**2021-2022 Local Control and Accountability Plan (LCAP) Supplement**

**LCAP Actions Mid-Year Expenditure and Implementation Data**

**Introduction**

This report provides a progress update on all action expenditures within the 2021-2022 PSUSD LCAP. This section is organized by goal and action, noting expenditures originally budgeted within the LCAP for each action and the actual expenditures tied to each action. All reported expenditures include encumbrances for position salaries and purchases related to actions as of the end of January, 2022. In all cases, expenditure progress should be viewed within the current local context at the time of reporting, factoring in effects of the ongoing pandemic, implementation timelines of LCAP actions, and adjustments made in response to the changing needs of the district.

Adjustments within LCAP expenditures are made throughout the year in response to student need and associated cost fluctuations. As an example, recently approved salary increases increased the budgeted amount for personnel throughout the plan. The notes section in each row identified key expenditures and encumbrances in each action area, including identifying significant adjustments made to the original budget.

| | | | | |
|---|---|---|---|---|
| **Goal 1: All PSUSD students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.** | | | | |
| Action # | Action Title | Initial LCAP Budget | Expenditures to Date | Notes |
| 1 | Instructional Coaches | $2,639,430 | $2,638,461 | Instructional coaches; content specialists; related salary increases and associated costs |
| 2 | Staff Professional Development | $3,680,403 | $2,957,363 | Educational Services staff providing professional development and monitoring; professional learning programs (e.g. Solution Tree, Orenda Education, High Impact Math); associated materials/supplies |
| 3 | Additional Collaboration Time & Instructional Time | $9,629,009 | $9,492,701 | Salary for providing collaboration time (2:1:2 schedule and professional development day) inclusive of salary increases |
| 4 | Technology Implementation | $3,185,117 | $2,203,269 | Technology hardware; infrastructure improvements; Tech TOSAs and additional technology support staff; esports program; home wireless services planning underway |
| 5 | Multi-Tiered System of Support – Academic Supports | $5,872,786 | $2,750,405 | Elementary reading intervention teachers; secondary math intervention teachers; early learning curriculum kits for TK; SchoolCity platform |
| 6 | English Learner Support | $1,326,536 | $743,891 | English Learner Community Liaisons and related expenses; Ophelia Project |

| 7 | Dual immersion Program | $906,220 | $849,787 | Teacher salaries for Dual Immersion program including salary increases; curriculum materials and supplies |
|---|---|---|---|---|
| 8 | Additional A-G Support | $3,194,780 | $1,896,114 | Counselors on Special Assignment supporting EL attainment of A-G requirements at high schools; Mission Graduate program; AP Training; AVID fees and subscriptions; additional counselors at high school; extended year learning (summer school, intersession) |
| 9 | CTE Program | $3,129,159 | $2,656,189 | CTE Coordinator, additional CTE teachers and associated costs; Work Based Learning staff at high schools; College/Career Specialists; ROTC programs |
| 10 | Class Size Reduction | $5,900,464 | $5,588,015 | Additional FTEs for class size reduction in secondary schools; additional Alternative Education staffing |
| 11 | Inclusion Model Support Personnel | $964,683 | $944,674 | Special Education TOSAs, program specialist, and coordinator supporting inclusion models (inclusive of associated costs) |
| 12 | Supplemental Inclusion Model Staffing | $1,584,184 | $612,708 | Additional Special Education teachers (RSP, SDC) inclusive of salary increases, stipends for Special Education teacher duties |
| 13 | School Site Allocations | $5,762,013 | $7,546,471 | Accounting technician; Early Childhood Education (ECE) staffing, facilities improvements, and materials; school site allocations within School Plans inclusive of salary encumbrances and funding additions from the SPSA fall revision process |
| 14 | Recruit and Retain Highly Qualified Staff | $2,557,777 | $1,912,128 | Materials for professional learning; additional Human Resources administrators, specialists and support staff including associated costs and increases; PAR/Reflective Coaches including salary increases; recruitment materials |
| 15 | Primary Grade Support | $1,147,339 | $1,075,028 | Paraprofessional salaries supporting Kindergarten and Transitional Kindergarten students and associated salary increases |
| 16 | Enhanced Elementary Learning Opportunities | $2,764,606 | $2,799,086 | Additional elementary P.E. and music teachers inclusive of salary increases; supplemental time for elementary librarians; elementary music supplies |
| 17 | Arts Education and Enrichment | $647,568 | $445,160 | Professional learning for fine arts teachers; MTU and MTU Jr.; music supplies and instruments; art supplies for classrooms and visiting programs; dance materials; music/band supplies |
| 18 | Alternative Education Virtual School | $530,236 | $461,292 | Desert Learning Academy FTEs; learning materials and supplies; new online course offering in art at DLA |

