

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 2025 Dashboard includes 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, represented by a color ranging from Red to Blue.

The 2024-2025 school year focused on improving attendance, ensuring that mental health and Social-Emotional Learning support services were in place, and strengthening systemic and targeted academic structures. The California State Board of Education continued with the approval of an adjusted blueprint

for Spring 2025 testing, resulting in students taking a shortened computer adaptive test portion for the English Language Arts/Literacy and Mathematics tests



from the California Assessment of Student Performance and Progress system, also known as CAASPP.

The 2025-2026 LCAP is the second year of a three-year LCAP cycle and is designed to continue to address learning gaps and student needs while also looking to improve program consistency. In the 2025-2026 school year, the district continues utilizing official state-reported data to monitor progress, using these reports as part of evaluating progress and aligning improvement efforts across the district

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 2025 California School Dashboard.

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 Stacie Boosey, Coordinator of Assessment and Data Analysis, sboosey@psusd.us.

Graduation Rate Increases, Dropout Rate Decreases

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 publicly 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.

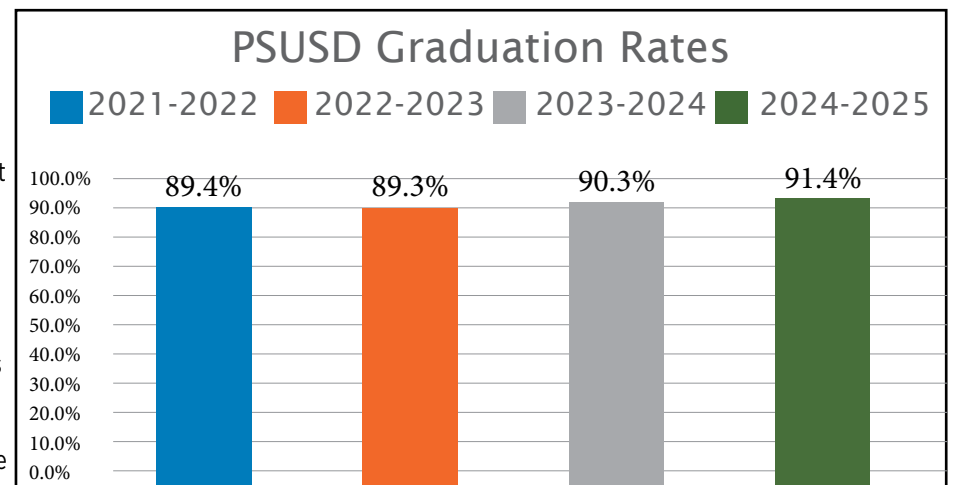
In the 2024-2025 school year, PSUSD saw an increase in the graduation rate, with a 1.2 percentage point increase to 91.4%. This results in a High or Green performance level for the district. Two student groups (Two or More Races and White) reported in the Low or Orange performance level; three student groups (African American, Filipino, and Students with Disabilities) reported in the Medium or Yellow performance level; five student groups (English Learners, Foster Youth, Hispanic, Homeless, and Socioeconomically Disadvantaged) reported in the High or Green performance level; and one student group (Long-Term English Learners) reported in the Very High or Blue performance level. No student groups were in the Very

Low or Red performance level. PSUSD offers students the option to complete their high school diploma as fifth-year students and has been working with current students who are off track for graduation to recover required courses.

The high school cohort dropout rate is reported using the same adjusted four-year cohort group as graduation rates. In 2024-2025, PSUSD reported a high school dropout rate of 4.3%, a 1.1 percentage point decrease from the previous year. This decrease may in part be attributable to PSUSD remaining 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)



