

How Are We Doing?

This issue of our report to the community represents some of the major measures and target outcomes from the Palm Springs Unified School District's Local Control Accountability Plan (LCAP) and the District's overall performance levels on annual accountability measures.

This report will outline the district's performance on the state's accountability system reports, known as the California School Dashboard. The Fall 2023 Dashboard saw the return to including both the current year's results and whether results improved from the prior year. Schools and districts receive one of five performance levels for each eligible state measure, except for College and Career Readiness, represented by a color ranging from Red to Blue. Schools and districts with high school graduates will receive a Status Level, ranging from Very Low to Very High, for College and Career Readiness.

The 2022-2023 school year continued to

present challenges, as Riverside County COVID-19 protocols still required any students or staff who were symptomatic to stay home for five days until symptoms improved. This led to an increase in absenteeism rates for students and staff, which significantly impacted the annual measures used



for both the LCAP and state reporting. The State Board of Education continued with the approval of an adjusted blueprint for Spring 2023 testing, resulting in students taking a shortened computer adaptive test portion for the English Language

Arts/Literacy and Math tests from the California Assessment of Student Performance and Progress system, also known as CAASPP.

The 2023-2024 school year was the third year of a three-year LCAP. In the 2023-2024 school year, the district continues utilizing official state reported data to monitor progress, using these reports as part of evaluating progress and to align improvement efforts across the district. The 2024-2025 LCAP will be the start of a new three-year plan and designed to continue to address learning gaps and student needs while also looking to improve program consistency.

Outcomes and measures for this report connect with a set of actions and expenditures noted within the LCAP. Each action within the LCAP is being implemented to continuously improve the student experience and student achievement levels within PSUSD. Progress will be monitored using the information released from the 2023 California School Dashboard.

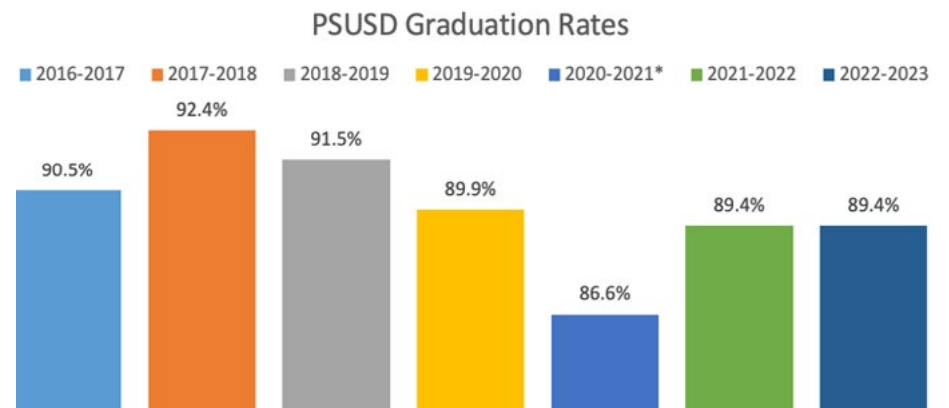
For the full LCAP plan, please refer to the PSUSD website at www.pusud.us. For questions on the data contained in this issue, please contact Coordinator of Assessment and Data Analysis Stacie Boosey at sboosey@pusud.us.

PSUSD Maintains Graduation Rates

The California Department of Education (CDE) measures graduation rate using an adjusted four-year cohort model. This model tracks student enrollment from their ninth-grade year through high school completion, reporting the percentage of those who complete graduation requirements in four years as the "Cohort Graduation Rate." These rates are publically reported in the fall of the academic year following the class's high school graduation. On the California School Dashboard, the Graduation Rate Indicator combines the four-year cohort and any fifth-year graduates in the rate for accountability.