| 19 | Supplemental Educational Services Program | $842,839 | $249,856 | Supplemental Learning staff; Materials and supplies for supplemental programs |
| 20 | Elementary Online Programs | $320,780 | $174,947 | Learning Dynamics program; Dreambox online learning platform; materials for conceptual mathematics instruction and intervention |
| | **TOTALS** | **$56,585,929** | **$47,997,545** | |

**Goal 2: PSUSD will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.**

| Action # | Action Title | Initial LCAP Budget | Expenditures to Date | Notes |
|---|---|---|---|---|
| 1 | District Parent Engagement Staffing and Supplies | $733,802 | $602,649 | Family Center staffing including salary increases; materials and supplies used for Family Center sponsored events |
| 2 | School Site Based Parent Support Staff | $761,540 | $617,458 | Family and Community Engagement Specialists; bilingual technicians at school sites for parent engagement; salary increases for these positions |
| 3 | Social Workers | $547,626 | $530,939 | Social Workers - encumbered but not all expended due to candidate pool challenges |
| | **TOTALS** | **$2,042,968** | **$1,751,046** | |

**Goal 3: PSUSD will provide healthy and physically and emotionally safe learning environments that foster and support all students.**

| Action # | Action Title | Initial LCAP Budget | Expenditures to Date | Notes |
|---|---|---|---|---|
| 1 | Supplemental Counselors | $5,101,324 | $3,568,456 | Additional counselors for secondary school sites; elementary school counselors; counselor additional time and related expenses |
| 2 | Mental Health Support | $900,000 | $807,919 | Mental health therapist and support staff salaries; supplies to support mental health sessions; professional learning |
| 3 | Foster Youth Community Liaisons | $78,231 | $82,327 | FY Community Liaison and related costs including salary increases |
| 4 | Assistant Principals | $2,930,837 | $3,017,570 | Additional Assistant Principals supporting high priority sites |
| 5 | Student Deans | $492,354 | $490,021 | Deans at Desert Hot Springs secondary schools |
| 6 | Multi-Tiered Systems of Support – SEL and Behavioral Supports | $1,822,222 | $1,426,085 | Care Solace program; Student Success platform; climate surveys and licenses; Intervention Coordinator for PBIS and |

| | | | | |
|---|---|---|---|---|
| | | | | related costs; Beyond SST license; PBIS Rewards platform; Behavior related support staff (analysts, TOSA, paraprofessionals, etc.); professional development related to SEL and behavioral support (e.g. Kagan) |
| 7 | Campus Safety and Security | $1,234,563 | $1,020,248 | Security staff members (e.g. administrators, officers) inclusive of salary increases |
| 8 | School Resources Officers | $400,000 | $400,000 | School Resource Officers at high school sites |
| 9 | Nursing Staff | $265,603 | $280,928 | LVNs and related costs; conferences and professional development |
| 10 | Game On! Organized Recess | $1,068,174 | $950,044 | Game On! recess program coordinator and paraprofessionals including salary adjustments; supervision aides at school sites |
| 11 | Community Liaisons & Prevention Specialists | $1,374,343 | $1,269,500 | District Community Liaisons and Prevention Specialists support attendance and families; associated costs with both position groups |
| 12 | Bus Transportation | $2,325,488 | $2,465,128 | Coordinator of Transportation; additional middle school bussing routes; additional home-to-school bussing; additional line for bussing on 2:1:2 days |
| | **TOTALS** | **$17,993,139** | **$15,778,226** | |

**2021-2022 Local Control and Accountability Plan (LCAP) Supplement**

**LCAP Metrics Update – February 2022**

**Introduction**

This report provides a progress update on all metrics within the 2021-2022 PSUSD LCAP. All metrics within each goal area are reported using the most appropriate data source and timeline. In all cases, metrics progress should be viewed within the current local context at the time of reporting, factoring in effects of the ongoing pandemic, implementation timelines of LCAP actions, and adjustments made in response to the changing needs of the district.

