

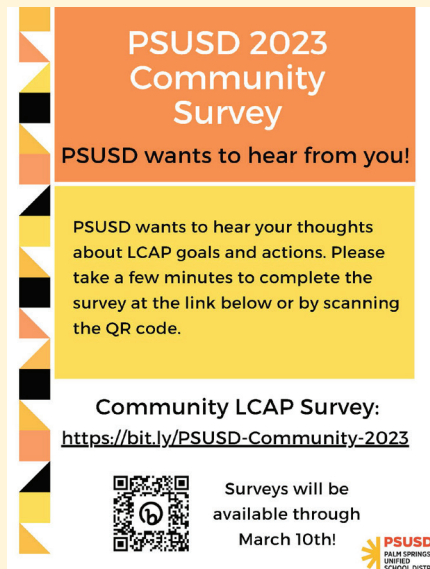
How Are We Doing?

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. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Starting in the Fall of 2023, the Dashboard will return to including both the prior year's status and the change in performance between years.

The 2021-2022 school year continued to present unique sets of challenges, with the district conducting instruction in-person, full-time, for the first time since the pandemic. Public health guidance required any students or staff who were symptomatic to stay home for five days until a negative COVID test could be confirmed and symptoms improved. If a positive COVID test was

confirmed on Day five, students and staff were required to stay home for an additional five days. 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. Due to these factors, there is a limited ability to compare results to prior years. With the U.S. Department of Education



PSUSD 2023 Community Survey
PSUSD wants to hear from you!

PSUSD wants to hear your thoughts about LCAP goals and actions. Please take a few minutes to complete the survey at the link below or by scanning the QR code.

Community LCAP Survey:
<https://bit.ly/PSUSD-Community-2023>

Surveys will be available through March 10th!

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recommending states resume their testing, the State Board of Education issued the approval of an adjusted blueprint for spring of 2022, 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 (CAASPP).

The 2022-2023 school year was the second year of a three-year LCAP. In this school year, the district returns to 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 2023-2024 LCAP will be designed to continue to address learning gaps and student needs while also providing 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 2022 California School Dashboard.

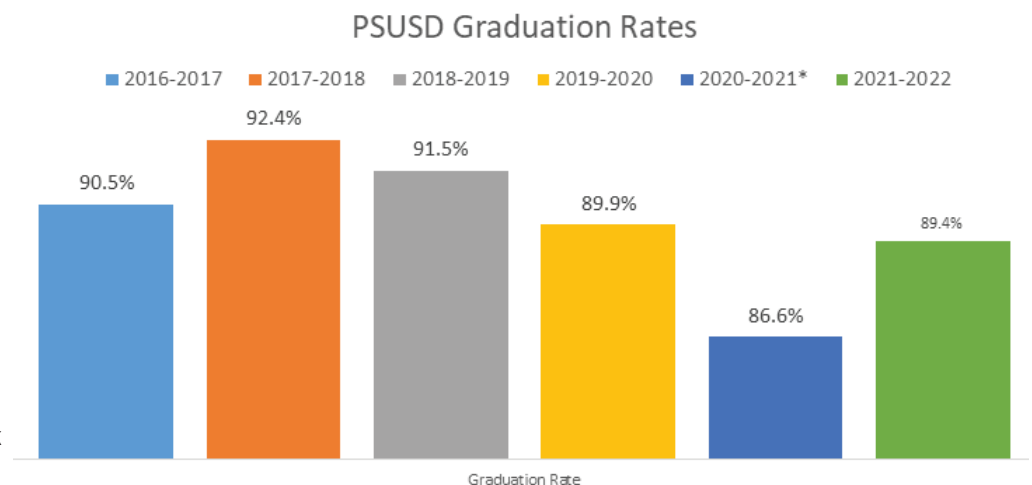
For the full LCAP plan, please refer to the PSUSD website at www.pusd.us. For questions on the data contained in this issue, please contact Coordinator of Assessment and Data Analysis Stacie Boosey at sboosey@pusd.us.

