

California School Dashboard, Local Indicators
Report to Board
June 26, 2024

The California School Dashboard and State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The Indicators are aligned with the eight California 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, which include:

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

Districts must 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. Collecting and reflecting 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	22-23 Data	
	#	%
Total teacher misassignments	7	97%
Number of misassignments of teachers of English Learners	3	99%
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%

Three teachers were required to complete the coursework necessary to instruct English learners. One of these teachers has completed the coursework, and two others are in the process of finishing. Two Education Specialists served under Intern Credentials. Two additional special education teachers served under Special Education Limited Assignment Permits. Both teachers have completed the necessary coursework to obtain full authorization.

All students have access to standards-aligned instructional materials. All school facilities were identified as in the good range on the annual FIT administered in the 2023-24 school year. The children at Del Mar Heights have been housed at Del Mar Hills Academy and Ocean Air School while their facility is being rebuilt.

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	5	4	World Lang.	5
	Professional Learning Needs for Groups of Teachers	Professional Learning Needs for Individual Teachers	Support for Teachers on Standards Not Yet Met		
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 children's success. We are fortunate to have a strong level of parent participation, as evidenced by high levels of involvement in many school-related activities, including parent conferences, principal coffees, and various school and district events. Many parents also volunteer at our schools daily, demonstrating our efforts' effectiveness 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 that align 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 critical component in developing strong home-school partnerships.

Each school creates a welcoming and nurturing environment for students and parents. Our front office staff maintains a customer service approach when supporting families. They are provided with training to help parents in the most efficient way possible and know they can seek assistance from others in our district when they don't know the answer to a parent's question. We prioritize ongoing two-way communication with our community, engaging in activities such as parent education evenings, strategic plan development, surveys, principal coffees, and site and district

committee meetings. All of our principals email weekly communication using the platform Smore, which includes translation tools enabling clear communication with our family members who speak another language other than English.

Our superintendent actively shares information through regular videos called Take 2, highlighting district-wide information supporting student learning and their school experience. 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 and 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 educational achievement and emotional well-being. Information is also provided via Back-to-School Sessions, Open Houses, and one-on-one conferences with parents held twice yearly. Parents are provided with 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.

A focus for the upcoming 2024-25 school year will be to maintain opportunities for all educational partners, including parents, to contribute their input regarding the support they require to ensure success. These efforts will build upon the existing positive relationships between school staff and families.

Focus areas for improving engagement of underrepresented families.

The district remains committed to diversity, equity, and inclusion efforts. This commitment includes the ongoing implementation of priority actions informed 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. Every member of our district from every department has been included in diversity, equity, and inclusion learning. These initiatives aim to promote 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 robust and positive relationships with families play a crucial role in ensuring the academic success of our students. Teachers and site administrators communicate regularly 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 for incoming kindergarten students, creating a warm and inclusive atmosphere from the start of a child's school experience.

Back-to-school sessions allow teachers 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. Translation support is available to help support effective communication with families who speak another language than English. The principal's newsletters include monthly counselor communication via the Counselor Corner, where parents find resources and strategies to support their children's social-emotional wellness.

For students who require additional support, Student Study Team meetings are held. These meetings involve parents and provide recommendations for the classroom teacher and the parent on strategies 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 be active IEP team members. Translators are provided to ensure clear communication and understanding of shared information.

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 support student learning better. In response, we will offer parent information sessions focusing on how parents can best support the conceptually based mathematics instruction students experience in class and how we support the learning for students at all levels of mathematic understanding. In addition, sessions will be offered, providing information about our district's partnership with Ron Ritchhart in developing a Culture of Thinking and how it connects to the rigorous instructional program each child experiences where they develop critical thinking and communication skills. The goal is 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. We will work with our teachers to utilize the home-school connection resources available through the Second Step program to serve as a bridge between home and school,

equipping parents with tools and insights to reinforce social-emotional learning at home.

Chronic absenteeism rates continue to be a concern for our students, particularly among some of our most vulnerable populations. Like most districts across the state and the nation, we have experienced significant increases in the number of chronically absent students due to the COVID-19 pandemic. Strategies will be implemented to reduce the number of students demonstrating chronic absenteeism:

- Each school will conduct a root-cause analysis of students experiencing chronic absenteeism and establish site-specific goals in the School Plan for Student Achievement to support students in improving attendance.
- Schools will regularly use the Synergy Chronic Absenteeism Report to monitor student absences. The principal, counselor, health technician, teacher, and school nurse will collaborate with parents and students to identify and assist with resolving barriers to attending school regularly.