Given that LCAP metrics are designed to be summative of a year or the three-year plan as a whole, not all metrics are able to be reported at the time of this supplementary report. LCAP metrics will be noted as reportable within three categories based on valid reportability at this time of the year.

- Known Outcomes – Metrics that can be reported in full at the time of this report. In general, these are data points that are publicly available from CDE reporting or the data collection window has closed for the metric.
- Outcomes in Progress – Metrics that are estimates of current performance based on local calculation and progress monitoring. Reported items in this area may use correlated data sources (e.g. Renaissance Star Results as a progress monitoring measure for CAASPP), locally calculated data reporting (e.g. current attendance and chronic absenteeism rates), or snapshot count metrics of progress to date (e.g. Family Center event participation). These metrics are subject to change as students and systems progress through the year.
- Unknown Outcomes – Metrics that cannot be reported as part of this supplement, primarily due to data collection timelines and data availability. Historic results may be provided for these measures where appropriate.

In all cases, 2021-2022 data is locally calculated using the same or similar rules to the CA School Dashboard or CDE data releases. Each metric is presented with a statement that clarifies any calculation adjustments or data points used as progress monitoring for the CDE measure where appropriate. Note that all local calculations are best viewed as a "snapshot in time," subject to change during the remainder of the 2021-2022 academic year, and contain minor statistical error margins.

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**Goal 1: All PSUSD students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.**

**Metric 1A – CA School Dashboard, Academic Indicator for ELA**

| Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of students meeting or exceeding standards or % of students projected to meet or exceed standard on CAASPP in grades 3-8 and 11. | | | |
|---|---|---|---|
| **Student Group** | **2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP)** | **2021-2022 Star Screening Window 1 (Aug-Sept 2021)** | **2021-2022 Star Screening Window 2 (Available February 2022)** |

| All students | 42.2% | 26.0% | 28.9% |
|---|---|---|---|
| African American | 30.5% | 23.3% | 23.8% |
| American Indian | 40.5% | 27.5% | 14.3% |
| Asian | 71.8% | 60.2% | 60.5% |
| Filipino | 74.1% | 47.5% | 51.2% |
| Hispanic | 39.6% | 23.0% | 25.9% |
| Pacific Islander | N/A | 37.5% | 57.1% |
| White | 57.0% | 42.2% | 46.1% |
| Multiple Race | 48.9% | 39.7% | 43.3% |
| English Learner | 11.3% | 6.4% | 7.8% |
| Foster Youth | N/A | 21.5% | 21.2% |
| Homeless | 32.7% | 19.3% | 22.9% |
| Socioeconomically Disadvantaged | 39.8% | 25.7% | 28.7% |
| Students with Disabilities | 7.2% | 5.5% | 7.6% |

**Metric 1B – CA School Dashboard, Academic Indicator for Math**

| Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of students meeting or exceed standards or % of students projected to meet or exceed standard on CAASPP in grades 3-8 and 11. | | | |
|---|---|---|---|
| **Student Group** | **2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP)** | **2021-2022 Star Screening Window 1 (Aug-Sept 2021)** | **2021-2022 Star Screening Window 2 (Available February 2022)** |
| All students | 28.3% | 13.9% | 17.8% |
| African American | 17.6% | 10.8% | 11.1% |
| American Indian | 18.5% | 9.8% | 16.2% |
| Asian | 59.8% | 49.4% | 54.1% |
| Filipino | 58.6% | 37.6% | 38.8% |
| Hispanic | 25.8% | 11.9% | 15.8% |
| Pacific Islander | N/A | 12.5% | 14.3% |
| White | 42.0% | 24.4% | 28.9% |
| Multiple Race | 36.4% | 18.6% | 24.1% |
| English Learner | 8.7% | 4.4% | 7.2% |
| Foster Youth | N/A | 12.1% | 13.5% |
| Homeless | 20.1% | 9.7% | 11.7% |
| Socioeconomically Disadvantaged | 25.9% | 13.7% | 17.6% |
| Students with Disabilities | 6.47% | 2.9% | 5.2% |

**Metric 1C – California Science Test (CAST), Percentage of Students Meeting or Exceeding Standard**

> Status: Outcome Unknown
> CAST was not administered to all grades in 2020 or 2021. Spring 2022 results will act as a new baseline for this metric.