PSUSD Graduates Meeting UC/CSU Requirements

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. As with the other state indicators on the California School Dashboard, the CDE did not produce graduation rate reports on the dashboard for the 2019-2020 and 2020-2021 academic years. In lieu of the Dashboard report, CDE published adjusted four-year cohort graduation rates for each year, which the district has used to track performance. These rates can be found on the CDE's DataQuest reporting site, located at <https://data1.cde.ca.gov/dataquest/>.

Like the district's other measures, the pandemic has had a negative impact on graduation rates.

The 2019-2020 cohort was directly impacted by pandemic-related school closures that occurred in the final quarter of the cohort's twelfth grade year. PSUSD implemented hold-harmless grading policies and worked with students to complete coursework resulting in a graduation rate of 89.9 percent for the 2019-2020 school year. Declines were present for the 2020-2021 academic year, as the



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)

English Learners Continue to be a Focal Point

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.

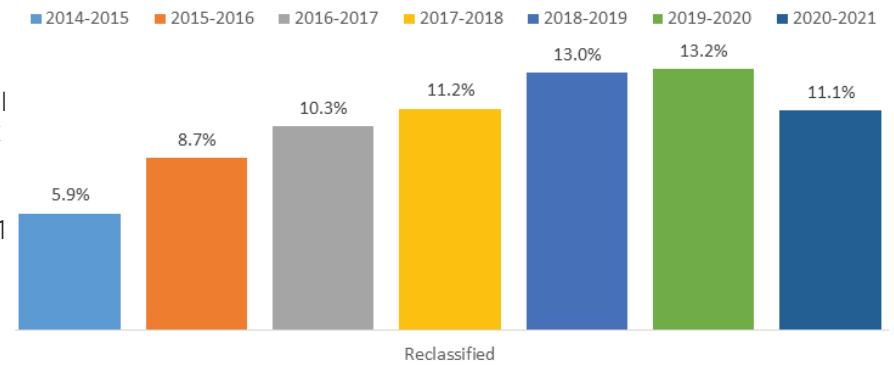
ELPAC tests were cancelled in the spring of 2020 as part of the waivers related to school closures. ELPAC was administered in the spring of 2021, however administration took multiple forms (remote and in-person) across the state. In spring 2022, the ELPAC was administered again in full, with most of the testing being done in-person with some testing still done remotely.

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 result. As with other metrics within the state accountability system, the ELPI was not issued in either the fall of 2020 or the fall of 2021 due to the cancellation of ELPAC testing in the spring of 2020. ELPI has returned in the fall of 2022, comparing the results of testing from the 2020-2021 and 2021-2022 academic years.

In the 2022 administration of the Summative ELPAC tests, 10.9 percent of EL students scored at Level 4 which is an increase from the 7.8 percent of EL students scoring at Level 4 in 2021, and trending back toward the 13.4 percent of EL students who scored at Level 4 in

PSUSD English Learner Reclassification

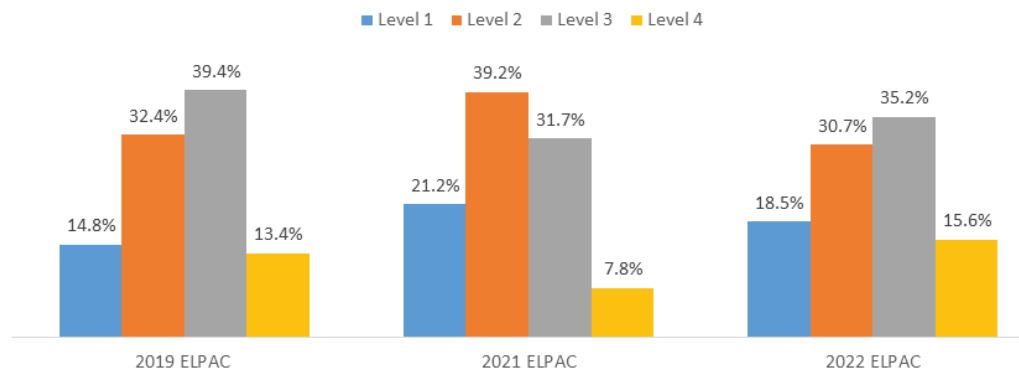


In 2019-2020, schools moved to distance learning in the last quarter of the year.

