

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 shown on the California Dashboard.

The 2018-2019 school year was the second year of the current three-year LCAP. Measures will continue to change to align with California's developing accountability system, however most measures will be consistently reported across all three years of the current plan. The current LCAP plan concludes with the 2019-2020 academic year.

Each outcome measure connects with a set of actions and expenditures noted within the LCAP. Each action and expenditure is being implemented in an effort to continuously improve the student experience and student achievement levels within PSUSD.

Various LCAP measures were changed for 2018-2019 as part of continuing alignment with changes to the new state accountability system, stakeholder input, and revised LCAP requirements. Some of these changes are outlined throughout the report in the sampling of measures. Further detail is available in the 2018-2019 LCAP document. For the full LCAP plan, please refer to the PSUSD website at www.psusd.us. For questions on the data contained in this issue, please contact Director of Assessment and Data Analysis Jim Feffer at jfeffer@psusd.us.

California's current accountability system for schools and districts reports a whole-school description of school progress. Previously, schools

and districts were held accountable for test scores and graduation rates; however this reflected only a portion of what makes schools and districts successful. The current accountability system focuses on a variety of areas, noting improvement in academics, school climate, and college/career readiness among other indicators.

The California School Dashboard, located at www.caschooldashboard.org, was developed and is maintained by the California Department of Education in order to make these measures clear and accessible to the public. The Dashboard reports results using color-based performance levels for each student group at a school or district based on the current status of the indicator and the change in results from one year to the next. The Dashboard allows parents and community members an opportunity to

review the progress being made at local schools in a variety of areas.

The California School Dashboard was updated in December 2019 with information from the 2018-2019 academic year. Each student group "Performance Level" is reported using a color, and the target performance for each indicator is either Green or Blue. For more information on Performance Levels, visit <http://www.cde.ca.gov/ta/ac/cm/>.

As part of the California School Dashboard, districts are identified for support based on their performance levels on the various accountability indicators. Districts are identified for "Differentiated Assistance" if one or more student groups is reported as a Red performance level in two or more state priority areas. For instance, a student group might be reported as Red in chronic absenteeism and suspension rate and that would make the district eligible for Differentiated Assistance. As opposed to previous accountability systems that created penalties, Differentiated Assistance is designed to be a collaborative approach with the County Office of Education to analyze causes for the reported results and develop plans to improve student outcomes.

Based on the reported performance from the December 2019 update of the California School Dashboard, PSUSD has met the performance criteria to exit Differentiated Assistance status due to positive improvement in results across multiple indicators for student groups in the 2018-2019 school year. PSUSD had been identified for support in last year's update, however the collaborative efforts and focused work of students, staff, families, and community members led to successful improvement efforts in the 2018-2019 year. PSUSD continues our focus on improving outcomes for students and looks forward to additional successes in the 2019-2020 year.

LCAP Goal 1, Objective A - Academic Indicator Results – ELA

- The California School Dashboard currently displays performance levels tied to CAASPP results from the Spring of 2019, and can be viewed at <https://www.caschooldashboard.org>.
- 2018-2019 student group results are shown via the group's placement in the 5x5 Performance Level grid. The "All Students" group is the overall district placement for PSUSD. Note group performance levels factor in both the 2018-2019 status and change from the previous school year's results.
- Additional data and school level results can be viewed at <https://www.caschooldashboard.org>.

Level	Change				
	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High				• Filipino	
High	• Asian			• White	
Medium					
Low		• Two or More Races	• Homeless	• All Students • African American • American Indian • English Learner • Hispanic • Foster Youth • SED	
Very Low				• SWD	

SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities
Data Source: California School Dashboard

District Sees Continued ELA, Math Growth

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 (ELA) and Mathematics and are administered to students with active Individualized Education Plans (IEPs) for the most significant cognitive disabilities. In prior years, only SBAC results were included in the Academic Indicators for the California School Dashboard. This changed with the Fall 2019 update, as now both the SBAC tests and CAAs are used for determining Academic Indicator results in ELA and Mathematics.