In the 2022-2023 school year, PSUSD saw maintenance in the graduation rate, with a 0% change from the previous year at 89.4%. This results in a Medium or Yellow performance level for the district. Two student groups (African American and White) declined in their graduation rate resulting in a Low or Orange performance level. Three student groups

(Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities) maintained their graduation rates from the previous year resulting in a Medium or Yellow performance level. Three student groups (Two or More races, English Learners, and Filipino) saw increases in their graduation rates from the previous year resulting in High or Green performance levels for the first two, and Very High or Blue for the third, respectively. No student groups were in the Very Low or Red performance level. PSUSD offers students opportunities to complete their high school diploma as a fifth-year student and has been working



In 2019-2020, PSUSD implemented hold-harmless grading policies and worked with students to complete coursework as distance learning took over the last quarter of the year.

In 2020-2021, the primary mode of instruction for three quarters of the year was distance learning, with the last quarter having hybrid learning.

In 2021-2022, PSUSD saw the return of full-time, in-person instruction.

(See Requirements on page 4)

ELPAC Scores, Reclassifications Increase

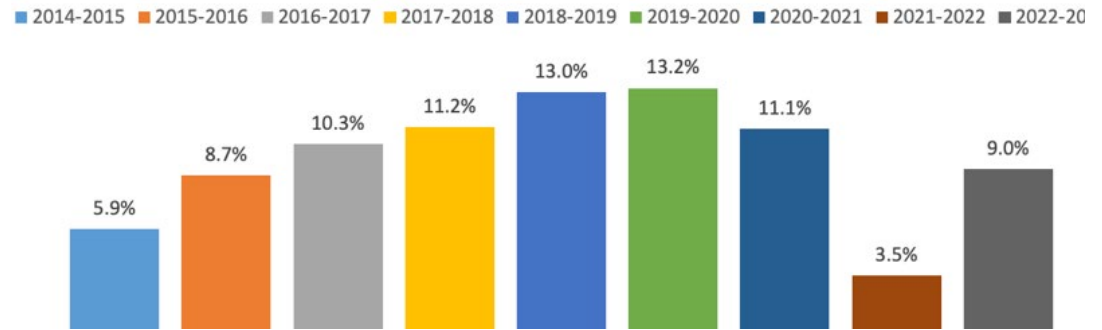
English Learner performance is measured each year using the English Learner Proficiency Assessment for California (ELPAC). This test is administered to all English Learners (ELs) in California as a measure of student English proficiency in the use of academic language appropriate to the student's current grade level. ELPAC test results are used by the district to determine student eligibility for reclassification, programmatic decisions, and for determining the correct level of support for students in learning English.

The state accountability system features an "English Learner Performance Indicator" (ELPI). ELPI performance is reported as the percentage of students who improve by one or more levels on the ELPAC, including maintaining a Level 4, when compared to the prior year's results.

In the 2023 administration of the Summative ELPAC tests, 16.5% of

EL students scored at Level 4 which is an increase from the 0.9% of EL students scoring at Level 4 in 2022. Level 4 overall scores are the targeted outcome for EL students on the ELPAC test, as Level 4 is the necessary score for reclassification of students from an English Learner to a

PSUSD English Learner Reclassification



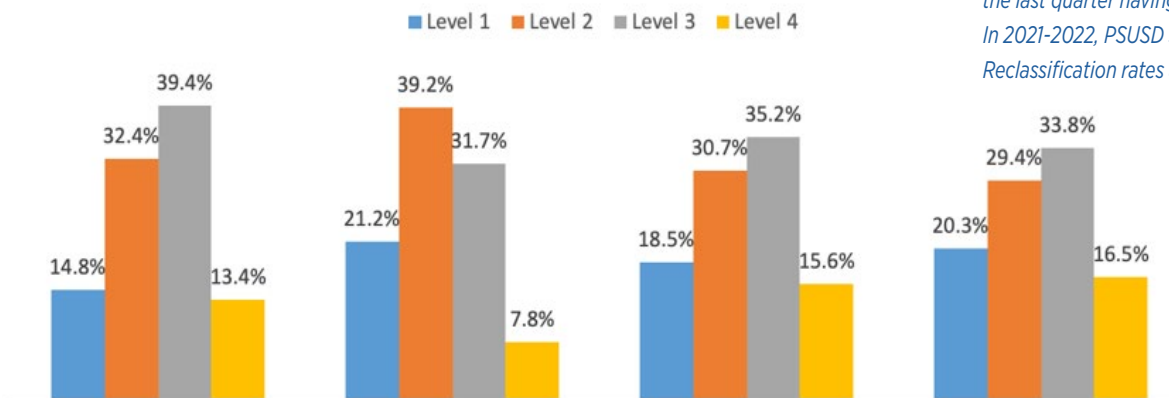
In 2019-2020, schools moved to distance learning in the last quarter of the year.

