



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 2016

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.

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 Accountability Dr. Jim Feffer at jfeffer@psusd.us.

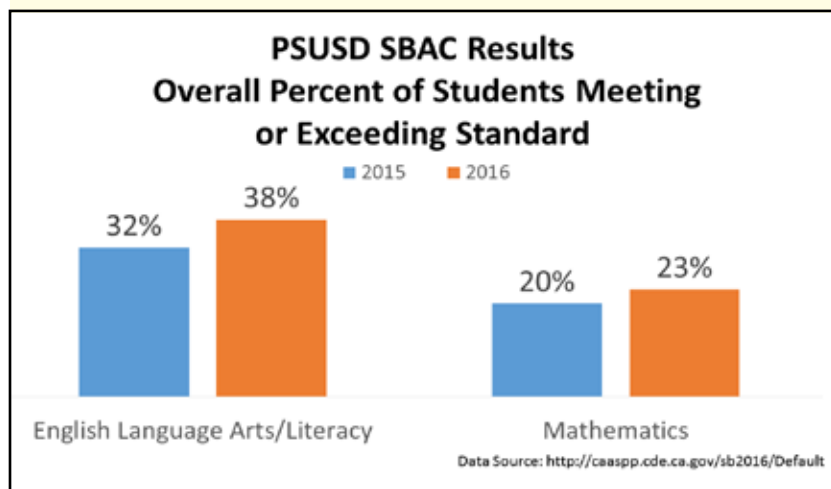
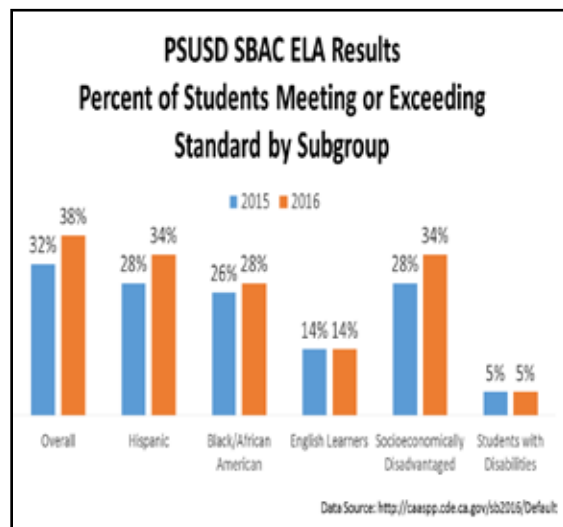
District Sees Growth on State Tests

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.

32 percent. This exceeded the group rates in both Riverside County and California. PSUSD has set an overall target increase of four percentage points for the 2017 SBAC in ELA.

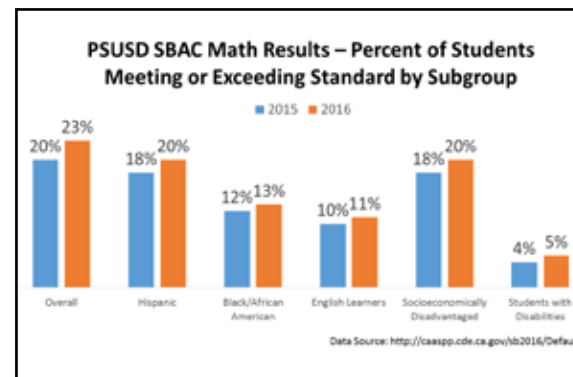
In Mathematics, 23 percent of District students tested were reported as meeting or exceeding standards, an increase of three percentage points over the 2015 result of 20 percent. This growth rate matched Riverside County. PSUSD has set an overall target increase of four percentage points for the 2017 SBAC in Math.

All subgroups in PSUSD maintained or increased percentages in ELA/Literacy and Math. Socioeconomically disadvantaged and Hispanic subgroups increased by six percentage points in ELA and two percentage points in Math, and the Black/African American subgroup increased by two percentage points. English Learners and students with disabilities were at the same rate in 2016 as 2015 for ELA and increased one percentage point in Math. PSUSD has set subgroup growth targets of six percentage points for English Learners, Hispanic and Black/African American subgroups, and four percentage points for socioeconomically disadvantaged and students with disabilities for 2017 in ELA and Math.