On the California School Dashboard, each student group "performance level" is reported using a color, with the target outcomes of Green or Blue. A 5x5 Performance Level grid is used to determine the performance level for each student group. The cut scores for each "status" row and "change" column are assigned based on the measurement used for the indicator. The combination of one year's results (status) and the change from one year to the next are used to determine the performance level for each student group in each California School Dashboard measure. For more details about performance levels, visit <http://www.cde.ca.gov/ta/ac/cm/>.

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 reported an increase of 4.0 points from 2018 to 2019 as measured by "Distance from Standard", resulting in a Yellow performance level. Ten of the twelve student groups with significant population size in PSUSD placed in the maintained or increased columns in ELA performance from 2019 results in "Distance from Standard" when compared to 2018 results. Two student

groups decreased in performance in the same timespan (Asian and Two or More Races student

groups). One student group reported in the Blue performance level (Filipino students), and two groups reported in the Green performance level (Asian and White students) in ELA. No student groups reported in the Red performance level in 2019 for district level student groups in this measure. Nine PSUSD student groups placed in the Low or Very Low status rows in ELA. PSUSD acknowledges that the current status level of these student groups is not yet at the level of performance that the District desires, however the improvement in the 2018-2019 academic year is a promising step towards future success. The District is dedicated to increasing performance for all student groups over time in order to place all student groups in the Green or Blue performance levels.

In Math, PSUSD's "All Students" also reported an increase as measured by "Distance from Standard." PSUSD's "All Students" average group score increased by 3.6 points, reporting a Yellow performance level. Nine of the twelve student groups with significant population size in PSUSD placed in the maintained or increased columns in mathematics performance from 2019 results in "Distance from Standard" when compared to 2018 results. Four student groups declined in performance in the same timespan (Asian, American Indian, Foster Youth, and the Two or More Races student groups). Two student groups reported in the Green performance level in mathematics (Asian and Filipino students). Three student groups reported in the Red performance level in 2019 for district level student groups in this measure (Students with Disabilities, American Indian, and Foster Youth students). Ten PSUSD student groups placed in the Low or Very Low status rows in Mathematics. 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.

The 2019 administration marked the fifth year of Smarter Balanced results. PSUSD has shown gains in the percentage of students meeting and exceeding standard over the four-year period, improving approximately 10 percent in English Language Arts (ELA) and 8 percent in math since 2015. Smarter Balanced test results for the state, counties, districts and individual schools can be found at <https://caaspp-elpac.cde.ca.gov/>.

In 2019, 42 percent of District students tested met or exceeded standard in English Language Arts/Literacy, an increase of 1.64 percent over the 2018 rate of 40.36 percent.

In Mathematics, 28.26 percent of District students tested were reported as meeting or exceeding

standard, an increase of 1.89 percent over the 2018 result of 26.37 percent.

In 2019, most student groups reported similar gains in percentages of students meeting and exceeding standards in English Language Arts/Literacy. Socioeconomically disadvantaged student group results increased by nearly three percentage points in 2019, while Hispanic students, English Learners, and Students with Disabilities also showed improvements. The Black/African American student group showed some of the greatest improvement in the District, improving 3.72 percent from the prior year. LCAP actions and school level programs continue to be implemented in order to support student group outcomes and improve results in ELA.

Mathematics student group results reported gains for most student groups in the percentage of students meeting or exceeding standard. Socioeconomically disadvantaged students reported an increase of three percentage points in 2019, while the Hispanic student group reported a one-point improvement. Similar to ELA, the Black/African American student group reported a strong gain of three percentage points from 2018 to 2019. The students with disabilities results reported an increase of one percentage point. English Learners reported a one percentage point decline in mathematics. Mathematics results continue to be a focal point for improvement efforts, specifically at the middle and high school levels.

LCAP Goal 1, Objective B - Academic Indicator Results – Math

- The California School Dashboard currently displays performance levels tied to CAASPP results from the Spring of 2018, and can be viewed at <https://www.caschooldashboard.org>.
- 2017-2018 student group results are shown via the group's placement in the 5x5 Performance Level grid. The "All Students" group is the overall district placement for PSUSD. Note group performance levels factor in both the 2017-2018 status and change from the previous school year's results.
- Additional data and school level results can be viewed at <https://www.caschooldashboard.org>.