In 2020-2021, the primary mode of instruction for three quarters of the year was distance learning, with the last quarter having hybrid learning.

In 2021-2022, PSUSD saw the return of full-time, in-person learning.

Reclassification rates are locally calculated for the 2021-2022 and 2022-2023 school years.

PSUSD English Learner Progress - ELPAC Results



The 2020 ELPAC was not administered due to the pandemic.

The 2021 ELPAC was administered using multiple forms (in-person and remote)

The 2022 ELPAC was administered mostly in-person, with some tests done remotely.

fluent English speaker. Increases in the number of students scoring at Level 4 indicate that EL supports are having a positive impact in supporting English language acquisition.

English Learner students reclassify as "Fluent English Proficient" by meeting proficiency on the ELPAC and other measures including English Language Arts results, teacher evaluation of student performance in class, and parent consultation. PSUSD locally calculated a reclassification rate of 3.5% for the 2021-2022 academic year. With more students scoring at a level 4 on the 2023 ELPAC, the 2022-2023 reclassification rate locally calculated to 9%, a 5.5% increase from the previous year.

Chronic Absenteeism, Suspension Rates Affected

The "Chronic Absenteeism Indicator" became part of the California School Dashboard starting with the December 2018 update and has been a key indicator of student connectedness to school ever since its inception. A student is identified as chronically absent when the percentage of absence days is more than 10 percent of their total days enrolled at the school.

The preferred outcome in this measure is to have the chronic absenteeism rates decline, indicating that less students are missing significant portions of the school year. In 2018-2019, PSUSD reported a Chronic Absenteeism rate of 16.8%. This rate increased significantly through the school closure and distance learning period, with 28.9% of students chronically absent in 2020-2021. Challenges with chronic absenteeism continued into the 2021-2022 academic year, due in large part to

required health exclusions for positive COVID-19 tests or close exposure cases for the virus. Although timelines for

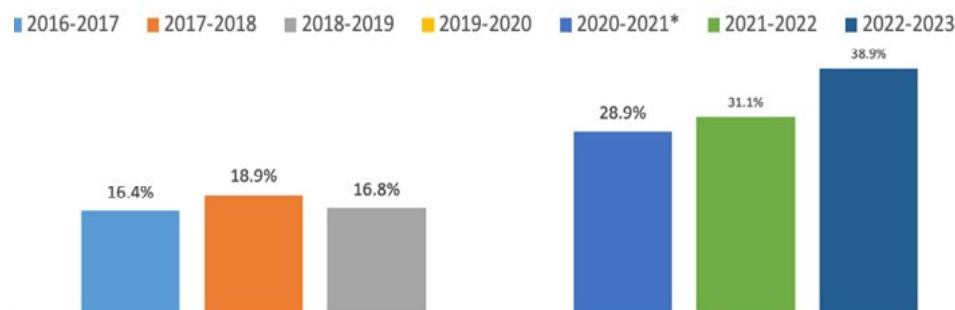
exclusions changed during the school year, many students were absent for a significant number of days early in the

school year and following the winter break when regional rates for the virus were rising. The Chronic Absenteeism rate for the 2021-2022 school year was

31.1%. In 2022-2023, PSUSD saw an increase of 7.9% in Chronic Absenteeism, totaling 38.9%, with ten of twelve student groups seeing significant increases and reporting in the Very High or Red performance level. Only two student groups (American Indian and Asian), saw a decline or maintenance, respectively, reporting in the Low or Orange performance level.