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.

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. In addition, we disaggregate community survey data via demographic data, ensuring diverse perspectives are considered in the decision-making processes.

The district will offer adult English language development classes at two schools. These classes will provide valuable support to parents learning English, helping them navigate the education system and actively engage in their children's education.

In addition, we are updating our English Learner Family Support Handbook, a comprehensive resource that offers helpful information about our district and contacts for families. We plan to include a description of various activities families can anticipate throughout the school year. This handbook supports students' transition into our schools, facilitates active parent engagement, and is a valuable tool for families as they navigate a school system that may be unlike what they have experienced previously.

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), PTA President's Advisory Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), North Coastal Consortium for Special Education Community Advisory Committee, Del Mar California Teachers Association (DMCTA), Classified Advisory Committee, Destination 2028! Strategic Plan community input meeting, District Leadership Group, District Cabinet, and District Equity Advisory Committee. These groups serve as important channels for collaboration and decision-making.

Focus group sessions were conducted at each school site and with every employee group in the district. The superintendent and other executive cabinet members facilitated these sessions to engage with the community and collect diverse perspectives on various topics related to the district's plans and initiatives. The information provided unique insight and helped to inform strategic planning.

During the 2022-23 school year Destination 2028, the district strategic plan was developed with extensive input from a robust and diverse group of individuals representing all student groups. By actively involving our school community, seeking input, and engaging in a collaborative planning process, the district created a strategic plan that reflects all community members' needs, values, and aspirations. During the 2023-24 school year, the district shared an open invitation with the community to provide input to help inform the next steps for Destination 2028.

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 create a step-by-step sequence of actions to support and integrate new families from other countries. This process will inform them 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 participate actively in their children's educational experiences.

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 effectively ensured 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

The Del Mar Union School District administered the SELweb Social-Emotional Assessment, which included a climate survey to measure students' perceptions of school safety and connectedness. The 2023-24 school year marked the first year this instrument was administered to all grade levels K-6. The spring administration serves as baseline data and provides the perspectives of all students and student groups.

Student Group	SEL Skills at or above expectation Overall	Safety and School Connectedness percent positive response					
		I feel safe	Rules are fair	Teachers care about me	Students care about me	Teachers help me learn	Adults encourage me to work hard
All Students	91%	89%	91%	90%	75%	89%	82%
Asian	92%	89%	91%	90%	75%	89%	82%
Black/African America	89%	86%	93%	86%	75%	89%	86%
Hispanic	87%	86%	89%	87%	75%	87%	82%
Two or More Races	93%	89%	89%	90%	77%	89%	84%
White	90%	95%	91%	90%	74%	89%	79%
English Learners	80%	87%	84%	88%	65%	85%	78%
Socioeconomically Disadvantaged	82%	91%	90%	90%	70%	88%	81%
Special Education	80%	87%	89%	88%	70%	85%	79%

Key Learnings - Strength

An analysis of data highlights a generally positive environment regarding student feelings of safety and school connectedness. In particular, students feel safe (student groups ranging from 86% - 91% positive responses). They also think rules are fair (student groups ranging from 84% - 93% positive responses). They also reported the belief that teachers care about them (student groups ranging from 86% - 90% positive response) and help them to learn (student groups ranging from 85% - 89%)

Key Learnings - Identified Need

An analysis of data indicates that all student and student groups had a lower percentage answer positively to the question, *Students care about me*. The senior assessment manager from Xsel Labs, the creator of SELweb, shared this is a trend for all districts nationally that take the climate survey. They attribute this response to the COVID-19 pandemic, where students' social communities were limited to their immediate neighbors or small groups, causing a loss of connection to the larger community.

Actions/Next Steps

As this is baseline data with a new assessment tool, principals at each school will work with staff to analyze school-specific data for trends and incorporate goals into their School Plan for Student Achievement or Comprehensive Safe Schools Plan as appropriate. In addition, school counselors will review this data to inform their support of students and teachers as connected to Second Step implementation.

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 is provided to each teacher in the 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 2023-24 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 strategies to develop and deepen the critical thinking skills of all students. Additional teacher cohorts, principals, and Instructional Services staff attended the training. A cohort of Fellows was established. This group received advanced training and supported school sites in advancing implementation. All teachers attended professional learning in cognitively guided instruction, which is differentiated based on experience level. This learning provides teachers with the knowledge to help develop students into mathematical thinkers and problem solvers. All students received the required minutes of PE instruction.

Barriers

All Del Mar Union School District students 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