement and emotional wellbeing. Information is also provided via Back-to-School Sessions, Open House, and at one-on-one conferences with parents held two times during the year. Parents are provided a report card companion containing parent-friendly language that describes the academic goals for each trimester for English language arts and mathematics.

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

In addition to maintaining the effective elements in place to sustain the positive relationships which already exist between school staff and families, the focus area for the 2022-23 school year will be to monitor the effectiveness of existing communication structures and refine them as necessary.

## **Focus areas for improving engagement of underrepresented families**

The district is continuing work focused on diversity, equity, and inclusion, which includes the development of a multi-year equity plan facilitated by a district-level advisory committee. Site-level diversity, equity, and inclusion teams will be responsible for providing professional learning to the staff at the site level and then will expand to include community members. A primary objective of this work is to ensure equity and inclusion of all students and their families, including those that 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 staff has a deep appreciation for the importance of parent involvement. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, such as parent nights focused on the district's mathematics program, provide evidence of the effectiveness in this area. All staff members new to the district, including administrators, teachers, and support staff, attend professional learning focused on the high value our district places on all parents as equal partners in their children's education. Elements of this professional learning focus on effective communication modes, which help build and maintain positive relationships between all parents and the school.

Staff at each of our school sites provide welcoming environments for all families in our community. Teachers and site administrators communicate regularly with families. Principals at each school send out weekly communication and have regular principal coffees and/or parent education sessions. They also provide welcome events for incoming kindergarten students. Back-to-School sessions allow teachers to give an overview of the goals for that grade level and also share ways in which parents can partner with teachers during the year. Parent conferences are held twice each year. These meetings are an opportunity for teachers to provide specific information on each child's academic progress and social-emotional status at school. Parents are encouraged to ask questions they may have regarding what specific ways they can help support their child. Student Study Team meetings provide support for children who are not meeting expected goals. These meetings include parents and recommendations are provided to both the classroom teacher and the parent for strategies specific to the demonstrated need. IEP meetings are held for students who have assessed learning disabilities. Parents are provided information specific to their legal rights and are encouraged to ask any questions they may have. Whenever needed, translators are provided to ensure parents have a clear understanding of the information being shared.

**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 continue to implement the effective strategies in place which support partnerships for student outcomes.

**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. To ensure their active engagement, care is taken to ensure there is representation on district advisory committees such as the District Equity Advisory Committee, site-based equity teams, District English Learner Committee, and site-based English Learner Advisory committees. We are looking forward to reinstating parent English language development classes which have been very popular in the past for our newest families. We will also be updating our English Learner Family Support Handbook which provides helpful information about our district and key contacts for families to support student transition and active parent engagement in our schools.

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. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation in scheduled meetings and surveys at the site and district level as well as focus group sessions. The strategic planning and annual goal-setting process provide many opportunities at the site and district level to assist parents with understanding expectations for their children. Continued refinement of focus group sessions will contribute authentic stakeholder input, including students and families from underrepresented groups, for both school sites and the district and including methods for participation among families who speak a language other than English.

**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.**

During the 2022-23 school year the district will be engaging our educational partners as a new long-range strategic plan is developed. During this process, we will ensure input from all groups, including those that are underrepresented to inform the development of this plan.

**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 the input from under-represented families is included and informs decision-making and we will ensure their participation in the strategic planning process. In addition, site administrators will have an opportunity to share successful strategies they have implemented to increase engagement levels.

**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 all third, fourth, fifth, and sixth-grade students in May 2021.

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 2022 to grades 3-6. An analysis of the survey's indicators is as follows:

- (1) Self-Efficacy (Very High Performance) - Students believe they can earn strong grades in class and meet learning goals set by their teachers. Some students reported limited confidence in being able to 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 may benefit from learning strategies for paying attention when there are distractions.
- (4) Social Awareness (High Performance) - Students indicate a belief that they listen carefully to the viewpoints of others and that they complement the accomplishments of others very often. 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 they are physically 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 2021-22 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, which provides teachers with the knowledge to help develop students as mathematical thinkers and problem solvers. Professional learning was provided to effectively administer a newly adopted science program, Amplify. 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**