



A Supplement from the...

Palm Springs Unified School District

Serving Cathedral City, Desert Hot Springs, Palm Desert, Palm Springs, Rancho Mirage & Thousand Palms October/November 2017

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). The LCAP also includes additional areas of student and school performance that are measured and reported across a variety of goal areas.

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 achievement levels within PSUSD.

Various LCAP measures have been changed for 2017-18

| | | Change | | | | |
|--------|-----------|------------------------|----------|------------|-----------|-------------------------|
| | | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
| Status | Very High | Yellow | Green | Blue | Blue | Blue |
| | High | Orange | Yellow | Green | Green | Blue |
| | Medium | Orange | Orange | Yellow | Green | Green |
| | Low | Red | Orange | Yellow | Yellow | Yellow |
| | Very Low | Red | Red | Red | Orange | Yellow |

• A sample grid for the Academic Indicator is provided to illustrate the locations of each performance level.
 • The scores for each "status" row and "change" column are different for English Language Arts/Literacy and Mathematics results. 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.
 • For more details about Performance Levels, please refer to the California Department of Education's California Accountability Model & School Dashboard webpage located at <http://www.cde.ca.gov/ta/tacm/>.

Some of these changes are outlined throughout the report in the sampling of measures. Further detail is available in the 2017-18 LCAP document. Each outcome measure connects with a set of actions and expenditures noted within the LCAP. Each action and expenditure is implemented in an effort to continuously improve achievement levels.

For the full LCAP plan, we invite you to 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 Dr. Jim Feffer at jfeffer@psusd.us.

as part of aligning the LCAP with the new state accountability system, stakeholder input and revised LCAP requirements.

District Sees Growth on State Tests

The Smarter Balanced Summative Assessment (SBAC) exams, 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 and Mathematics. The tests are administered online during a testing window between April and early June.

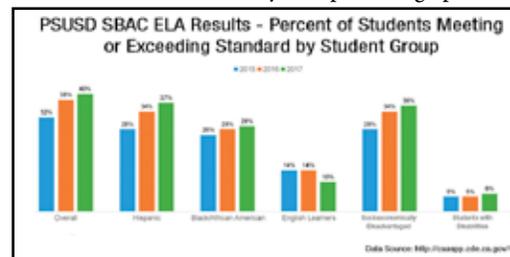
The following charts show SBAC results for various grade levels at the District level, overall and for various student groups. SBAC results for the state, counties, districts and individual schools can be found at <http://caaspp.cde.ca.gov/>.

In English Language Arts/Literacy, 40 percent of PSUSD students tested were reported as meeting or exceeding standards in 2017, an increase of two percentage points over the 2016 rate of 38 percent. This exceeded the group rates in



both Riverside County and California, which remained flat.

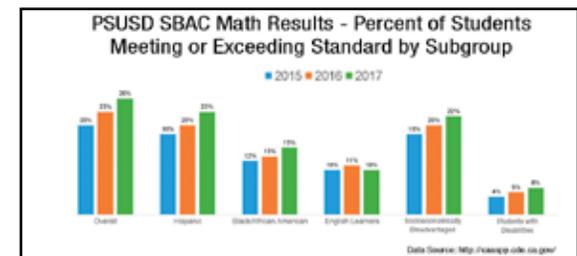
In Mathematics, 26 percent of District students tested were reported as meeting or exceeding standards, an increase of three percentage points over the 2016 result of 23 percent. This growth rate exceeded both Riverside County and California, which increased by one percentage point.



Most student groups in PSUSD increased percentages in ELA/Literacy and Math. The Hispanic student group increased by three percentage points in both ELA and Math, socioeconomically disadvantaged increased two percentage points in both ELA and Math, and Black/African American student group increased by one percentage point in ELA and two percentage points in Math. Students with disabilities had a one percentage point increase in ELA and Math. The only student group with decreased scores was English learners, with a four percentage point decline in

ELA and one percentage point decline in Math.