Level	Change				
	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High					
High	• Asian			• Filipino	
Medium					
Low		• Two or More Races	• Homeless • White	• All Students • English Learners • Hispanic • SED	
Very Low		• American Indian • Foster Youth	• SWD	• African American	

SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities
Data Source: California School Dashboard

English Learners Improving

The last school year was the second year of the English Learner Proficiency Assessment for California (ELPAC). This test is administered to all English Learners in California as a measure of student English proficiency. The ELPAC will go through a change in 2019-2020 as it moves to an online administration format for the first time.

The state accountability system features an “English Learner Performance Indicator” (ELPI). ELPI performance is reported as the percentage of students improving by one or more levels, or maintaining a Level 4, when compared to the prior year result. The ELPI does not yet report a performance level color, as three years of data is needed to establish the performance level grid. Therefore, PSUSD was assigned only a status level for the ELPI for 2018-2019.

In 2018-2019, 42 percent of students increased one or more level on the ELPAC, placing PSUSD in the low performance level for this measure. This result is similar in other districts similar

to PSUSD, however the result leaves room for improvement moving forward. Although state improvement targets are not yet defined, PSUSD is working to increase to 45 percent or higher in 2019-2020 in order to move into the medium status level based on the current status thresholds.

In the 2019 administration of the Summative ELPAC tests, 13.4 percent of English Learner students scored at Level 4. Level 4 overall scores are the targeted outcome for English Learners on the ELPAC test, as Level 4 is the necessary score for reclassification of

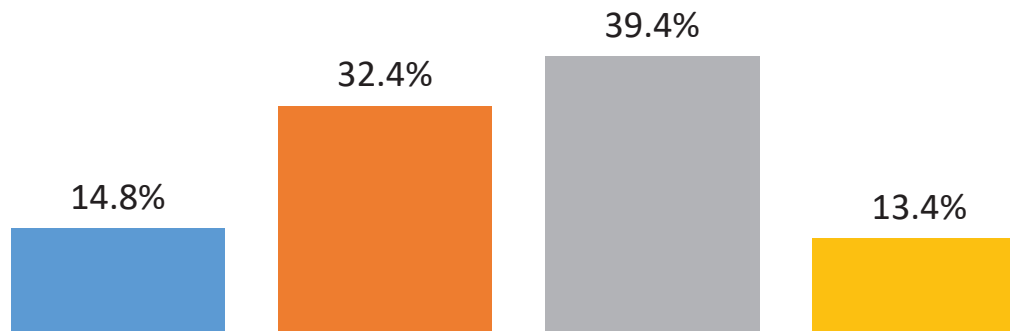
students from an English Learner to a fluent English speaker. A total of 39.4 percent of English Learner students scored in Level 3 in 2019, indicating a significant number of students who are on the way towards potential reclassification following 2020 results.

English Learner students reclassify as “Fluent English Proficient” by meeting proficiency on the ELPAC and other measures including other English Language Arts results, teacher evaluation of student performance in class, and parent consultation. A total of 13 percent of English Learner students within

PSUSD reclassified in 2018-2019, an increase of 1.8 percentage points over the prior year. PSUSD met its target to meet or exceed the county reclassification rate in 2018-2019, surpassing the Riverside County reclassification rate of 12.3 percent. Reclassification rates have steadily increased over the last five years, increasing 7.1 percentage points since the 2014-2015 academic year.