**Metric 1D – 3rd Grade Smarter Balanced ELA, Percentage of Students Meeting or Exceeding Standard**

> Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of grade 3 students meeting or exceed standards or % of students projected to meet or exceed standard on CAASPP in grade 3.

| Student Group | 2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP) | 2021-2022 Star Screening Window 1 (Aug-Sept 2021) | 2021-2022 Star Screening Window 2 (Available February 2022) |
|---|---|---|---|
| All students | 42.8% | 23.7% | 26.5% |
| African American | 27.9% | 21.4% | 16.7% |
| American Indian | N/A | 15.4% | 10.0% |
| Asian | 58.3% | 72.2% | 75.0% |
| Filipino | 66.7% | 68.4% | 63.2% |
| Hispanic | 40.6% | 19.7% | 23.3% |
| Pacific Islander | N/A | N/A | N/A |
| White | 62.0% | 43.4% | 45.0% |
| Multiple Race | 44.2% | 33.3% | 33.3% |
| English Learner | 15.9% | 10.3% | 14.1% |
| Foster Youth | N/A | 15.4% | 16.7% |
| Homeless | 36.5% | 18.8% | 20.3% |
| Socioeconomically Disadvantaged | 40.2% | 23.1% | 26.3% |
| Students with Disabilities | 11.0% | 8.7% | 11.0% |

**Metric 1E – 8th Grade Smarter Balanced Math, Percentage of Students Meeting or Exceeding Standard**

> Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of grade 8 students meeting or exceed standards or % of students projected to meet or exceed standard on CAASPP in grade 8.

| Student Group | 2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP) | 2021-2022 Star Screening Window 1 (Aug-Sept 2021) | 2021-2022 Star Screening Window 2 (Available February 2022) |
|---|---|---|---|
| All students | 19.1% | 12.3% | 13.3% |
| African American | 11.6% | 11.9% | 12.0% |
| American Indian | N/A | 40.0% | 66.7% |
| Asian | N/A | 21.4% | 21.4% |
| Filipino | 44.7% | 23.8% | 20.0% |

| | | | |
|---|---|---|---|
| Hispanic | 17.6% | 10.4% | 11.2% |
| Pacific Islander | N/A | N/A | N/A |
| White | 27.5% | 23.1% | 23.7% |
| Multiple Race | 17.2% | 19.0% | 32.4% |
| English Learner | 0.8% | 1.7% | 2.5% |
| Foster Youth | N/A | 20.0% | 25.0% |
| Homeless | 6.6% | 8.4% | 9.5% |
| Socioeconomically Disadvantaged | 17.1% | 12.3% | 13.0% |
| Students with Disabilities | 1.3% | 2.3% | 5.8% |

**Metric 1F – CA School Dashboard, English Learner Progress Indicator (ELPI)**

Status: Outcome Unknown
ELPI is not able to be calculated due to the need for consecutive years of ELPAC results, which is not available due to the cancellation of testing in Spring 2020.  ELPI can be calculated moving forward using Spring 2022 results.

**Metric 1G – English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate**

Status: Outcome Known
Reclassification Rate indicates the percentage of English Learner students redesignated within the school calendar year.  PSUSD looks to meet or exceed the Riverside County rate for this metric.

| Entity | 2019-2020 | 2020-2021 |
|---|---|---|
| PSUSD | 13.2% | 14.6% |
| Riverside County | 15.0% | 7.8% |
| California | 13.8% | 8.6% |

**Metric 1H – CA School Dashboard, Graduation Rate Indicator**

Status: Outcome Known (partial)
Although the performance indicator (color) was not assigned for 2020-2021, the PSUSD adjusted 4-year cohort graduation rate has been officially reported by the CDE.

| Student Group | 2018-2019 Cohort | 2019-2020 Cohort | 2020-2021 Cohort |
|---|---|---|---|
| All students | 91.5% | 89.9% | 86.6% |
| African American | 91.3% | 84.6% | 81.0% |
| American Indian | N/A | 81.8% | N/A |
| Asian | 100.0% | 100.0% | 100.0% |
| Filipino | 97.1% | 96.4% | 93.0% |
| Hispanic | 91.1% | 90.3% | 86.0% |
| Pacific Islander | N/A | N/A | N/A |
| White | 92.9% | 47.5% | 88.5% |
| Multiple Race | 83.9% | 50.0% | 100.0% |
| English Learner | 83.1% | 82.5% | 73.4% |
| Foster Youth | 85.7% | 73.7% | N/A |

| Homeless | 82.8% | 83.1% | 71.9% |
|---|---|---|---|
| Socioeconomically Disadvantaged | 91.1% | 90.0% | 86.1% |
| Students with Disabilities | 71.1% | 66.1% | 68.9% |

**Metric 1I – CA School Dashboard, College Career Indicator (CCI)**

Status: Outcome Unknown
CCI is not able to be calculated due to the lack of 2020 CAASPP results for the class of 2021.  CCI will next be calculated by the CDE for the class of 2023.