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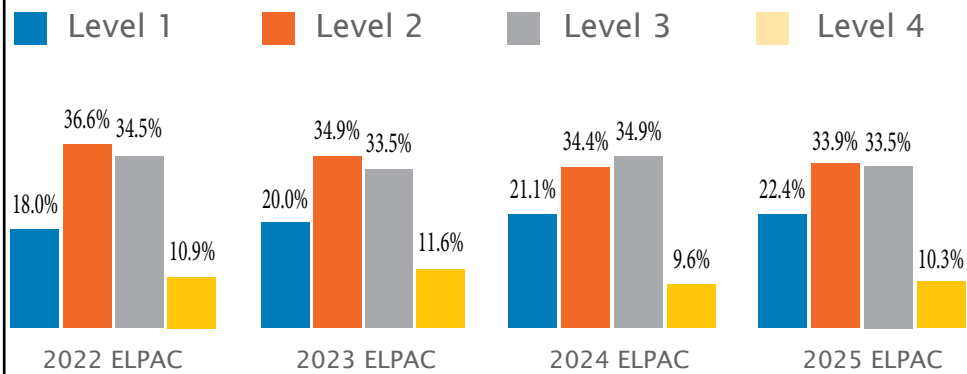
(See Requirements on page 4)

English Learner Performance Increases

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

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.

PSUSD English Learner Progress - ELPAC Results

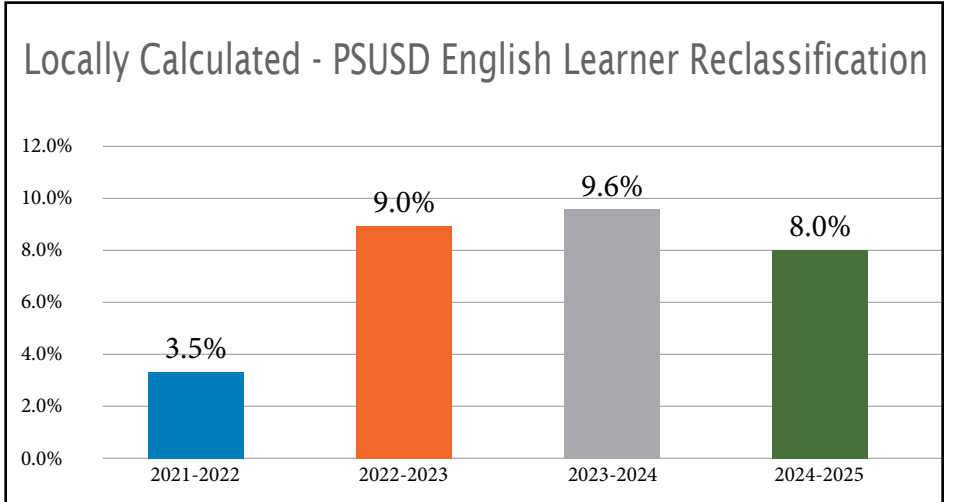


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to determine the correct level of support for students in learning English.

The state accountability system features an "English Learner Performance

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



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In the 2025 administration of the Summative ELPAC tests, 10.3% of EL students scored at Level 4, which is an increase of 0.7% from 2024. Level 4

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.

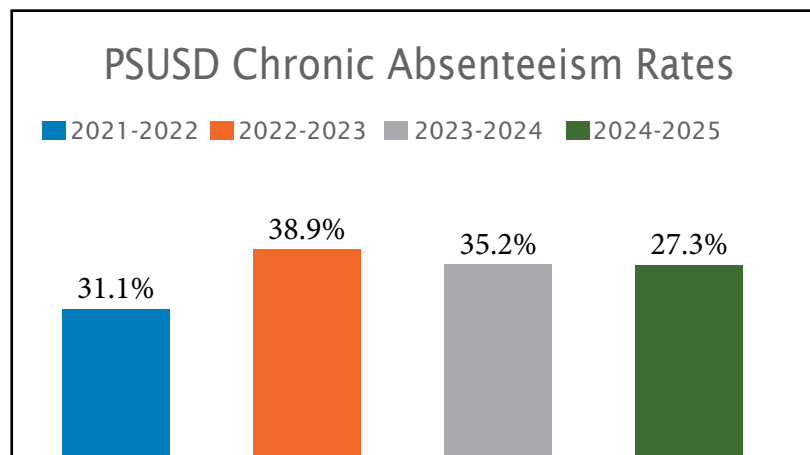
English Learner students reclassify as "Fluent English Proficient" by meeting proficiency on the ELPAC and other measures, including English Language Arts results, teacher evaluation of student performance in class, and parent consultation. PSUSD locally calculated a reclassification rate of 8.0% for the 2024-2025 academic year, which is a 1.6% decrease from the previous year.