PSUSD English Learner Progress 2019 ELPAC Results

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



2019 ELPAC Result

Other Outcome Measures Shown in Full LCAP Plan

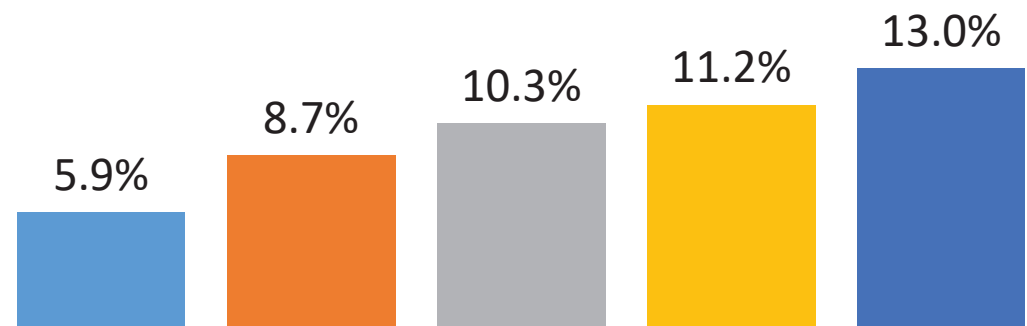
There are a variety of additional outcome measures that are incorporated in the 2019-2020 LCAP. These include:

- 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, eighth grade math results, and Advanced Placement test results.
- Increased comprehensive and supplemental arts program participation and exposure rates.

For more information on these and other LCAP measures, please refer to the full 2018-2019 LCAP plan located on the PSUSD website at www.psusd.us.

PSUSD English Learner Reclassification

■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018 ■ 2018-2019



Reclassified

More PSUSD Students Graduating, Meeting UC/CSU Requirements

Traditionally, the California Department of Education has measured graduation rate using a 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 publicly reported in the fall of the academic year following the class’ high school graduation.

On the California Dashboard, the Graduation Rate Indicator combines the four-year cohort and any fifth-year graduates in the rate for accountability. A total of 93

percent of PSUSD students within this group graduated in 2018-2019. Although this was a decline of 0.2 percent from the 2017-2018 rate, PSUSD maintained status within the Green performance level. Five student groups reported in the High or Very High status row of the performance grid. Three student groups reported in the Medium status row (English Learners, Homeless) or Low status row (Students with Disabilities), reporting either Yellow or Orange performance levels.

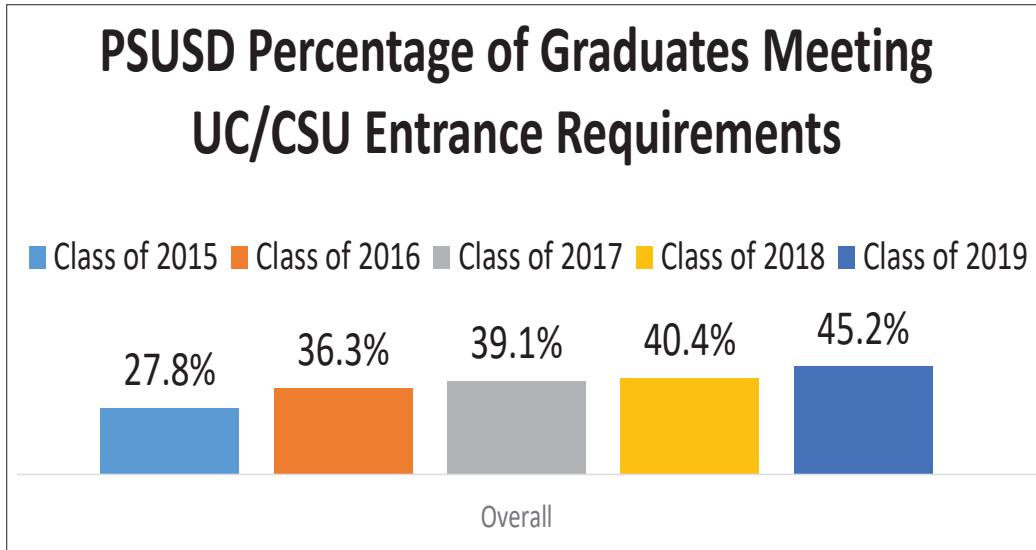
The high school cohort dropout rate is reported using the four-year cohort group. In 2018-2019 PSUSD reported a cohort dropout rate of

3.5 percent, a decrease of 1.1 percentage points from the 2017-2018 percentage. PSUSD outperformed both Riverside County (4.1 percent) and the statewide rate (6.6 percent) in this indicator in 2018-2019. PSUSD continues to provide support programs for struggling and/or credit-deficient students and continues to target a consistent decrease in the dropout rate for each future graduating class.