The charts show SBAC results for various grade levels at District level overall and for various subgroups. SBAC results for the state, counties, districts and individual schools can be found at <http://caaspp.cde.ca.gov/sb2016/default>.

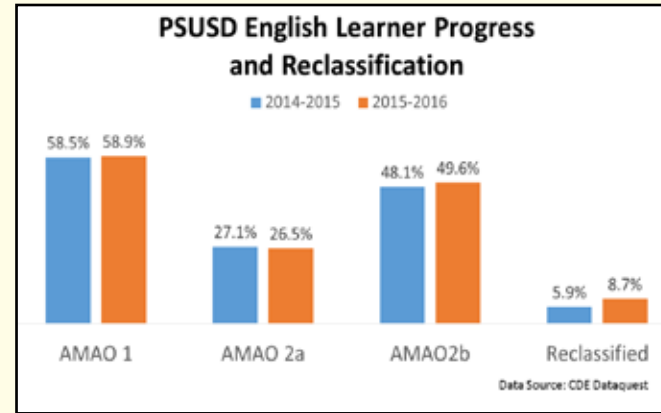
In English Language Arts/Literacy, 38 percent of PSUSD students tested were reported as meeting or exceeding standards, an increase of six percentage points over the 2015 rate of



English Learners Making Progress

English Learners (EL) take the California English Language Development Test (CELDT) each October as a standardized measure of English language skills. Students making progress by increasing an achievement level on the test are included in the percentage for Annual Measureable Achievement Outcome (AMAO) 1. PSUSD reported a slight increase in percentage of EL students making progress on the CELDT in 2015-2106. PSUSD has set a two percentage point growth target for this measure in 2017.

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



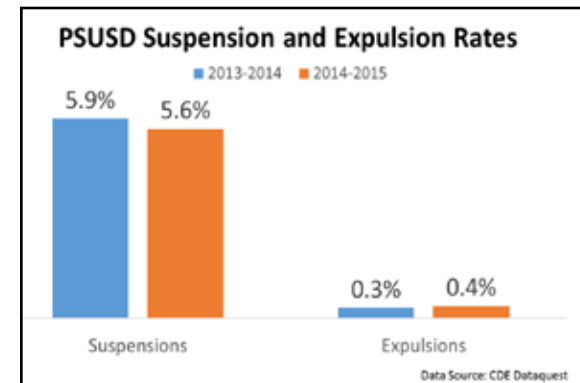
EL students meeting proficiency after five or more years of classroom instruction. PSUSD reported a less than one percentage point decrease in AMAO 2a and an increase of over one and a half percentage points in AMAO 2b in 2015-2016. PSUSD has set a two percentage point growth target for these measures in 2017.

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 three percentage point increase in reclassification rates in 2015-2016. PSUSD has set a one and a half percentage point growth target for this measure in 2017.

Suspension Rate Down, Expulsions Up Slightly

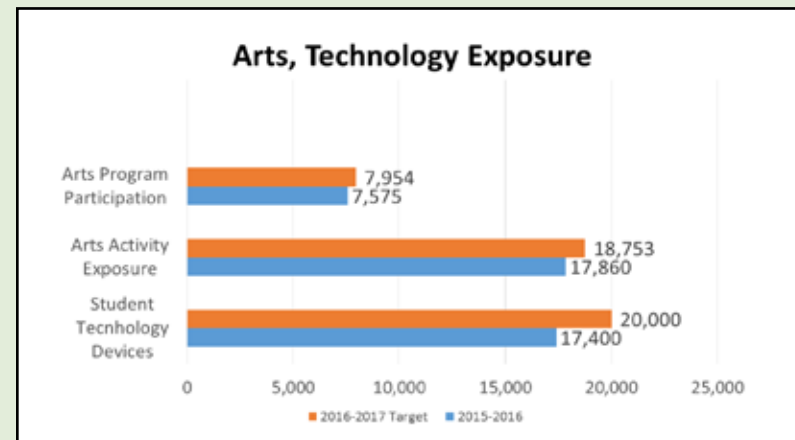
For 2014-2015, PSUSD saw a decrease in the suspension rate by 0.3 percentage points from the previous year, a change equivalent to approximately 73 students. Data for 2015-2016 will be released by the California Department of Education later this academic year. PSUSD has set a target of decreasing suspension rates by one percentage point overall for the current academic year.