PSUSD continues to implement multiple supports and programs to improve attendance at schools. Actions include

PSUSD Chronic Absenteeism Rates



In 2019-2020, Chronic Absenteeism rates were not reported due to the pandemic.

In 2020-2021, the Chronic Absenteeism rates were calculated using different attendance rules due to the distance learning format.

In 2021-2022, PSUSD saw the return of full-time, in-person learning.

(See Chronic on page 4)

Strategies in Place to Address ELA, Math Performance

The California Assessment of Student Performance and Progress (CAASPP) system features multiple annual tests to measure student performance in different academic subjects. The Smarter Balanced Summative Tests, also known as “SBAC”, were administered for the first time in the state of California in 2015, are taken by students in grades 3 through 8 and grade 11 in English Language Arts/Literacy (ELA) and Mathematics. In 2016, the California Alternate Assessments (CAA) were made available for English Language Arts and Mathematics and are administered to students with active Individualized Education Plans (IEPs) for the most significant cognitive disabilities. The California Accountability System uses all CAASPP tests as part of determining student performance and progress in ELA and mathematics.

For the 2023 ELA CAASPP results, 34% of students in PSUSD met or exceeded standards, which is a 2% decline compared to 2022. Riverside County also saw a 1% decrease in the percentage of students who met or exceeded standards in ELA for 2023. The state of California saw maintenance of students meeting and exceeding standards with no change from 2022 to the 2023 results. Math results tell a different story. In PSUSD, 22% of students met or exceeded standards, which is a 1% increase in results compared with 2022 results. Riverside County and California saw similar increases in performance between the 2022 and 2023 administrations, with 1% and 2% increases, respectively. These results confirm that there is still much work and time needed to the improving of ELA and math results. Smarter Balanced test results for the state, counties, districts, and individual schools can be found at <https://caaspp-elpac.cde.ca.gov/>.

The Fall 2023 Dashboard saw the return to including both the current year’s results and whether results improved from the prior year. Schools and districts receive one of five performance levels for each eligible state measure, except for College and Career Readiness, represented by a color ranging from Red

to Blue. The Academic Indicators use a “Distance from Standard” calculation formula. Reporting the distance above or below the “Standard Met” score threshold for a student group using the average student scale score for that student group. As an example, a fifth-grade student must earn a scale score of 2502 to meet standard (Level 3) in English Language Arts. If the average score for a fifth-grade student group is 2482, that group would be 20 points below the required score (2502 - 2482 = 20). Therefore, the student group “Distance from Standard” result would be “20 points below Standard”. The results for the Academic Indicator can be viewed on the California School Dashboard at <https://caschooldashboard.org/>.

In ELA, PSUSD’s “All Students” group performed 46.7 points below standard, resulting in a decline of 3.6 points from the previous year, placing the district in the Low or Orange performance level. Five student groups (African American, American Indian, English Learners, Foster Youth, and Students with Disabilities) Declined Significantly in their distances from standard for the 2023 year resulting in the Very Low or Red performance level. Four student groups (Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged) declined in their distances from standard, resulting in the Low or Orange performance level. One student group (White) maintained their distance from standard and reported in the Medium or Yellow performance level. Two student groups (Asian and Filipino) reported in the High or Green performance level, with the former seeing a decline and the latter an Increase in their distances from standard. No student groups reported in the Very High or Blue performance level. PSUSD acknowledges that the results of these student groups are not at the level of performance the district desires. However, the District is dedicated to increasing performance for all student groups over time to place all student groups in the highest academic performance levels. LCAP actions and school level programs will continue to be

implemented to support student group outcomes and improve results in ELA.