Chronic Absenteeism and Suspension Rates Improved

The "Chronic Absenteeism Indicator" is a key indicator of student connectedness to school. 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 fewer students are missing significant portions of the school year. In 2024-2025, PSUSD saw a 7.9% decrease in Chronic Absenteeism, totaling 27.3%. One student group (American Indian) reported in the High or Orange performance level; ten student groups (African American, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Two or More Races,

Socioeconomically Disadvantaged, Students with Disabilities, and White) reported in the Medium or



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Yellow performance level; and two student groups (Asian and Filipino) reported in the Low or Green performance level. No student groups reported in the Very High/Red or Very Low/Blue performance levels.

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 by connecting with local schools and families to support and encourage daily school attendance. Local monitoring of the Absenteeism rate shows PSUSD regressing over this time last year, with an increase of 3.1%, for a locally calculated Absenteeism rate of 30.2% (as of December 2025).

(See Chronic on page 4)

ELA, Science, Math Show Slight Improvement

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 are taken by students in grades 3 through 8 and grade 11 in English Language Arts/Literacy (ELA) and Mathematics. The California Science Test (CAST) is administered to all students in grades 5, 8, and once in high school (either in grades 10, 11, or 12). The California Alternate Assessments (CAA) for English Language Arts, Mathematics, and Science are administered to students in the same grade levels as the general assessments, but are for students with active Individualized Education Plans (IEPs) for the most significant cognitive disabilities. The California Accountability System uses all CAASPP tests to determine student performance and progress in ELA, mathematics, and science.

For the 2025 ELA CAASPP results, 35.9% of students in PSUSD met or exceeded standards, which is a 0.9% increase compared to 2024. Riverside County saw a 2.3% increase in the percentage of students who met or exceeded standards in ELA for 2025. The state of California also saw growth of students meeting and exceeding standards, with a 1.8% increase from the 2024 to 2025 results. Math results tell a similar story. In PSUSD, 22.3% of students met or exceeded standards, which is a 0.4% increase in results compared with 2024 results. Riverside County and California saw higher increases in performance between the 2024 and 2025 administrations, with 1.7% and 1.8% increases, respectively. Science results showed a decline in students meeting or exceeding standard for the district, while the county and state showed growth. Students in PSUSD had a 0.8% decrease in the number meeting and exceeding standard, whereas Riverside County and the state saw increases of 1.6% and 1.9%, respectively. These results confirm that there is still much work needed to improve ELA, math, and science results. Smarter Balanced and CAST test results for the state, counties, districts, and individual schools can be found at <https://caaspp-elpac.ets.org/caaspp/>.

The Fall 2025 Dashboard includes 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, represented by a color ranging from Red to Blue (the Science Indicator will not be used for accountability

purposes on the 2025 Dashboard, but will have performance colors and year-over-year change for informational purposes only). The Academic Indicator (ELA and math) uses 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 Science Indicator uses the Science Point, which translates the science assessment scale scores to a range from zero to 100. For example, if a 5th-grade student received a scale score of 195, this translates to 45 Science Points because their score is 45 above the lowest obtainable scale score of 150 for 5th-grade. Once students' scores are translated to the Science Point scale, they are averaged together to create the Science Points for a school or district. The results for the Academic Indicator and Science Indicator can be viewed on the California School Dashboard at <https://caschooldashboard.org/>.

In ELA, PSUSD's "All Students" group performed 43.6 points below standard, resulting in a maintenance and an increase of 2.5 points from the previous year, placing the district in the Low or Orange performance level. Two student groups (Foster Youth and Long-Term English Learners) reported in the Very Low or Red performance level; five student groups (American Indian, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) reported in the Low or Orange performance level; three student groups (African American, Homeless, and Two or More Races) reported in the Medium or Yellow performance level; three student groups (Asian, Filipino, and White) reported in the High or Green performance level; and 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 87.9 points below standard, resulting in a maintenance and slight increase of 0.9 points from the previous year, and a Low or Orange performance level. Five student groups (American Indian, Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities) reported in the Very Low or Red performance level; five student groups (African American, Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged) reported in the Low or Orange performance level; three student groups (Filipino, Two or More, and White) report in the Medium or Yellow performance level; and no student groups reported in the High or Green and Very High or Blue performance levels. 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.