**Metric 1J– UC and/or CSU Entrance Requirement Completion Rate (aka A-G Requirements)**

Status: Outcome Known
Results for the 2020-2021 PSUSD adjusted 4-year graduation cohort have been officially reported by the CDE.  Reported as the percentage of graduates who met or exceeded A-G course completion requirements.

| Student Group | 2018-2019 Cohort | 2019-2020 Cohort | 2020-2021 Cohort |
|---|---|---|---|
| All students | 45.2% | 42.9% | 49.9% |
| African American | 39.4% | 40.0% | 47.1% |
| American Indian | N/A | 22.2% | N/A |
| Asian | 73.3% | 64.7% | 66.7% |
| Filipino | 74.6% | 73.6% | 65.0% |
| Hispanic | 42.6% | 40.7% | 48.8% |
| Pacific Islander | N/A | N/A | N/A |
| White | 51.0% | 47.5% | 54.7% |
| Multiple Race | 42.3% | 50.0% | 48.6% |
| English Learner | 15.7% | 19.3% | 26.1% |
| Foster Youth | 22.2% | 14.3% | N/A |
| Homeless | 31.5% | 32.2% | 31.7% |
| Socioeconomically Disadvantaged | 42.8% | 40.6% | 48.0% |
| Students with Disabilities | 10.2% | 9.9% | 14.3% |

**Metric 1K – CTE Program Completion Rate**

Status: Outcome Known
Reported as the percentage of CTE program students completing all academy/pathway required coursework with a C+ or better grade in each course.  In 2020-2021, a significant number of students left CTE programs during distance learning, significantly impacting the numbers of students fully completing the academy or pathway required coursework.  Numbers are expected to rebound in the return to in-person instruction given the hands-on interactive nature of CTE program courses.

| Cohort | 2019-2020 | 2020-2021 |
|---|---|---|
| CTE Completion Rate | 80.8% | 70.1% |

**Metric 1L – CTE Completers with UC/CSU Entrance Requirement Completion**

| Status: Outcome Known | | |
|---|---|---|
| Reported as the percentage of CTE program completers who also have completed the A-G course requirements. | | |
| Cohort | 2019-2020 | 2020-2021 |
| All students | 62.2% | 75.2% |
| African American | 83.3% | 75.0% |
| Hispanic | 62.1% | 73.9% |
| English Learner | 27.6% | 50.0% |
| Foster Youth | N/A | N/A |
| Socioeconomically Disadvantaged | 60.4% | 73.4% |
| Students with Disabilities | 45.5% | 45.5% |

**Metric 1M – Early Assessment Program (EAP) for ELA Results, 11th grade CAASPP**

| Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of grade 11 students meeting or exceed standards or % of students projected to meet or exceed standard on CAASPP in grade 11.  2019 CAASPP data is provided for reference, as CAASPP testing in 2020 was cancelled due to the pandemic and 2021 CAASPP data is skewed due to low participation rates at the high school level. | | | |
|---|---|---|---|
| **Student Group** | **2019 CAASPP** | **2021-2022 Star Screening Window 1 (Aug-Sept 2021)** | **2021-2022 Star Screening Window 2 (Available February 2022)** |
| All students | 48.7% | 25.7% | 29.6% |
| African American | 37.1% | 26.0% | 26.7% |
| American Indian | 46.2% | 37.5% | N/A |
| Asian | 75.0% | 50.0% | 62.5% |
| Filipino | 80.4% | 37.0% | 40.9% |
| Hispanic | 44.9% | 23.2% | 26.1% |
| Pacific Islander | N/A | N/A | N/A |
| White | 64.3% | 37.2% | 49.6% |
| Multiple Race | 43.5% | 46.4% | 56.0% |
| English Learner | 5.9% | 1.4% | 2.7% |
| Foster Youth | N/A | 20.0% | 38.5% |
| Homeless | 51.1% | 11.5% | 14.6% |
| Socioeconomically Disadvantaged | 47.0% | 25.9% | 29.4% |
| Students with Disabilities | 5.4% | 2.3% | 4.3% |