In Math, PSUSD’s “All Students” group performed at 88.2 points below standard, resulting in an increase of 2.2 points from the previous year, and a Low or Orange performance level. Three student groups (Students with Disabilities, American Indian, and English Learners) reported in the Very Low or Red performance level with the first group maintaining their performance from the previous year, and the last two student groups declining in their performance from the previous year. Six student groups reported in the Low or Orange performance level, with Hispanic, Two or More Races, and Socioeconomically Disadvantaged maintaining their performance from the previous year, and African American, Foster Youth, and Homeless student groups increasing their performance from the previous year. One student group (White) increased their performance from the previous year resulting in a Medium or Yellow performance level. Two student groups (Asian and Filipino) reported in the High or Green level, maintaining, and increasing their performances, respectively, from the previous year. No student groups reported in the Very High or Blue performance level. PSUSD has identified mathematics performance as an area in need of improvement, implementing multiple strategies and programs to increase student performance in mathematics. These include intervention structures, instructional coaching and training, and improved practices around assessments and data-driven decision-making.

PSUSD acknowledges that there is much work ahead as it relates to ELA and mathematics results. Efforts to improve classroom instruction, provide new and innovative strategies for increasing student performance, and further developing a multi-tiered system of support with differing layers of academic intervention, will be monitored for effectiveness and adjusted as necessary to meet student needs.

Other Outcome Measures Shown in Full LCAP Plan

There are a variety of additional outcome measures that are incorporated in the 2023-2024 LCAP. These include:

- Career Technical Education program completion rates, graduation rates, and representation rates.
- Expulsion rates for student groups.
- Student-school connectedness and student perceptions of school safety.
- Grade-span specific academic measures, such as third grade ELA results, 8th grade math results, and Advanced Placement test results.

For more information on these and other LCAP measures, please refer to the full 2023-2024 LCAP plan located on the PSUSD website at www.psusd.us. The 2024-2025 LCAP plan will be developed in the Spring of 2024. PSUSD welcomes the community’s input which can be shared through our Panorama Community Survey and LCAP ThoughtExchange links found on the PSUSD website at www.psusd.us.

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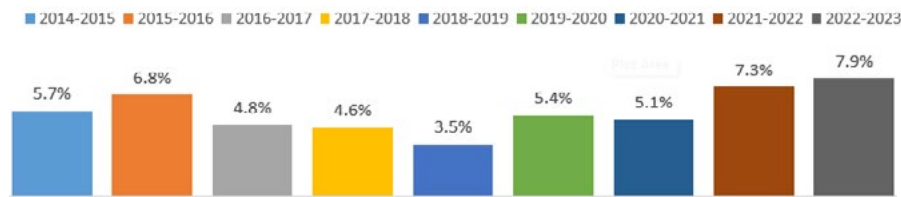
Requirements

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with current students who are off-track for graduation to recover needed courses.

The high school cohort dropout rate is reported using the same adjusted four-year cohort group as graduation rates. In 2022-2023, PSUSD reported a high school dropout rate of 7.9%, a 0.6 percentage point increase from the previous year. This increase may in part be attributable to the lingering effects of the transitioning and readjusting of this cohort of students from a freshman year during the pandemic, a sophomore year of distance/hybrid learning, to their last two years of high school returning to full-time, in-person learning. PSUSD remains committed to providing support programs

PSUSD Cohort Dropout Rates



requirement completion, passing scores on Advanced Placement tests, completion of a Career-Technical Education (CTE) program, and other measures. CCI returned to the Fall 2023 Dashboard as a Status Only indicator, and PSUSD saw a Medium performance level with 35.5% of students considered “prepared”. Two student groups (Foster Youth, Students with Disabilities)

are in the Very Low status; four student groups (African American, English Learners, Hispanic, Homeless) are in the Low status; three student groups (Two or More Races, Socioeconomically Disadvantaged, White) are in the Medium status level, and one student group (Filipino) is in the High status level. No student groups reported in the Very High status level. PSUSD has continued to monitor progress in the measures that make up the CCI to continue increasing the rate of students demonstrating that they are prepared for college and career options following high school graduation.

