

California School Dashboard, Local Indicators
Report to Board
June 24, 2026

The California School Dashboard and State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The Indicators align with the eight California state priorities that guide districts' 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, 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 using locally collected data and report their results on the CA School Dashboard, following the Local Indicators Self-Reflection Tools and prompts. The State Board of Education (SBE) approved standards for the Local Indicators, which support districts in measuring and reporting their progress in 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 progress. Collecting and reflecting 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	2025-26 Data	
	#	%
Total teacher misassignments	2	1.00%
Number of misassignments of teachers of English Learners	1	0.05%
Vacant teacher positions	0	0.00%
Percentage of students <u>without</u> access to standards-aligned instructional materials	0	0.00%
Number of identified instances where facilities <u>do not meet</u> the “good repair” standard	0	0.00%

- All students have access to standards-aligned instructional materials.
- All school facilities were identified as at least in the good range on the annual FIT administered in the 2025-2026 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	5	VAPA	5
HS/Social Science	5	5	5	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 Del Mar Union School District (DMUSD), we are committed to fostering strong, trusting, and respectful relationships between families and staff. We intentionally develop the capacity of all staff, administrators, teachers, and classified employees through professional learning opportunities that emphasize the importance of family engagement as a foundation for student success. These experiences deepen an asset-based approach to family interactions, equipping staff to foster inclusive, meaningful connections that translate into stronger support for every child.

Creating welcoming environments is a priority across all nine school sites and the district office. Front office staff are trained to engage families with warmth, professionalism, and genuine responsiveness. Families are greeted in a supportive manner, and staff are empowered to access additional resources when needed to best serve parents. This consistent commitment ensures every family experiences a sense of belonging and care whenever they interact with DMUSD.

Through staff training, site-level initiatives, and personal interactions, we support educators in viewing each family as a true partner in their child's education. Through parent-teacher conferences, responsive and timely communication, and a variety of site-level engagement activities, authentic relationships are built that extend well beyond the classroom.

To ensure communication remains accessible and consistent, DMUSD employs a broad range of outreach tools and strategies. Principals distribute weekly Smore newsletters featuring built-in translation capabilities, supporting families across all language backgrounds. The superintendent maintains regular connections with families through regular Extraordinary Every Day YouTube

videos, quarterly Pursuit newsletters, and the DMUSD Annual Report. Each is designed to keep our community informed in a clear, engaging, and timely manner. Together, these efforts reflect our enduring commitment to meaningful collaboration between families and schools.

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

A continued focus area for 2026-2027 is ensuring that information about our instructional program is communicated in ways that are clear, accessible, and meaningful to every family. When families have a strong understanding of our instructional frameworks, they are better positioned to engage as informed partners. They gain insight into how their children are experiencing exceptional learning, being challenged by rigorous content, and building critical thinking skills that will serve them well beyond the classroom.

As part of this work, DMUSD will share a district Scorecard with the community, offering specific data points that illustrate the degree to which our strategic plan, Destination 2028!, is being realized. This tool will help make our progress visible to our families.

Focus areas for improving engagement of underrepresented families.

DMUSD remains committed to ensuring that every family feels welcomed, valued, and connected to their child's school community. In 2026-2027, we will continue to partner with site-based parent groups to co-develop targeted supports for newcomer families, ensuring every parent has a genuine opportunity to engage in their child's learning and feel connected to the broader school community.

To further reduce barriers to participation, DMUSD will implement a new translation platform designed to support real-time, multilingual communication during in-person meetings, allowing families who speak different languages to participate fully and simultaneously. These efforts reflect our belief that every family, regardless of background or language, deserves to be an informed and empowered partner in their child's education.

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.

At Del Mar Union School District, we place great value on cultivating positive, collaborative relationships with families and community partners, recognizing that these connections are

fundamental to both rigorous academic achievement and the social-emotional development of our students.

Principals share weekly updates to keep families informed and actively engaged in school life. Regular Principal Coffees and district parent education sessions are designed to deepen parent understanding of the DMUSD instructional program. In 2025-2026, district-wide parent education offerings focused on the social-emotional wellness of students and included "The Shift to Empowerment: Raising Kids Who Believe In Themselves," a six-week Love and Logic series focused on building practical parenting skills, a session on Executive Functioning Skills, and a session on Protecting Kids and Raising Responsible Citizens in a Digital World. Our school counselors further strengthen this connection through the "Counselor Corner," offering practical strategies to support the social-emotional wellness of students and families.