**Metric 1N – Early Assessment Program (EAP) for Math Results, 11ᵗʰ grade CAASPP**

Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of grade 11 students meeting or exceed standards or % of students projected to meet or exceed standard on CAASPP in grade 11. 2019 CAASPP data is provided for reference, as CAASPP testing in 2020 was cancelled due to the pandemic and 2021 CAASPP data is skewed due to low participation rates at the high school level.

| Student Group | 2019 CAASPP | 2021-2022 Star Screening Window 1 (Aug-Sept 2021) | 2021-2022 Star Screening Window 2 (Available February 2022) |
|---|---|---|---|
| All students | 21.3% | 15.3% | 19.3% |
| African American | 19.7% | 9.6% | 12.2% |
| American Indian | 0.0% | 0.0% | 0.0% |
| Asian | 50.0% | 60.0% | 50.0% |
| Filipino | 49.1% | 41.3% | 35.1% |
| Hispanic | 17..6% | 12.7% | 17.5% |
| Pacific Islander | N/A | N/A | N/A |
| White | 34.9% | 27.6% | 28.7% |
| Multiple Race | 30.4% | 21.4% | 23.8% |
| English Learner | 1.9% | 0.3% | 2.2% |
| Foster Youth | N/A | 15.0% | 11.1% |
| Homeless | 14.6% | 6.6% | 6.1% |
| Socioeconomically Disadvantaged | 19.5% | 15.1% | 19.1% |
| Students with Disabilities | 0.0% | 0.8% | 1.5% |

**Metric 1O – Students Passing one or more Advanced Placement (AP) Tests with a Score of 3 or Better**

Status: Outcome Known
Data reported as % of tested high school students passing one or more AP tests with a 3 or better in Spring 2021.

| Student Group | 2019-2020 | 2020-2021 |
|---|---|---|
| All students | 63% | 44% |
| African American | 40% | 24% |
| Hispanic | 65% | 45% |
| English Learner | 69% | 52% |
| Socioeconomically Disadvantaged | 63% | 42% |

**Metric 1P – Williams Textbook Materials Compliance**

| Status: Outcome Known Reported as the percentage of schools found to be in compliance with Williams Textbook requirements. | | |
|---|---|---|
| Year | 2020-2021 | 2021-2022 |
| Outcome | 100% | 100% |

**Metric 1Q – Teachers in Misassigned Positions**

| Status: Outcome Known Reported as the percentage of teachers in misassigned positions per Cal-SASS reporting.  2021-2022 figures are locally calculated and unofficial. | | |
|---|---|---|
| Year | 2020-2021 | 2021-2022 |
| Outcome | 0% | 0% |

**Metric 1R – Teacher Retention Rates Over Three Years by Cohort**

| Status: Outcome Known Reported as the percentage of teachers with continuing employment within PSUSD after three years by hiring cohort as reported by PSUSD Human Resources. | | |
|---|---|---|
| Year | 2020-2021 (2017-2018 hiring cohort) | 2021-2022 (2018-2019 hiring cohort) |
| Outcome | 72.1% | 66.5% |

**Metric 1S – Implementation of State Standards per LCFF Priority 2 Self-Reflection Tool**

Status: Outcome Unknown
Data is collected for this metric in April and May of each year.  Surveys and reflections on the implementation of standards span topics including learning material alignment, effectiveness of professional development, and progress in identifying areas for improvement.  This data is used to complete the state provided self-reflection tool.

**Metric 1T – Maintaining a Broad Course of Study per LCFF Priority 7**

Status: Outcome Unknown
Data is collected for this metric in April and May of each year.  Enrollment, scheduling, and course offerings are analyzed across all subject areas to ensure equitable access, participation, and completion of coursework.  This data is used to complete the state provided self-reflection tool.

**Goal 2: PSUSD will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.**

**Metric 2A – Parent Participation in Stakeholder Input**

Status: Outcome Unknown
Data for this metric is directly tied to the LCAP survey window conducted in February of each year. The LCAP survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform and open response opportunities through the ThoughtExchange platform.