One of the key measures included in the CCI is the percentage of graduating students who meet the entrance requirements for the University of California (UC) system and/or the California State University (CSU) system. Meeting the UC/CSU entrance requirements means that the student completed the required “A through G (A-G)” subject requirement course set prior to graduation. Current A-G requirement information can be found on the University of California website at <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>. A total of 47.5% of graduating students in the 2022-2023 academic year met A-G requirements, a 2.1% increase from the previous year. This increase is an encouraging indicator that district results are improving with strategic and effective actions to support students. PSUSD continues to analyze course offerings, closely monitor student progress, and provide access towards college and career readiness in order to provide students with many pathway options to meet A-G requirements.

PSUSD Percentage of Graduates Meeting UC/CSU Entrance Requirements



for struggling and/or credit-deficient students as part of targeting a consistent decrease in the dropout rate for each future graduating cohort.

The state accountability system also features a “College/Career Indicator (CCI)” which reviews graduating student records to determine college and/or career readiness across a combination of factors. These factors include UC/CSU entrance

Chronic

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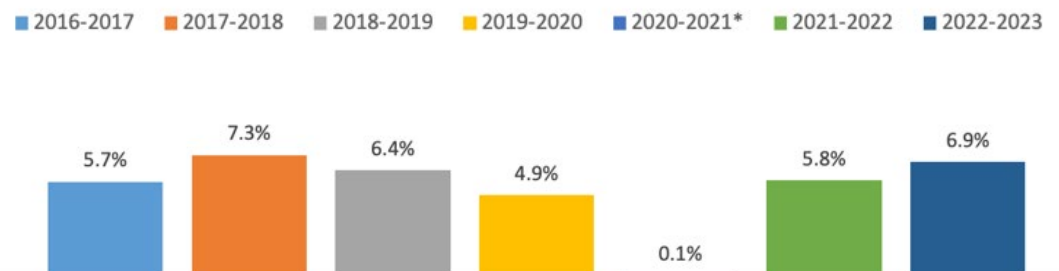
outreach to families, multiple efforts to connect students to school programs, health resources, and various support structures designed to connect students and families to community resources. PSUSD encourages our educational partners to participate in attendance processes through connecting with local schools and families to support and encourage daily school attendance. Local monitoring of the Absenteeism rate shows PSUSD improving over this time last year, with a decrease of 7.6%, for a locally calculated Absenteeism rate of 32.6% (as of January 2024).

The California School Dashboard also features a “Suspension Rate Indicator,” which indicates the percentage of students who have been suspended one or more times during the school year for any violation outlined under Education Code 48900.

PSUSD reported a suspension rate of 6.9% for the 2022-2023 school year, a 1.1% increase from the previous school year, and resulting in a Low or Orange performance level for the district on the Dashboard. Two student groups (African American and Foster Youth) saw an increase in their suspension rates, placing them in the Very High or Red performance level. Six student groups (Filipino, Hispanic, White, English Learners, Socioeconomically Disadvantaged, and Homeless) maintained their suspension rates from the previous year, placing them in the High or Orange performance level. Two student groups (American Indian and Two or More Races) saw declines in their suspension rates, placing them in the Medium or Yellow performance level. One student group (Asian) is in the Very High or Blue performance level, as they maintained their suspension rate from the previous year.

PSUSD continues to improve district and school responses to challenging student behavior, providing varied support structures in response to student needs. The district added counselors, mental health therapists, social workers, and other actions to support student social-emotional and mental health needs. Systems incorporating combinations

PSUSD Suspension Rates



In 2019-2020, this was the locally calculated suspension rate at the time of school closures.

In 2020-2021, suspensions were nearly non-existent, with very few occurring when hybrid learning took over in the last quarter of the year.

In 2021-2022, PSUSD saw the return of full-time, in-person learning.

of Positive Behavior Interventions and Supports (PBIS), restorative practices, and social-emotional learning activities are in place at schools throughout the district. These systems continue to evolve with student needs, requiring continued partnerships with our district families and community resources to best support our students.