In Science, PSUSD's "All Students" group averaged 46.1 Science Points, which is a maintenance and an increase of 1.2 points from the 2024 year. One student group (Long-Term English Learners) reported in the Very Low or Red performance level; four student groups (Foster Youth, Hispanic, Homeless, and Students with Disabilities) reported in the Low or Orange performance level; four student groups (African American, English Learners, Socioeconomically Disadvantaged, and White) reported in the Medium or Yellow performance level; and three student groups (Asian, Filipino, and Two or More Races) reported in the High or Green performance level. There were no student groups in the Very High or Blue performance level. These results are not at the desired level of performance. Ongoing systemic improvement efforts will be needed to increase student outcomes in science, increasing proficiency rates for overall results and all student groups.

PSUSD acknowledges that there is much work ahead as it relates to ELA, mathematics, and science results. Efforts to improve classroom instruction, provide new and innovative strategies for increasing student performance, and further develop 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 2025-2026 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.

For more information on these and other LCAP measures, please refer to the full 2025-2026 LCAP plan located on the PSUSD website at www.psusd.us. The 2026-2027 LCAP plan will be developed in the Spring of 2026. PSUSD welcomes the community's input which can be shared through our Winter 2026 Panorama Community Survey and LCAP ThoughtExchange links that will be posted on the PSUSD website at www.psusd.us.

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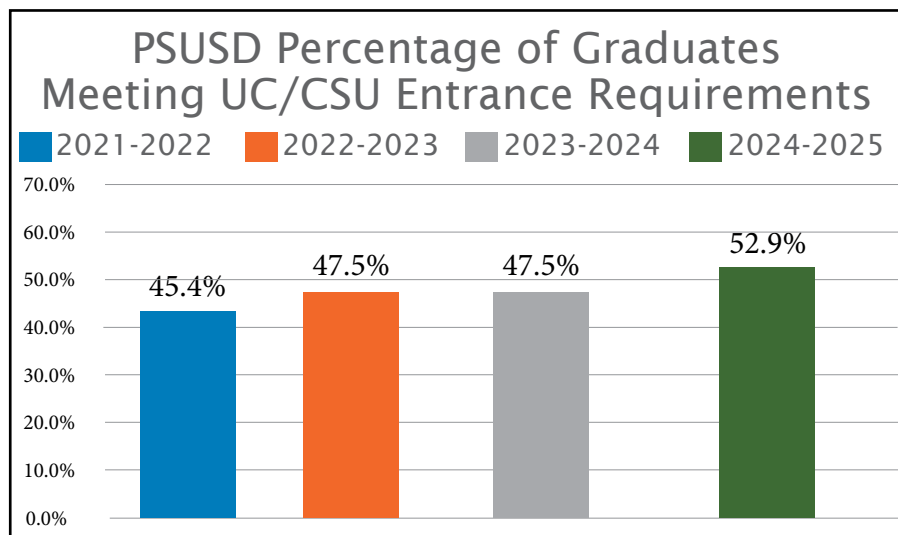
Palm Springs Unified School District
150 District Center Drive, Palm Springs, CA 92264 • Editor: Joan L. Boiko
Phone: (760) 883-2701 • Email: jboiko@psusd.us • Website: www.psusd.us