**Metric 2B – Family Perception of School Connectedness via School Climate Survey**

Status: Outcome Unknown
Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the "Sense of Belonging" item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

**Metric 2C – Family Perception of School Safety via School Climate Survey**

Status: Outcome Unknown
Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the "School Safety" item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

**Metric 2D – Family Perception of School Climate of Support for Academic Learning via School Climate Survey**

Status: Outcome Unknown
Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the "Support for Academic Learning" item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

**Metric 2E – Number of Active PTA/PTO/PTGs**

Status: Outcome Known
As of the date of this report, there are 13 active PTA/PTO/PTG groups in PSUSD in the 2021-2022 academic year. This is lower than the 14 active groups in the 2020-2021 academic year. The Family Center monitors and supports these parent-teacher groups.

**Metric 2F – Number of Active District Advisory/Action Committees Managed by the Family Center**

Status: Outcome Known
As of the date of this report, there are 10 active district advisory or action groups managed by the PSUSD Family Center in the 2021-2022 academic year. This is an increase compared to the 9 active groups in the 2020-2021 academic year. Groups include a variety of educational partner viewpoints, including groups like the African American Parent Advisory Group (AAPAC) and the LGBTQ+ Advisory Group.

**Metric 2G – Number of Family Center Coordinated Events**

Status: Outcome in Progress
As of the end of the first semester, there have been 64 Family Center Coordinated Events in the 2021-2022 academic year.  This is a total of the number of workshops, classes, conferences, and support sessions made available to families.  This is lower than pace set for the 739 events in the 2020-2021 academic year, which was expected given the number of online support sessions provided to families during distance learning in 2020-2021.  The Family Center continues to schedule events for the second half of the 2021-2022 year.

**Metric 2H – Number of Parents/Guardians Attending One or More Family Center Sponsored Events**

Status: Outcome in Progress
As of the end of the first semester, there were 981 attendees at Family Center events in the 2021-2022 academic year.  This is on a similar pace to reach the 2,456 attendees in the 2020-2021 academic year.  The Family Center continues to promote attendance at events and works to create events/experiences that draw in new attendees to Family Center offerings.

**Goal 3: PSUSD will provide healthy and physically and emotionally safe learning environments that foster and support all students.**

**Metric 3A – CA School Dashboard, Suspension Rate**

Status: Outcome in Progress
Reported as the percentage of students who have been suspended one or more times in the academic year.  CDE did not provide performance levels (colors) for the 2020-2021 year, therefore comparisons are provided using solely the suspension rate percentages.  Data for 2021-2022 is reported as of the end of the first semester (August through December 2021).
*It is important to note that suspension rates for 2020-2021 are extremely low due in large part to distance learning, as nearly all 2020-2021 suspensions occurred during the hybrid learning period.

| Cohort | 2019-2020 | 2020-2021* | 2021-2021 (S1 only) |
|---|---|---|---|
| All students | 4.9% | 0.1% | 3.3% |
| African American | 11.5% | 0.0% | 7.5% |
| Hispanic | 4.5% | 0.1% | 2.9% |
| English Learner | 4.2% | 0.1% | 2.8% |
| Socioeconomically Disadvantaged | 5.1% | 0.1% | 3.4% |
| Students with Disabilities | 7.9% | 0.0% | 5.6% |

**Metric 3B – Expulsion Rates**

Status: Outcome in Progress
Reported as the percentage of students who have been expelled during the academic year.  CDE released official data for 2020-2021 via DataQuest.  2021-2022 data is the percentage as of the end of the first semester.

| Cohort | 2019-2020 | 2020-2021 | 2021-2021 (S1 only) |
|---|---|---|---|
| All students | 0.09% | 0.0% | 0.1% |
| African American | 0.09% | 0.0% | 0.4% |
| Hispanic | 0.10% | 0.0% | 0.1% |
| English Learner | 0.11% | 0.0% | 0.0% |
| Foster Youth | 0.52% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 0.10% | 0.0% | 0.1% |
| Students with Disabilities | 0.00% | 0.0% | 0.0% |

**Metric 3C – Student Attendance Rates**

Status: Outcome in Progress
Reported as the percentage of students present at school on an average day during the academic year.  20219-2020 data was not released by the CDE due to school closures affecting the validity of the data set.  Therefore, 2018-2019 data is presented to show "pre-pandemic" rates and locally calculated rates for 2019-2020 are provided ending on the date of school closures (March 13, 2020).  CDE released official data for 2020-2021 via DataQuest.  2021-2022 data is the percentage as of the end of the first semester.