In 2014-2015, PSUSD experienced a slight increase in expulsion rate from the 2013-2014 academic year. In both years, the numbers of students expelled from the district was under 90 students. PSUSD has set a goal of maintaining an expulsion rate of under 0.4 percent.



District Increases Arts Exposure, Technology Devices

Other LCAP outcomes include increases in comprehensive and supplemental arts programs participation and exposure rates and increasing the number of student technology devices across the District.



PSUSD continues to provide educational experiences in the fine arts across the District. In 2015-16, 17,860 students attended one or more fine arts-related activities or performances, with 7,575 students participating in one of the many arts programs across the District. PSUSD has set a goal to

increase these totals by five percentage points during this school year.

The District continues to implement one-to-one technology programs and additional technology resources across the District. As of the 2015-16 school year, PSUSD has 17,400 student-accessible devices throughout the District. Continuing this momentum, the District

has set a goal to expand the number of devices to over 20,000 by the end of the current school year.

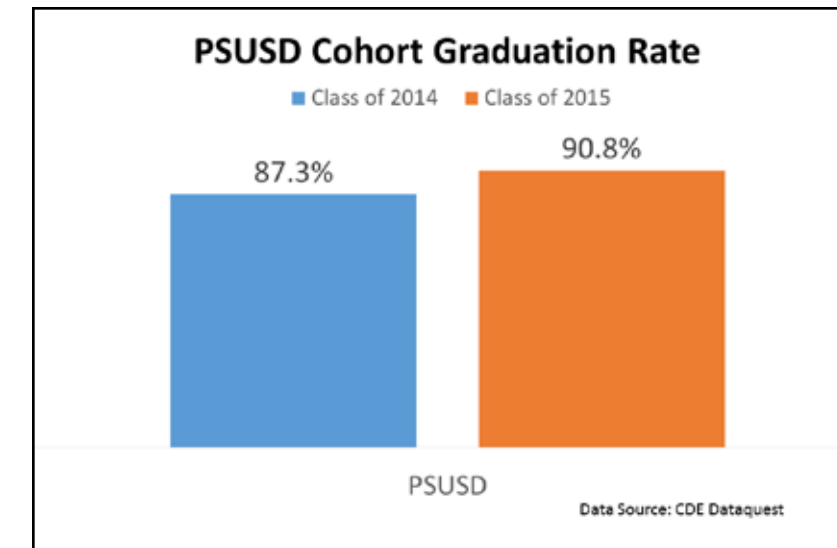
Grad Rate Up, Dropout Rate Down

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 publically reported in May of the academic year following the class' high school graduation.

point continuous growth target for the cohort graduation rate measure.

Cohort dropout rate is reporting using the same cohort group as graduation rate. In 2014-2015, PSUSD had a cohort dropout rate of 5.7%, a decrease of over three percent from the 2013-2014 percentages. Official rates for 2015-2016 will be released on the same timeline as graduation rates. PSUSD continues to monitor

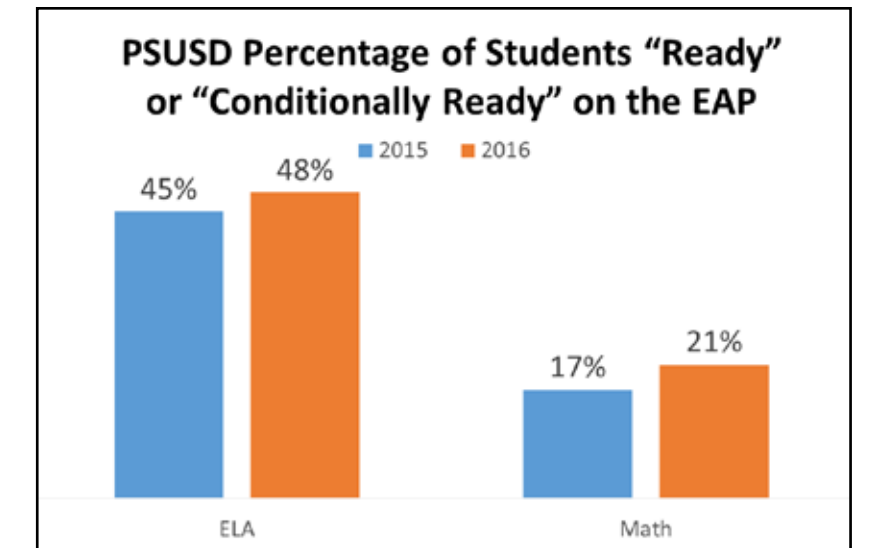
The EAP percentage is reported from eleventh grade results of the SBAC test in both English Language Arts/Literacy and mathematics. Students scoring at "Standard Exceeded" on SBAC are determined to be "Ready" for college coursework per the EAP. Students scoring at "Standard Met" are reported as "Conditionally Ready" and require additional coursework during the twelfth grade year to become ready



