

California School Dashboard, Local Indicators  
Report to Board  
June 30, 2021

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	
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 based 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	20-21 Data
Total teacher misassignments	0
Number/percentage of misassignments of teachers of English Learners	0
Vacant teacher positions	0
Percentage of students without access to standards-aligned instructional materials	0
Number of identified instances where facilities do not meet the “good repair” standard	0

**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

	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	4	4	4	VAPA	5
HS/Social Science	3	3	3	World Lang.	4
	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

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 effective modes of communication, which helps to build and maintain positive relationships between all parents 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, biweekly 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 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. DMUSD is home to a diverse student population with families and children speaking over 40 different languages. The district is collaborating with the San Diego County Office of Education to develop and implement a districtwide Diversity, Equity, and Inclusion plan, which includes forming a District Equity Team. A primary objective is to ensure equity and inclusion throughout the district.

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

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, as well as high numbers of parents volunteering at school sites each day, 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. A Welcome to Del Mar event had its inaugural session in the summer of 2019. At this event, all new families received a warm welcome to our district. District and site administrators from every school attended along with parent leaders from different school-based organizations such as the Parent-Teacher Association (PTA), Del Mar Schools Education Foundation (DMSEF), and District English Learner Advisory Committee (DELAC). The Welcome to Del Mar event is designed to introduce new families to programs and services available at our school sites and community. Unfortunately, we were not able to hold this event in 2020 due to health and safety measures related to the COVID-19 pandemic. We are looking forward to continuing this event for the 2021-2022 school year. DMUSD staff will continue to develop personalized learning experiences to support learning styles and maintain culturally responsive learning environments.

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

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, 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.

**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
Social Awareness	The ability to take the perspective of and empathize with others.	Very High
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
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 2021 to grades 3-6. An analysis of the survey's indicators is as follows:

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

(2) 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.

(3) Growth Mindset (Very High Performance)- Student responses indicate their belief that their abilities can grow with effort, and 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.

(4) Self Management (Very High Performance) - Students report coming to class prepared and getting their work done right away instead of waiting until the last minute. They also report remembering and following directions. Some students may need to learn strategies for responding to criticism or when someone bothers them.

(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 need assistance in establishing close connections with the school.

Each school site will be reviewing the baseline results of this survey and incorporating specific goals into school site plans for the 2021-2022 school year. In addition, school counselors are being hired to address and support the district social-emotional wellness program and the needs of students who require intervention.

**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. The assignment of every student to a properly credential teacher, 3. Professional Learning provided to each teacher in district focus areas, 4. Access to Physical Education Instruction – as measured by schedules monitored by site principals.

### Analysis

Although the 2020-2021 school year brought challenges for how schools provided instruction during a global pandemic, students attending the Del Mar Union School District were provided a rigorous instructional program. Two-thirds of our students attended school in person, and one-third participated in a carefully designed distance learning program called Launch.

Students had access to a broad course of study for grades K-6, including unduplicated student groups and students with special needs in both programs. All students at all school sites and in the distance learning program had access to board-approved standards-based materials. All students at all school sites received instruction from properly credential teachers, and there were no misassignments. Although the state waived time requirements for PE due to limitations caused by the COVID-19 pandemic, all students received PE instruction through a combination of classroom-based instruction and the services of specialty teachers. Students attending school through the distance learning program received instruction virtually.

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 also provided to ensure all teachers could effectively use district-purchased digital tools necessary for instruction. In addition, teachers refined their ability to use the i-Ready Diagnostic, a new district wide assessment, to guide differentiated support and intervention to students.

### Barriers

While the COVID-19 Pandemic presented challenges, the staff worked collaboratively with the school community to ensure all students in the Del Mar Union School District had access to and

were enrolled in a broad course of study.

#### 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.

**Outcome: Standard Met**