Requirements

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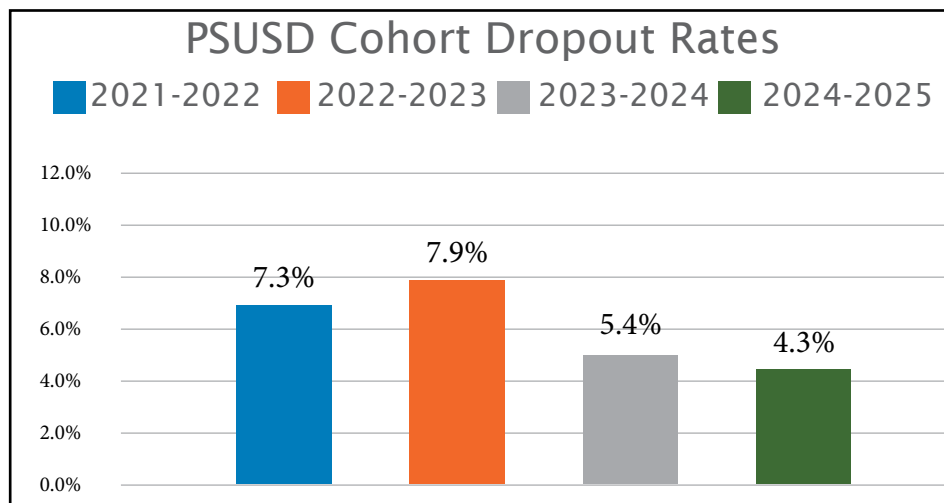
program, and other measures. CCI for PSUSD saw a High or Green performance level with 48.1% of students considered “prepared”, which is an increase of 6.9% from the previous year. Three student groups (African American, Two or More Races, and White) reported in the Low or Orange performance level; five student groups (English Learners, Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities)

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 has completed the required “A through G (A-G)” subject requirement course set before graduation. Current A-G requirement information can be



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reported in the Medium or Yellow performance level; two student groups (Hispanic and Socioeconomically Disadvantaged) reported in the High or Green performance level; and one student group (Filipino) reported in the Very High or Blue performance level. No student groups reported in the Very Low or Red performance 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.



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found on the University of California website at <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>. 52.9% of graduating students in the 2024-2025 academic year met A-G requirements, a 5.4% increase from the previous year. This increase indicates that the strategic and effective actions to support students are working. PSUSD continues to analyze course offerings, closely monitor student progress, and provide access to college and career readiness to provide students with many pathway options to meet A-G requirements.

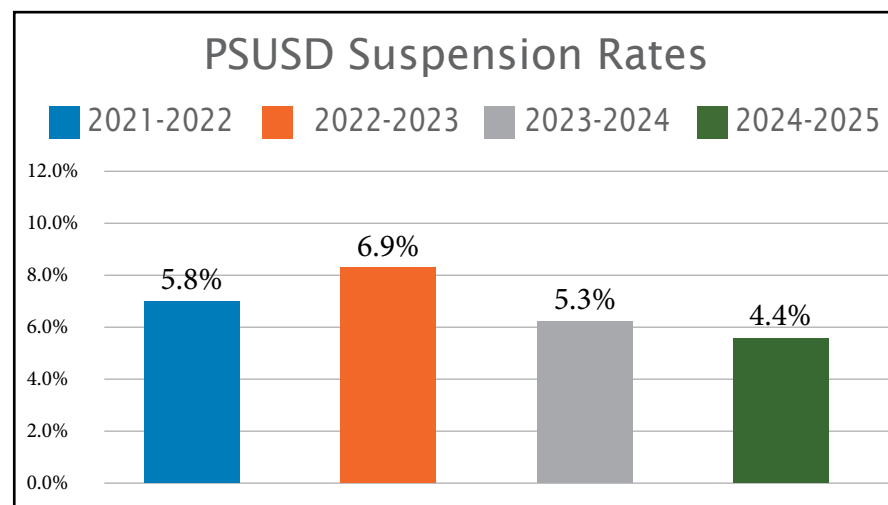
Chronic

(continued from page 2)

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. As with chronic absenteeism, the preferred outcome for this indicator is to have the suspension rates decline, indicating that more students are being offered other means of correction besides suspension.

PSUSD reported a suspension rate of 4.4% for the 2024-2025 school year, a 1.0% decrease from the previous school year, resulting in a Low or Green performance level. One student group (Two or More Races) reported in the Very High or Red performance level; three student groups (African American, American Indian, and Pacific Islander) reported in the High or Orange performance level; five student groups (Foster Youth, Homeless, Long-Term English Learners, Students with Disabilities, and White) reported in the Medium or Yellow performance level; four student groups (English Learners, Filipino, Hispanic, and Socioeconomically Disadvantaged) reported in the Low or Green performance level; and one student group (Asian) reported in the Very Low or Blue performance level.

PSUSD continues to improve district and school responses to challenging student behavior, providing varied support structures in response to student needs. The district has counselors, mental health therapists, and social workers to support students’ social-emotional and mental health needs. Systems



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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.