The cohort graduation rate for PSUSD increased by three and a half percentage points to 90.8 percent for the class of 2015. Official class of 2016 results will be available in May of 2017. PSUSD has set a one percentage

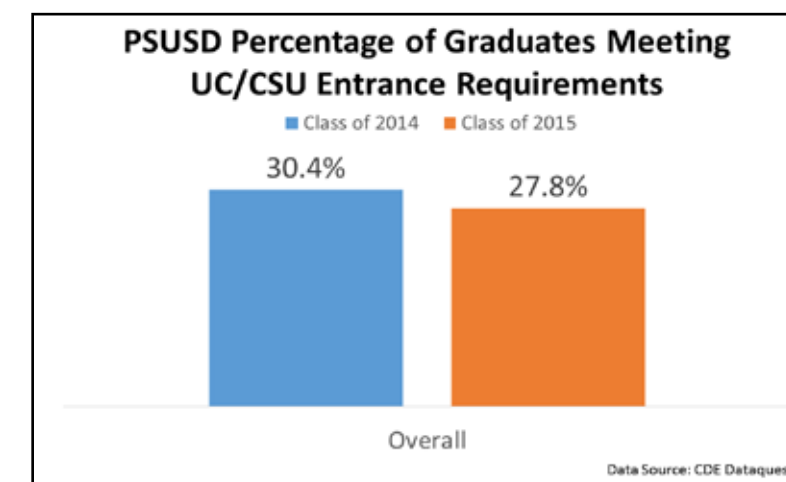
dropout rates, targeting a one percent decrease for the next school year.

The Early Assessment Program (EAP) is a measure of college preparedness established by the California State University (CSU) system.



for college coursework. PSUSD results in 2016 showed increased percentages of students noted as "Ready" or "Conditionally Ready" on the EAP in both English Language Arts/Literacy and mathematics as compared to 2015 results. PSUSD has set a four percentage point growth target for both subject matters on the 2017 EAP.

A total of 27.8 percent of PSUSD graduates in the class of 2015 met the entrance requirements for the University of California (UC) system and/or the California State University (CSU) system. This was a decrease of 2.6 percentage points from the previous year. Class of 2016 data will be reported in May of 2017 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.



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1. Stakeholder Engagement

Palm Springs Unified School District 2016-17 LCAP
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3,313
SURVEYS
Completed

32
WORKSHOPS
Held

5,000+
COMMENTS
Received

3,313
STAKEHOLDERS
Engaged

48
REVIEWS
Performed

4
BOARD MEETINGS
Convened

16
GROUPS
Involved

**Stakeholder
Groups include:**
Parents, Students,
Teachers, Staff,
Administrators, Cabinet,
Trustees, Bargaining
Units, Community,
District Advisory Team,
DELAC, PAC, RCOE.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- Student Achievement Data

PSUSD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, newspaper, meetings.

State Education Priorities



THE 8 STATE EDUCATION PRIORITIES

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Each State Priority
must be addressed,
and is grouped as:



Stakeholder
input is aligned
with California's
Education
Priorities...

and
combined with
Top Local
Priorities...

resulting
in Annual
Goals, Actions
& Expenditures.

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Message from the Superintendent

Report Focuses on Student Outcomes



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 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 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 stakeholder input for the current LCAP.

If you take a look at our LCAP (which can be found on the home page of our website at psusd.us), you will see that all of our programs and services are tied to one or more of 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 around this time, so all can see where we've been, where we are and 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 2017-18. Thank you for your continued support as we strive for academic success for each of nearly 22,500 students.

Sandra Lyon
Superintendent of Schools