Key events throughout the school year provide additional opportunities for meaningful partnership. At the start of the year, Kindergarten Kick-Offs welcome students and parents, laying the foundation for success. At Back-to-School Night, our teachers highlight instructional priorities for each grade level and offer practical strategies to help parents support their children's learning. Two schools receiving Title I funding hold parent meetings at the beginning of the year. These meetings ensure parents have an opportunity to understand the Title I program and are knowledgeable about the support in place to help students academically. Twice-annual Parent-Teacher Conferences offer dedicated time for teachers to share specific information about each child's academic progress and social-emotional well-being at school. Student Study Team and IEP meetings bring together parents, teachers, and support staff to discuss each child's academic progress and social-emotional well-being, and to identify necessary interventions and supports. Translation support is available to help support clear and effective communication with families who speak a language other than English.

Collectively, these efforts reflect DMUSD's commitment to building meaningful partnerships that place each student's growth and success at the heart of our work.

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.

DMUSD will maintain and build upon the effective strategies already in place to foster strong partnerships for student success. This includes continuing to offer parent education sessions that deepen families' understanding of the instructional frameworks underpinning the rigorous learning experiences all students receive across our district.

A continued focus area for 2026-2027 is reducing chronic absenteeism rates. While DMUSD has made meaningful progress in this area, chronic absenteeism remains a concern, particularly among some of our most vulnerable student populations. The following strategies will continue to guide our efforts to improve attendance across all student groups:

- Each school will identify and implement site-specific actions within the School Plan for Student Achievement to support students in building consistent attendance habits.
- Schools will regularly utilize the Synergy Chronic Absenteeism Report to monitor student absences. The principal, counselor, health technician, teacher, and school nurse will collaborate with families to identify and address barriers to regular school attendance.

- Student Attendance Review Board meetings will be held at the district office to provide further support to families when attendance does not improve following site efforts.

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.

DMUSD takes intentional steps to promote the active engagement of underrepresented families by ensuring their voices are represented in district decision-making. This includes participation on key advisory committees such as the LCAP Parent Advisory Committee and the District English Learner Advisory Committee. Additionally, community survey data is disaggregated by demographic group, ensuring that diverse perspectives meaningfully inform our planning and priorities.

To further support families who are navigating language barriers, the district will continue to offer adult English language development classes at two school sites. These classes provide valuable support to parents who are developing their English proficiency, helping them build the confidence and skills needed to navigate the education system and engage more fully in their children's schooling.

To further reduce barriers to participation, DMUSD will implement a new translation platform designed to support real-time, multilingual communication during in-person meetings, allowing families who speak different languages to participate fully and simultaneously.

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 the 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.

DMUSD is committed to ensuring that educational partners, including students, parents, and site and district staff, have meaningful opportunities to contribute to district planning and decision-making. Formal advisory groups serve as important channels for collaboration, and include the School Board, Parent-Teacher Association (PTA), LCAP Parent Advisory Committee, English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), North Coastal Consortium for Special Education Community Advisory Committee, and the Destination 2028! Strategic Plan community input meetings.

Principals, district leaders, and parents connect regularly through SSC and ELAC meetings,

Principal Coffees, and other open forums. Parents serving on the SSC and ELAC play a meaningful role in developing each school's School Plan for Student Achievement. The LCAP Parent Advisory Committee and DELAC both review and provide feedback on the district's draft LCAP. All families have additional opportunities to share their perspectives through multiple surveys, including the Spring Community Survey, Proposed LCAP Actions Survey, and the Draft LCAP Survey. This year, our new Superintendent also surveyed the parent community and met with focus groups to identify areas of district strength, opportunities for growth, and the hopes and dreams our community holds for DMUSD. Together, these efforts ensure that family and community voices remain at the forefront of our decision-making at every level of the organization.