| Cohort | 2018-2019 | 2019-2020 (thru 3/13/20) | 2020-2021 | 2021-2022 S1 |
|---|---|---|---|---|
| All students | 94.2% | 94.6% | 90.5% | 88.5% |
| African American | 91.6% | 92.4% | 86.4% | 85.8% |
| Hispanic | 94.4% | 94.8% | 90.3% | 88.3% |
| English Learner | 94.4% | 94.9% | 89.2% | 88.1% |
| Socioeconomically Disadvantaged | 94.3% | 94.6% | 90.6% | 88.6% |
| Students with Disabilities | 91.8% | 92.4% | 86.3% | 84.4% |

**Metric 3D – CA School Dashboard, Chronic Absenteeism Rates**

Status: Outcome in Progress
Reported as the percentage of students who have been absent for more than 10% of their enrolled days during the academic year (minimum 30 enrolled days).  No data was released for 2019-2020 due to school closures, therefore 2018-2019 data is provided to show "pre-pandemic" rates.  Although performance levels (colors) were not issued for 2020-2021, CDE released chronic absenteeism rates for 2020-2021 via DataQuest.  2021-2022 data is the percentage as of the end of the first semester, which is heavily impacted by COVID-19 related health exclusions.  Note that this percentage can decline as currently identified chronically absent students are enrolled and attending for more time.

| Cohort | 2018-2019 | 2020-2021 | 2021-2022 (S1 only) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| All students | 16.8% | 28.9% | 45.3% |
| African American | 29.8% | 42.5% | 50.5% |
| Hispanic | 15.7% | 29.0% | 45.6% |
| English Learner | 13.9% | 31.0% | 46.7% |
| Socioeconomically Disadvantaged | 17.4% | 29.0% | 45.4% |
| Students with Disabilities | 26.9% | 38.9% | 54.9% |

**Metric 3E – High School 4-Year Adjusted Cohort Dropout Rate**

Status: Outcome Unknown

Data is collected for this metric at the end of the year based on the final outcome of the current 12th grade students, submitted to the state via end of year CALPADS reporting. Data has been released for the 2020-2021 academic year, which is included here for reference and noting the impact of the pandemic on drop-out rates.

| Cohort | 2019-2020 | 2020-2021 |
|---|---|---|
| All students | 5.4% | 5.1% |
| African American | 7.9% | 12.4% |
| Hispanic | 5.5% | 4.6% |
| English Learner | 10.4% | 8.5% |
| Socioeconomically Disadvantaged | 5.3% | 5.2% |
| Students with Disabilities | 11.1% | 9.8% |

**Metric 3F – Middle School Dropout Rate**

Status: Outcome Unknown

Data is collected for this metric at the end of the year based on the final outcome of middle school students in grades 7 and 8, based on end of year CALPADS reporting. Locally calculated 2019-2020 and 2020-2021 rates are presented, reflecting the contextual impact of both Spring 2020 school closures and distance learning/hybrid learning structures.

| Cohort | 2019-2020 | 2020-2021 |
|---|---|---|
| All students | 0.21% (11 students) | 0.68% (23 students) |
| African American | 0.79% (1 student) | 4.50% (8 students) |
| Hispanic | 0.17% (10 students) | 0.33% (9 students) |
| English Learner | 0.27% (4 students) | 0.57% (5 students) |
| Socioeconomically Disadvantaged | 0.19% (10 students) | 0.60% (21 students) |
| Students with Disabilities | 0.20% (1 student) | 1.9% (8 students) |

**Metric 3G – Student Perception of School Connectedness via School Climate Survey**

Status: Outcome Unknown
Data for this metric is directly tied to the school climate survey window conducted in February of each year.  Specifically, this area is addressed in the "Sense of Belonging" item set.  The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

**Metric 3H – Student Perception of School Safety via School Climate Survey**

Status: Outcome Unknown
Data for this metric is directly tied to the school climate survey window conducted in February of each year.  Specifically, this area is addressed in the "School Safety" item set.  The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

**Metric 3I – Williams Facilities Inspection Results**

Status: Outcome Known
Facilities are inspected annually and rated using the Facility Inspection Tool (FIT) by both RCOE and PSUSD Maintenance and Operations.  PSUSD continues to be in 100% compliance in 2021-2022 according to the results of inspections across PSUSD.  Items identified as in need of correction either have been addressed by PSUSD Maintenance and Operations or being addressed within the requisite timelines.