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. Results are expected to be released early 2023.

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.

the 2019 results. 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 fluent English speaker. Similar increases were noted at other scoring levels, with 34.5

percent of EL students scoring at Level 3 in 2022, compared with 31.6 percent of EL students scoring in Level 3 in 2021 and 39.4 percent in 2019. Increases in the number of students scoring at

Level 4 and Level 3 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 reported a reclassification rate of 11.1 percent for the 2020-2021 academic year, a decline of 2.1 percentage points when compared to the 13.2 percent result from the 2019-2020 academic year. With the 2021-2022 academic year reclassification rate anticipated to be released in early 2023, PSUSD is expecting a decrease due to the challenges of remote testing during the Spring of 2021. However, with more students scoring at a level 4 on the 2022 ELPAC, the 2022-2023 reclassification rate is predicted to increase. This rate is anticipated to be released in early 2024.

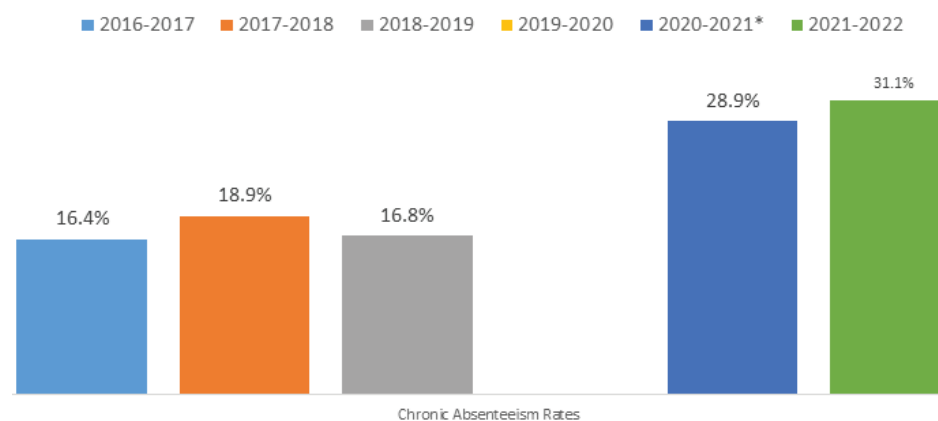
Chronic Absenteeism Increases Due to Pandemic

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.

In the 2021-2022 school year, we followed public health recommendations for quarantines for students and staff who were symptomatic and/or tested positive for COVID-19 resulting in students being absent from school for anywhere between 5-10 days, which drastically increased the Chronic Absenteeism rate for the district, schools, and student groups.

Chronic absenteeism rates for elementary and middle schools are available as part of the Dashboard, while high school rates are

PSUSD Chronic Absenteeism Rates



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.

available on the California Department of Education's (CDE's) DataQuest website at <https://data1.cde.ca.gov/dataquest/>. It is important to note that the district level rates on DataQuest will differ from those on the California School Dashboard, as DataQuest includes all grades while the Dashboard reports only students in transitional kindergarten through grade eight.

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 percent. This rate increased significantly through the school closure and distance learning period, with 28.9 percent of students chronically

(See Chronic on page 4)

Continued Impact on ELA and 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 and 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.

Pandemic-related school closures in the spring of 2020 led to cancellations of CAASPP testing and the Fall 2020 update of the California School Dashboard for academic indicators. The 2020-2021 academic year resulted in similar limitations for statewide reporting of ELA and mathematics results with the flexibility of testing authorized by the State Board of Education. For the 2021-2022 school year, testing resumed in full through the CAASPP system for all testing grades.