As part of the aligning to the new state accountability system, PSUSD goals regarding Smarter Balanced testing



result are now determined by the reported "Performance Levels" on the California School Dashboard. Student Group goals will be based on the group's performance level that will be publicly posted in December of 2017 as follows:

| Academic Indicator - Performance Level | PSUSD LCAP Goal |
|--|---|
| Blue | Maintain a Blue or Green status |
| Green | Maintain a Blue or Green status |
| Yellow | "Increased" Change Column |
| Orange | "Increased" Change Column |
| Red | "Increased Significantly" Change Column |

English Learners Making Progress

In 2016-17, English Learners (EL) took the California English Language Development Test (CELDT) as a standardized measure of English language skills. In 2017-18 the CELDT will be replaced by the English Learner Proficiency Assessments for California (ELPAC). For more information on the new test visit: <http://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

For 2016-17, students making progress by increasing an achievement level on the test are included in the percentage for Annual Measurable Achievement Outcome (AMAO) 1. PSUSD reported a four percentage point increase in EL students making progress on the CELDT in 2016-2017. The new state accountability system features an “English Learner Performance Indicator (ELPI), which replaces the set of AMAO measures. The ELPI uses a combination of test results, reclassification rates of students who moved from English Learners to fluent English proficient (RFEP), and student population percentages to determine the District’s ELPI rate. This

replaces the AMAO measures used in the LCAP.

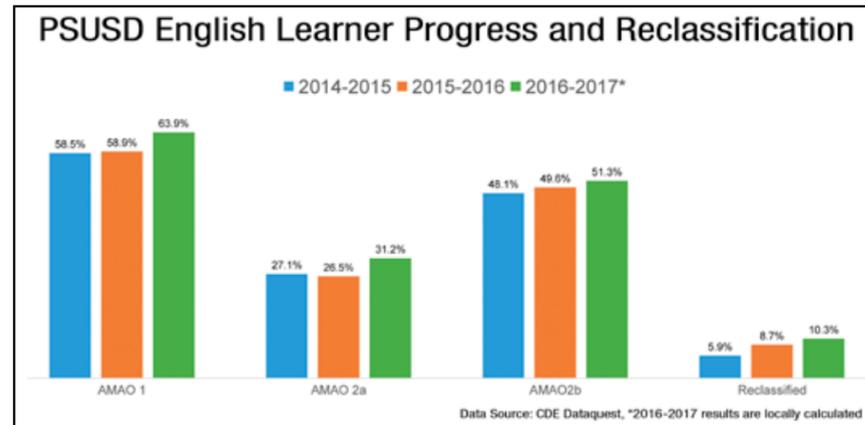
Since the California Department of Education (CDE) no longer posts calculations for AMAO1 and AMAO2, results for each were locally calculated using the same formula used by the CDE for 2016-17 results. AMAO 2 reports students meeting English proficiency on the CELDT test in one of two timeframes. AMAO 2a reports students meeting CELDT proficiency in less than five years of instruction, while AMAO 2b reports EL students meeting proficiency after five or more years of classroom instruction. PSUSD reported 4.7 percentage point increase in AMAO 2a and an increase of 1.7 percentage points in AMAO 2b in 2016-17.

Similar to the Academic Indicator, the ELPI uses a combination of “status” and “change” calculations to provide a Performance Level using a Performance Level Grid specific to the ELPI. For more details about Performance Levels, please refer to the California Department of Education’s California Accountability

Model & School Dashboard webpage located at <http://www.cde.ca.gov/ta/ac/com/>.

As part of aligning to the new state accountability system, the PSUSD ELPI goal is determined by the reported “Performance Level” on the California School Dashboard. ELPI goals will be based on the updated performance level publicly posted in December 2017 as noted in the table below. PSUSD will continue to report reclassification rates as a separate LCAP measure in 2017-18 in addition to using the new ELPI measure.

EL students reclassify as “Fluent English Proficient” by meeting proficiency on the CELDT test and on other academic measures including SBAC, local performance measures, and teacher grades. PSUSD reported nearly a 1.6 percentage point increase in reclassification rates in 2016-17 to 10.3 percent. PSUSD has set a target to meet or exceed the Riverside County percentage in 2018 (currently 11.6 percent).



| ELPI Indicator - Performance Level | PSUSD LCAP Goal |
|------------------------------------|--|
| Blue | Maintain a Blue or Green status |
| Green | Maintain a Blue or Green status |
| Yellow | “Increased” Change Column 1.5% to 10% growth |
| Orange | “Increased” Change Column 1.5% to 10% growth |
| Red | “Increased Significantly” Change Column 10% or more growth |

Suspension, Expulsion Rates Show Slight Increase

For 2015-16, PSUSD saw an increase in the suspension rate by 0.4 percentage points from the previous year, based on local calculations, from 5.5 to 5.9 percent

The new state accountability system 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 under Education Code 48900. The new 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, please refer to the California Department of Education’s California Accountability Model & School Dashboard webpage located at <http://www.cde.ca.gov/ta/ac/cm/>.