The state accountability system also features a “College/Career Indicator (CCI)” which reviews graduating student records to determine college

the class of 2019 met the entrance requirements for the University of California (UC) system and/or the California State University (CSU) system. This result marked a significant increase of 4.8 percentage points from the class of 2018’s rate of 40.4 percent, and a five-year increase of 17.4 percentage points. Meeting the UC/CSU entrance requirements means that the student completed the required “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://www.ucop.edu/agguide/a-g-requirements/index.html>. Meeting UC/CSU Entrance Requirements is one of the measures used in the College/Career Indicator, however, just meeting the UC/CSU requirements alone is not enough to be considered “prepared.” A student must do well on the eleventh grade Smarter Balanced Summative Tests, complete a semester of college credit coursework, earn a qualifying score on an AP or IB exam, or complete a CTE pathway in addition to meeting the UC/CSU requirements in order to be marked as prepared. PSUSD analyzes course offerings, student progress and access towards college and career readiness in order to provide students with various pathway options to meet this metric. A full list of the CCI preparedness measures can be found at <https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf>.

PSUSD Percentage of Graduates Meeting UC/CSU Entrance Requirements



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. A total of 38.9 percent of students in the class of 2019 met one or more of the CCI prepared criteria, an increase of 0.2 percent over the prior year. Students with Disabilities (increased 3.8 percent) and African American students (increased 2.5 percent) reported some of the strongest improvement when compared to the prior year totals.

A total of 45.2 percent of PSUSD graduates in

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LCAP Goal 1 Outcome E - Graduation Rate Indicator

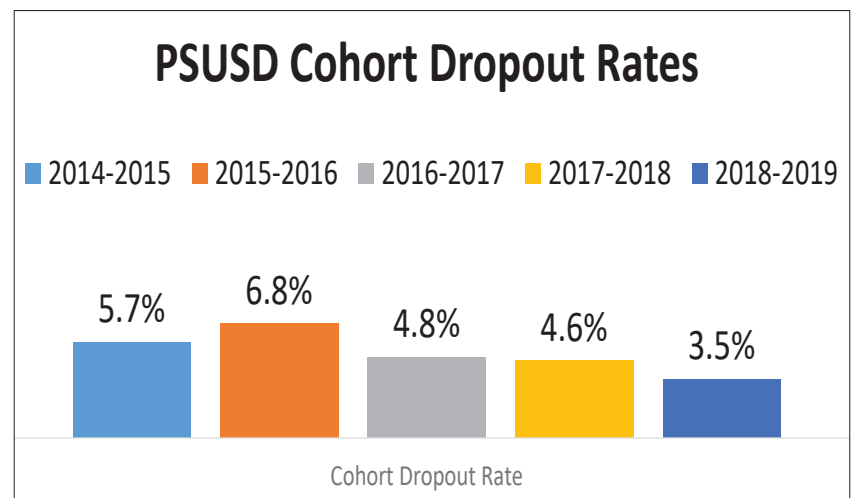
- Currently, the California School Dashboard displays results from the graduating class of 2019. The California School Dashboard can be viewed at <https://www.caschooldashboard.org>.
- Class of 2019 student group results are shown via the group’s placement in the 5x5 Performance Level grid. The “All Students” group is the overall district placement for PSUSD. Note group performance levels factor in both the class of 2019 status and change from the previous school year’s results.

Level	Change				
	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High		• Filipino			
High			• All Students • Hispanic • SED	• African American • White	
Medium		• English Learners	• Homeless		
Low		• SWD			
Very Low					

SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

Data Source: California School Dashboard

PSUSD Cohort Dropout Rates



Chronic Absenteeism, Suspension Rates Improve

The “Chronic Absenteeism Indicator” became part of the California School Dashboard starting with the December 2018 update. A student is chronically absent when the percentage of absence days is more than 10 percent of their total days enrolled at the school.