The return of the CAASPP system and results reporting in the 2021-2022 school year presented the first opportunity for comparing the impact of the pandemic on student performance at a statewide level. Although PSUSD monitored progress through other tools during the prior two years, these statewide comparisons provide the opportunity to compare the local educational impact of the pandemic with county and state level performance. In PSUSD, 36 percent of students met or exceeded standards in ELA for 2022, which is a 6 percent decline in results compared to pre-pandemic 2019 levels. Riverside County and California also saw decreases in the percentage of students who met or exceeded standards in ELA for 2022, with a 6 percent decline for the county and 4 percent decline for the state from pre-pandemic levels. A parallel outcome exists for mathematics. In PSUSD, 21 percent of students met or exceeded standards, which is a 7 percent decline in results as compared to pre-pandemic 2019 levels. Riverside County and California saw similar declines in performance between the 2019 and 2022 administrations, with an 8 percent decline and 7 percent decline respectively. These results confirm how the pandemic

impacted student performance across all levels. Smarter Balanced test results for the state, counties, districts, and individual schools can be found at <https://caaspp-elpac.cde.ca.gov/>.

For the last two school years, California accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. The requirements to hold districts and schools accountable for student outcomes resumed with the 2021-2022 school year and release of the 2022 Dashboard. For this year only, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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 ($2502 - 2482 = 22$). 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 43.1 points below standard resulting in a Low status level. Four student groups (American Indian, English Learners, Foster Youth, and Students with Disabilities) resulted in a Very Low status level. Five student groups (African American, Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged) reported in the Low status level. One student group (White) reported in the Medium status level, and two student groups (Asian and Filipino) reported in the High status level. No student groups reported in the Very High status level. PSUSD acknowledges that the status levels of these student groups are not at the level of performance that the district desires. 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 90.4 points below standard resulting in a Low status level. Seven student groups (African American, American Indian, English Learners, Foster Youth, Hispanic, Homeless, and Students with Disabilities) resulted in a Very Low status level. Three student groups (Two or More Races, Socioeconomically Disadvantaged, and White) reported in a Low status level. One student group (Filipino) reported in the Medium status level, and another student group (Asian) reported in the High status level. No student groups reported in the Very High status 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.

It is important to note that the California School Dashboard will return to reporting change next year. 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 2022-2023 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 2022-2023 LCAP plan located on the PSUSD website at www.psusd.us. The 2023-2024 LCAP plan will be developed in the Spring of 2023. 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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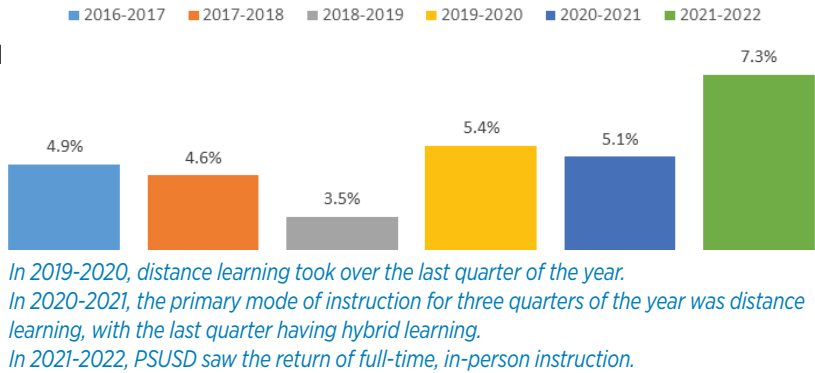
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150 District Center Drive, Palm Springs, CA 92264 • *Editor:* Joan L. Boiko •
Phone: (760) 883-2701 • *Email:* jboiko@psusd.us • *Website:* www.psusd.us

Requirements

(continued from page 1)

district reported a graduation rate of 86.6 percent following a year where distance learning was the primary mode of instruction for three quarters of the school year. In the 2021-2022 school year, PSUSD saw a slight increase in the graduation rate, increasing to 89.4 percent (a Medium status level) during the return to full time in-person instruction. Three student groups (English Learners, Homeless, and Students with Disabilities) reported in the Low status level, four groups (Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White) reported in the Medium status level, one group (African American) is in the High status level, and one group (Filipino) is in the Very High status level. No student groups were in the Very Low status level. PSUSD offers students opportunities to complete their high school diploma as a