In 2016-2016, PSUSD experienced a slight increase in expulsion rate from the 2014-2015 academic year from 0.4 percent to 0.5 percent. Reporting methods for Expulsion Rates remain unchanged for 2017-18.

Graduation Rates, College Prep Measurements Up

The California Department of Education measures 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 May of the academic year following the class’ high school graduation.

The cohort graduation rate for PSUSD was 88.9 percent for the class of 2016, a decline of nearly two percentage points from 2015. Official class of 2017 results will be available in May of 2017.

The new state accountability system features a “Graduation Rate Indicator” which continues to use the four-year graduation cohort calculation method. The new Indicator uses a combination of the current year’s “status” and a three-year “change” calculation to provide a Performance Level using a Performance Level Grid specific to the Graduation Rate Indicator. For more details, visit <http://www.cde.ca.gov/ta/ac/cm/>.

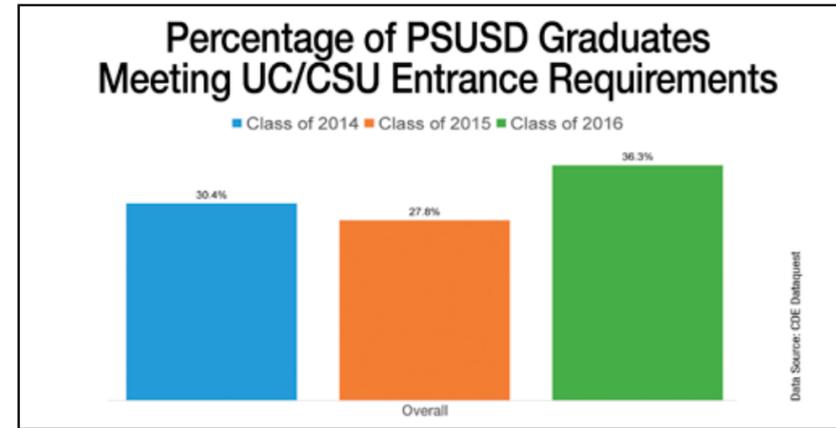
The high school cohort dropout rate uses the same cohort group as graduation rate. In 2014-2015, PSUSD had a cohort dropout rate

of 6.8 percent, an increase of approximately one percentage point from the 2014-15 percentage. Official rates for 2016-17 will be released on the same timeline as graduation rates. PSUSD continues to monitor dropout rates, providing support programs for struggling and/or credit-deficient students, with the goal of a consistent one percent decrease for each future four-year cohort.

The Early Assessment Program (EAP) is a measure of college preparedness established by

college coursework per the EAP. Students scoring at “Standard Met” are reported as “Conditionally Ready” and require additional coursework during the twelfth grade year to become ready for college coursework. PSUSD results in 2017 showed increased percentages of students noted as “Ready” or “Conditionally Ready” on the EAP in both in English Language Arts/Literacy (an eight percentage point increase to 56 percent) and mathematics (a one percentage point increase to 22 percent) as compared to 2016 results. PSUSD has set a four percentage point growth target for both subject matters on the 2018 EAP.

A total of 36.3 percent of PSUSD graduates in the class of 2016 met the entrance requirements for the University of California (UC) system and/or the California State University (CSU) system. This was a significant increase of 8.5 percentage points from the previous year. Class of 2017 data will be reported in May of 2018, along with the cohort graduation rate figures. PSUSD has set a growth target of three percentage points for this measure of college readiness upon high school completion.



the California State University (CSU) system. The EAP percentage is reported from eleventh grade results of the SBAC test in both English Language Arts/Literacy and mathematics. Students scoring at “Standard Exceeded” on SBAC are determined to be “Ready” for

