



Della S. Lindley Elementary

31-495 Robert Rd. • Thousand Palms, CA 92276-3343 • 760-343-7570 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Palm Springs Unified School District

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District Governing Board

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Educational Services**

Tony Signoret, Ed.D
**Assistant Superintendent,
Human Resources**

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**Assistant Superintendent,
Business Services**

School Description

The mission of Della S. Lindley Elementary School is to provide a safe, highly academic, and enriched learning environment through a collaboration with staff, families, and the community, which results in students who experience excellence in education, are proficient in using technology, success on state and local assessments, recognition for their achievements, and are prepared to be productive members of society.

Della S. Lindley Elementary School is located in Thousand Palms, California, within the Palm Springs Unified School District. Della S. Lindley Elementary School serves approximately 600 students in grades TK-5th.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	98
Grade 2	102
Grade 3	99
Grade 4	83
Grade 5	99
Total Enrollment	595

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	0.7
Hispanic or Latino	87.2
White	8.2
Two or More Races	2.7
Socioeconomically Disadvantaged	86.9
English Learners	44.9
Students with Disabilities	9.9
Foster Youth	1.7
Homeless	5.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Della S. Lindley	17-18	18-19	19-20
With Full Credential	28	27	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Della S. Lindley Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Palm Springs Unified School District has adopted State approved curriculum in Reading, Math, Social Studies, and Science that focus on State adopted performance standards. In the elementary schools, Wonders by Macmillan/McGraw-Hill is used for ELA in grades K through 5, Bridges for Mathematics in grades PK-5 is used for Math, Harcourt is used for Science and Social Studies, and Wonders by Macmillan/McGraw-Hill is used for ELD instruction. Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials. In addition, Della S. Lindley also incorporates intervention materials by Pearson and Macmillan/McGraw-Hill. Every adopted curriculum goes through an approval process that includes district teachers as well as the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw Hill 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges in Mathematics 2018-2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Reflections 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building of the school was built in 1987. An 8-classroom building outside was built in 2001, and an additional 4-classroom building was built in 2005. There was also an addition of an outside restroom to accommodate the students and staff in those outside buildings. The campus at Della S. Lindley Elementary School is fully functioning, with no need of immediate repairs. If repairs or maintenance needs arise work orders are created and completed in a timely manner. Plans have been approved for exterior painting of all buildings, as well as new desks and chairs for all kindergarten through fifth grade classrooms.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/26/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	45	40	42	50	50
Math	32	37	26	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.0	22.0	19.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	282	97.92	45.20
Male	163	158	96.93	42.41
Female	125	124	99.20	48.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	253	248	98.02	45.97
White	20	19	95.00	31.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	249	244	97.99	43.85
English Learners	176	175	99.43	40.00
Students with Disabilities	42	41	97.62	4.88
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	283	98.26	36.75
Male	164	160	97.56	36.88
Female	124	123	99.19	36.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	249	98.03	36.95
White	20	20	100.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	250	245	98.00	35.51
English Learners	176	175	99.43	37.14
Students with Disabilities	42	42	100.00	4.76
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Della S. Lindley Elementary School has many opportunities for parent involvement. The Title I meeting for parents was held on September 10th. The school has a Parent-Teacher Group (PTG) which sponsors fundraisers and events for the school community. Parents have the opportunity to volunteer for school events; such as, behavior incentive field days, attendance incentives, field trips, fundraisers, monthly community food distribution event. Teachers also encourage parents to become volunteers in their classroom. Della S. Lindley has a School Site Council and English Learner Advisory Committee which meet regularly to discuss and evaluate the schools efforts to meet the academic needs of all students. At Della S. Lindley, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Della S. Lindley's parent involvement policy. There are bilingual translators available at all meetings and conferences to ensure understanding and participation by all parents and all school-wide notices are sent home in English and Spanish. Parents are invited to monthly assemblies to observe their children receive awards for their achievements.

School Contact and Phone Number: Amy Zink (760) 343-7570

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Della S. Lindley Elementary School is dedicated to providing and maintaining a high level of safety, cleanliness, and order throughout the campus. We maintain sufficient levels of first-aid and safety equipment, and hold monthly fire drills and evacuation drills. We establish school wide rules and enforce district wide rules for student behavior and conduct. Students are taught weekly social skills to develop as citizens based on Harper for Kids -Pyramid of Success Blocks. These blocks promote positive behavior and encourage students to become their personal best. Anti-bullying lessons are delivered to all students in the library by the school counselor during the beginning, middle and at the end of the school year, presentations by consultants, as well as lessons to prevent cyber-bullying are provided by our library-media technician and teachers. The School Safety Plan was last reviewed on 12/06/19.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	4.8	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	595.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	5		20	3	4		23		5	
1	24		4		23		4		25		4	
2	21	1	3		23	1	3		26		4	
3	25		4		21	2	2		24		4	
4	30		4		23		4		27		3	
5	26		4		29		4		20	1	4	
Other**	12	1							8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	24	24

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 18 days of ELA training in 2017-18. For both 2018-19 and 2019-20 there are 6 days per year of training for ELA. The remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,159	\$3,528	\$9,631	\$88,141
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.2	3.3
School Site/ State	-21.3	7.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At Della S. Lindley Elementary School the students are afforded a wide variety of services to enhance their education. Programs implemented include: reading interventions, technology based programs (Accelerated Reader, Lexia Core 5, Reading Plus, Dreambox, BrainPop, and United Streaming), the after-school ASES program, a 1:1 iPad program for all kinder and 1st grade students, and a 1:1 Chromebook program for all 2nd, 3rd, 4th, and 5th grade students. Chromebooks are also provided to the intervention program. Additionally, smaller class sizes exist in kindergarten through third grade classrooms. Additional staff members have been hired to assist with reading intervention and ELL students in K-fifth grade. The district also provides several enrichment opportunities throughout the year in the area of the arts including concerts, piano classes, field trips, art programs, music programs and music presentations. A full-time Counselor is available to support students to on a daily basis along with a Behavior Paraprofessional. Both the Counselor and Behavior Paraprofessional work in and out of the classroom to help promote academic success.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.