This year, parent perceptions were elicited through parent panels to provide direct input on the implementation of artificial intelligence tools in educational settings, ensuring that family perspectives inform the integration of emerging technologies into teaching and learning. Parent perceptions were also elicited in the development of an assessment and reporting practices guidance document, providing feedback to help align how student progress is communicated with the needs and expectations of the families we serve.

Destination 2028! is DMUSD's five-year strategic plan, developed through extensive input from a robust and diverse group of community members representing all student groups. This collaborative process resulted in a strategic plan that reflects the needs, values, and aspirations of the broader DMUSD community. Twice each year, the district extends an open invitation to the community to provide input that helps shape priority actions for Destination 2028!, ensuring the plan remains responsive and relevant as we move forward together.

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.

Del Mar Union School District remains committed to continually strengthening how we gather meaningful feedback from our educational partners. We will sustain and refine the existing practices that capture input from families across our district, ensuring these channels remain accessible and responsive.

A continued focus area for 2026-2027 will be increasing parent participation in site-based English Learner Advisory Committees (ELACs). To support this goal, the district will continue to work closely with principals to strengthen communication and outreach efforts, helping to build greater awareness of and engagement in the ELAC process among the families these committees are designed to serve.

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.

A continued focus for 2026-2027 will be strengthening the engagement of underrepresented families in the District English Learner Advisory Committee (DELAC). To support more meaningful participation, the district will provide translated meeting materials and agendas to families in advance of each meeting. By ensuring families have access to information in advance, in a language they understand, they are better positioned to arrive prepared, contribute their perspectives confidently, and engage as informed partners in the decision-making process.

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 annually administers the Insights Social-Emotional Assessment, which includes a climate survey to measure students' perceptions of school safety and connectedness. This instrument was administered to all students in grades K-6. The following are outcomes for the Spring 2026 administration.

Student Group	SEL Skills at or above expectation	Safety and School Connectedness percent positive response					
	Overall	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	92%	92%	82%	92%	77%	93%	93%
Asian	93%	93%	84%	92%	77%	94%	94%
Black/African Amer.	91%	98%	93%	98%	75%	98%	100%
Hispanic	92%	90%	80%	92%	74%	91%	93%
Two or More Races	96%	92%	82%	91%	79%	91%	94%
White	91%	92%	81%	92%	77%	93%	93%
English Learners	85%	87%	77%	88%	72%	90%	88%
Socioeconomically Disadvantaged	88%	89%	77%	88%	72%	93%	90%
Special Education	82%	86%	75%	89%	73%	89%	88%

Key Learnings - Strength

Collectively, these results indicate a strong climate of safety, encouragement, and belonging for students, including those from historically underserved backgrounds. Comparing the 2025 and 2026 datasets shows that these strong outcomes are highly stable, with positive upward trends in key areas.

- Overall SEL Performance Gains: The percentage of students performing at or above expectations in SEL skills rose overall from 90.0% to 92.%. This growth was particularly strong among historically lower-performing student groups, including English Learners (rising from 81% to 85%), and Special Education (SPED) students (rising from 81% to 82%).
- Strong Teacher Relationships: Students report very high levels of connection with their teachers. Overall, 93% of students feel that teachers encourage them to work hard, and 92% feel that teachers care about them.
- Strong Sense of Safety and Support: Student safety is a major strength, with 93% of students feeling safe. Similarly, 93% reported that teachers help them learn.

Key Learnings - Identified Need

The indicator "Kids care about me" remains the lowest-rated climate measure across all student groups, despite a slight overall increase from 75.0% to 77%.

Actions/Next Steps

Principals at each school will work with staff to analyze school-specific data to identify trends and

incorporate goals into their School Plan for Student Achievement and Comprehensive Safe Schools Plan, as appropriate. Additionally, school counselors will review this data to inform their support of students and teachers in connection with 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's 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 2025-2026 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 strategies to develop and deepen all students' critical thinking skills. Additional teacher cohorts, principals, and Instructional Services staff attended the training. An additional cohort of Fellows was established. This group received advanced training and supported school sites in advancing implementation. All teachers attended professional learning on cognitively guided instruction, which is differentiated by experience level. This learning provides teachers with the knowledge to help develop students into mathematical thinkers and problem solvers. All teachers also attended professional learning to learn about research-based instructional strategies for developing students as readers. 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