PSUSD Cohort Dropout Rates



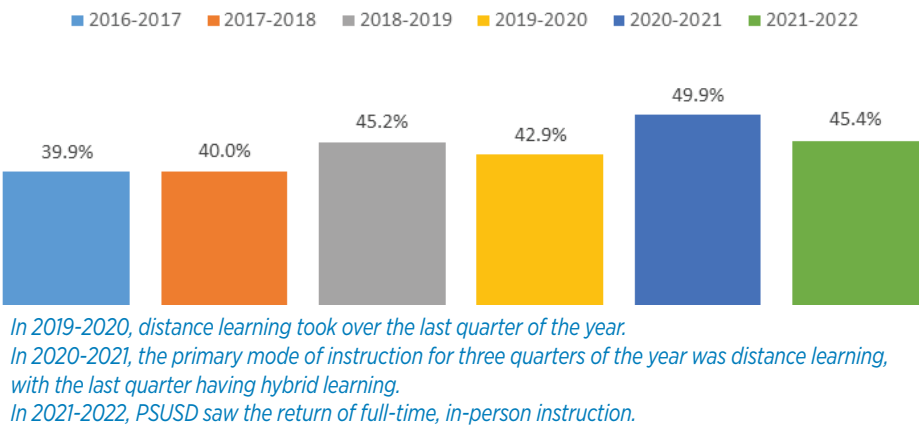
fifth-year student and has been working with current students who are off-track for graduation to recover needed courses.

The high school cohort dropout rate is reported using the same adjusted four-year cohort group as graduation rates. Prior to the pandemic, PSUSD had continued to report decreasing dropout rates, culminating in 2018-2019 where PSUSD reported a cohort dropout rate of 3.5 percent. In 2019-2020, PSUSD reported a high school dropout rate of 5.4 percent, consistent with increases experienced by many other districts in the county. PSUSD was able to decrease the dropout rate in

2020-2021, declining by 0.3 percentage points to 5.1 percent. In 2021-2022, PSUSD reported a high school dropout rate of 7.3 percent, a 2.2 percentage point increase from the previous year. This increase may in part be attributable to the transition and readjustment of students from a year and a half of distance/hybrid learning, to a year of full-time, in-person learning. PSUSD remains committed to providing support programs 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 requirement completion, passing scores on Advanced Placement tests, completion of a Career-Technical Education (CTE) program, and other measures. Since these calculations factor in results from CAASPP testing in eleventh grade, the CCI has not been updated on the California School Dashboard in the last three years. CCI will return for the Fall 2023 Dashboard as a Status Only indicator. 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.

PSUSD Graduates Meeting UC/CSU Requirements Rates



Chronic

(continued from page 2)

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 for 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 percent, which reports in the Very High Status level, both demonstrating the impact of the pandemic on students’ ability to regularly attend school and also indicating a significant need to support students and families in attendance.

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

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.

Suspension rates provide a story of school and student interaction during the various pandemic-impacted instructional phases when viewed over time. PSUSD reported a suspension rate of 6.4 percent in the 2018-2019 academic year. As of the time of school closures in 2019-2020, PSUSD reported a Suspension Rate of 4.9 percent, indicating that the district was on-track to lower suspension rates from the prior school year. Suspensions were nearly non-existent in the distance learning period of the 2020-2021 school year, and very

few occurred as campuses began to reopen in the last few weeks of the 2020-2021 school year, during which PSUSD reported a 0.1% Suspension Rate. Rates in 2021-2022 returned to pre-pandemic levels, with 5.8 percent of students suspended. This can be attributed to both needs related to reacclimating to in-person school settings and the varied mental health and behavioral needs that students presented following the school closure period.

PSUSD continues to improve district and school responses to challenging student behavior, providing varied support structures in response to student needs. Recognizing that student needs may be different or more significant following school closures and distance learning, PSUSD added counselors, mental health therapists, social workers, and other actions to support student social-emotional and mental health needs. Systems incorporating combinations 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.

PSUSD Suspension Rates