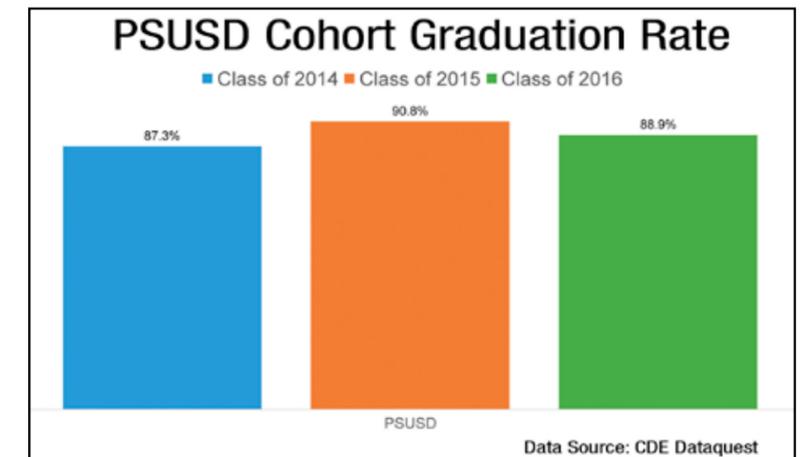
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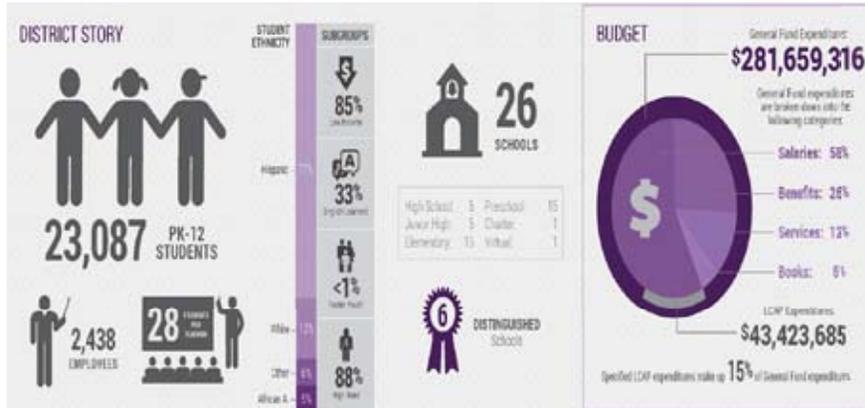
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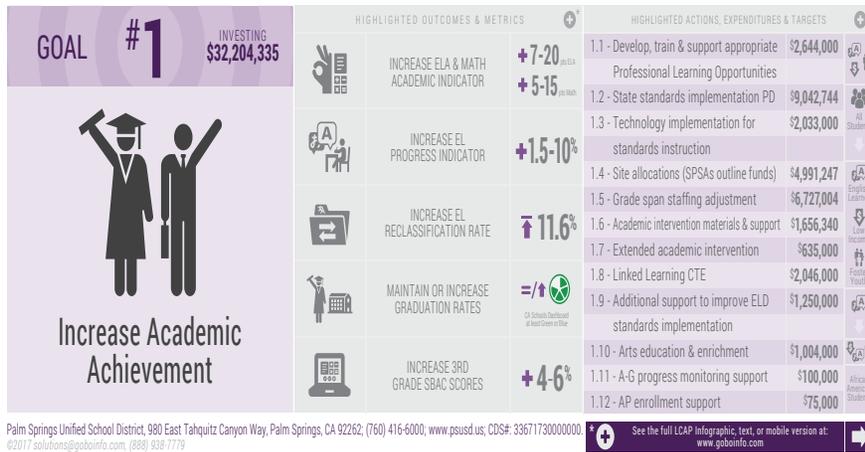
Local Control and Accountability Plan

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Message from the Superintendent



As most of you are aware, the state of California moved to a new funding formula a few years ago. It is called the Local Control Funding Formula (LCFF), and it is governed by each District's Local Control Accountability Plan (LCAP), which is reviewed and revised each year by ALL District stakeholders who want to provide input on the content. Very soon, we will begin the process of gathering that input for our 2017-18 LCAP and invite all of you to be a part of that process either by attending a community meeting tentatively scheduled for the end of January or participating via our website input form. When these meetings are scheduled, and the information is posted, we will be sure to share that information via Auto Dialer phone calls

Report Focuses on Student Outcomes

and written communication to parents, social media and our website, so please watch for it within the coming weeks. The graphic above is a page from our "LCAP Infographic," which summarizes much of what is in our LCAP in an easy-to-read, pictorial format. This particular graphic illustrates our overall goals for the current LCAP.

If you take a look at our LCAP (which can be found on the home page of our BRAND NEW website at psud.us), you will see that all of our programs and services are tied to one or more of our student outcomes. Part of the LCAP review each year is to go back to these outcomes and evaluate whether what we have implemented is working and moving student achievement in a positive direction. This issue of our community report shares some of these results with you, and

we plan to publish them annually each October so all can see where we've been, where we are and what our targets for the coming year.

We invite you to take the time to review the contents of this issue and to participate in helping us develop our goals and priorities for next school year as we plan our LCAP for 2018-19. Thank you for your continued support as we strive for academic success for each of nearly 23,000 students.

Sandra Lyon, Ed.D.
Superintendent of Schools