The Chronic Absenteeism Indicator rate for each student group was placed on a 5x5 Performance Level grid in order to determine a performance level. Chronic Absenteeism rates are reported for students in Kindergarten through grade eight in the current Dashboard. High School rates are not reported in this performance level method for the Dashboard, but are available on the California Department of Education’s DataQuest website at <https://data1.cde.ca.gov/dataquest/>.

It is important to note that the preferred outcome in this measure is to have the chronic absenteeism rate decline; therefore the column titles differ for chronic absenteeism rate grids. PSUSD’s “All Students” group from the 2018-2019 academic year reported in the Yellow performance level, improving with a decrease of 2.2 percent over 2018-2019 results and decreases in rates for nearly all reported student groups. Although chronic absenteeism rates declined in 2018-2019, the current rate of 14.9 percent of students reported as chronically absent indicates that this is an area needing significant improvement within the District. Foster Youth reported as the only student group placed in the Red performance level in 2018-2019, with a rate of approximately one of every three foster

youth students reporting as chronically absent.

PSUSD implemented multiple strategies and programs in order to improve attendance at schools, including the Attention To Attendance (A2A) monitoring and communications program and renewed focus on school connectedness to students. PSUSD encourages our community stakeholders to participate in attendance improvement processes by connecting with local schools and families in order to support daily school attendance.

The California School Dashboard also features a “Suspension Rate Indicator.” This rate 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. The Suspension Rate Indicator uses a combination of the current year’s “status” rate and the “change” from the previous year’s rate to provide a Performance Level using a Performance Level Grid specific to each grade level span (district, elementary, middle, high school). For more details about Performance Levels, visit <http://www.cde.ca.gov/ta/ac/cm/>.

PSUSD has worked to continue to improve District and school response to challenging student behavior. Systems incorporating combinations of Positive Behavior Interventions and Supports (PBIS), restorative practices, and addressing social-emotional needs of students are in place at schools within the District. Additional counseling and mental health resources have been added to support students within the school setting. Combined with staff trainings surrounding Conscious Education practices, and practice changes aligned with changes in Education Code, these actions have begun to improve the rates of student suspension

across the District.

PSUSD’s “All Students” group from the 2018-2019 academic year reported a suspension rate of 6.3 percent, a one percentage point decline from the prior year resulting in a Yellow performance level overall. Ten reported student groups either declined or maintained suspension rates from the prior year reflected on placement on the 5x5 performance grid for this measure. Most PSUSD student groups fell in Yellow or Orange performance levels for 2018-2019, however the African American student group and students identifying in the Two or More Races group reported in the Red performance level, indicating that continuing support is needed in this area. Additional information regarding the suspension rates for student groups can be found on the Dashboard at www.caschooldashboard.org.

Suspension Rate Indicator Performance Level	PSUSD LCAP Goal (District)
Blue	Maintain a Blue or Green status
Green	Maintain a Blue or Green status
Yellow	“Decreased” Change Column 0.3% to 2.0% decline
Orange	“Decreased” Change Column 0.3% to 2.0% decline
Red	“Decreased Significantly” Change Column 2.0% or more decline

LCAP Goal 3 Outcome A – Suspension Rate Indicator

- The California School Dashboard displays results from the 2018-2019 academic year. The California School Dashboard can be viewed at <https://www.caschooldashboard.org>.
- 2018-2019 student group results are shown via the group’s placement in the District level 5x5 Performance Level grid. The “All Students” group is the overall district placement for PSUSD. Note group performance levels factor in both the 2018-2019 status and change from the previous school year’s results.
- It is important to note that the preferred outcome in this measure is to have the suspension rate decline, therefore the column titles differ for suspension rate grids.

Level	Change				
	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low					
Low			• Asian		
Medium		• Filipino			
High		• Homeless	• English Learners	• All Students • Hispanic • SED • White	
Very High			• African American • Two or More Races	• American Indian • Foster Youth	• SWD

SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

Data Source: California School Dashboard