



# Della S. Lindley Elementary

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

Dr. Simone Kováts, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Palm Springs Unified School District**

980 East Tahquitz Canyon Way  
Palm Springs, CA 92262  
(760) 416-6000  
www.psusd.us

#### **District Governing Board**

Karen Cornett, Member  
Shari Stewart, President  
Richard Clapp, Member  
John Gerardi, Clerk  
James Williamson, Member

#### **District Administration**

Christine J. Anderson, Ed. D  
**Superintendent**  
Mauricio Arellano  
**Assistant Superintendent,  
Human Resources**

Mike Swize, Ed. D.  
**Assistant Superintendent,  
Educational Services**

Brian J. Murray, Ed.D.  
**Assistant Superintendent,  
Business Services**

### **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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760-343-7570 or the district office.

### **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 660 students in grades TK-5th.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	94
Grade 2	122
Grade 3	109
Grade 4	125
Grade 5	98
<b>Total Enrollment</b>	<b>664</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	0.6
Filipino	0.3
Hispanic or Latino	85.2
Native Hawaiian or Pacific Islander	0.2
White	7.8
Two or More Races	2.4
Socioeconomically Disadvantaged	91.3
English Learners	53.8
Students with Disabilities	8.7
Foster Youth	1.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Della S. Lindley Elementary	13-14	14-15	15-16
With Full Credential	24	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	1024
Without Full Credential	◆	◆	11
Teaching Outside Subject Area of Competence	◆	◆	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Della S. Lindley Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>1</b>

\* "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.

## Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	<b>100.0</b>	<b>0.0</b>
Districtwide		
<b>All Schools</b>	<b>99.3</b>	<b>0.7</b>
<b>High-Poverty Schools</b>	<b>99.3</b>	<b>0.7</b>
<b>Low-Poverty Schools</b>	<b>0.0</b>	<b>0.0</b>

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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, Treasures by Macmillan/McGraw-Hill is used for ELA in grades K through 5, Pearson Envision is used for Math, Harcourt is used for Science and Social Studies, and Treasures by Macmillan/McGraw-Hill is used for ELD instruction. 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. Every student, including English Learners, has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 8/30/2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw Hill 2009-2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson EnVision 2008-2009 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

### 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 first through fifth grade classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/04/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Work orders on file in M&O Dept. Office
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	30	32	44
Math	20	20	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	50	46	55	50	50	44	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.00	27.10	27.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	55
Male	52
Female	56
Black or African American	--
Hispanic or Latino	55
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	37
Students with Disabilities	54
Foster Youth	--

\* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	107	104	97.2	40	27	16	15
	4	126	122	96.8	49	26	17	7
	5	97	96	99.0	43	22	26	9
Male	3		53	49.5	49	21	15	13
	4		69	54.8	52	25	20	3
	5		44	45.4	66	16	16	2
Female	3		51	47.7	31	33	18	18
	4		53	42.1	45	28	13	13
	5		52	53.6	23	27	35	15
Black or African American	3		1	0.9	--	--	--	--
	4		3	2.4	--	--	--	--
	5		3	3.1	--	--	--	--
Asian	4		1	0.8	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		1	0.8	--	--	--	--
Hispanic or Latino	3		91	85.0	42	30	15	13
	4		97	77.0	52	27	16	5
	5		87	89.7	45	21	24	10
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		12	11.2	25	8	25	33
	4		13	10.3	31	31	31	8
	5		5	5.2	--	--	--	--
Two or More Races	4		6	4.8	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		99	92.5	42	26	15	15
	4		112	88.9	51	25	17	7
	5		86	88.7	45	23	22	9
English Learners	3		62	57.9	48	29	11	11
	4		65	51.6	54	20	15	11
	5		39	40.2	59	23	15	3
Students with Disabilities	3		13	12.1	69	15	8	0
	4		18	14.3	94	0	0	6
	5		11	11.3	91	0	9	0
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	107	103	96.3	36	26	27	11
	4	126	122	96.8	44	42	11	2
	5	97	96	99.0	73	19	3	4
Male	3		52	48.6	46	23	19	12
	4		69	54.8	43	42	13	1
	5		44	45.4	86	14	0	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		51	47.7	25	29	35	10
	4		53	42.1	45	42	9	4
	5		52	53.6	62	23	6	8
Black or African American	3		1	0.9	--	--	--	--
	4		3	2.4	--	--	--	--
	5		3	3.1	--	--	--	--
Asian	4		1	0.8	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
Hispanic or Latino	3		91	85.0	37	29	26	8
	4		97	77.0	47	41	10	1
	5		87	89.7	71	21	2	5
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		11	10.3	18	9	36	36
	4		13	10.3	31	62	8	0
	5		5	5.2	--	--	--	--
Two or More Races	4		6	4.8	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		98	91.6	38	26	27	10
	4		112	88.9	48	38	12	2
	5		86	88.7	72	20	2	5
English Learners	3		62	57.9	42	26	26	6
	4		65	51.6	46	40	9	5
	5		39	40.2	87	10	3	0
Students with Disabilities	3		12	11.2	75	17	8	0
	4		18	14.3	83	6	11	0
	5		11	11.3	91	9	0	0
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Della S. Lindley Elementary School has many opportunities for parent involvement. 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, field trips, fall festival, Playworks events, and school-wide math festival. 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. During the 2014-15 school year, Della S. Lindley Elementary School established a Student Council, which facilitated parent involvement at school-wide events.

School Contact and Phone Number: Simone Kováts/760-343-7570

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 regular fire and evacuation drills. We establish school wide rules and enforce district wide rules for student behavior and conduct. The character development program is based on Harper's for Kids, which focuses on Coach John Wooden's Pyramid of Success. This program is used school-wide to promote being good citizens on campus. Anti-bullying lessons are delivered in each classroom, as well as lessons to prevent cyber-bullying are provided by our library-media technician and teachers.

Dates School Safety Plan reviewed: 2/24/2014, 8/13/2014, 2/9/2015

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.57	5.00	4.62
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		69.2

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	37	28	29					4	4	3		
1	34	28	24					4	4	3		
2	34	24	24					4	5	3		
3	25	27	22			1	4	4	4			
4	30	28	30		1		3		4		3	
5	27	26	32		1		4	2	1		1	2
Other			8			1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

### Professional Development provided for Teachers

PSUSD has strategically planned professional development courses to ensure teachers have access to results based instructional strategies in core curricular areas and the implementation of Common Core state standards.

Della S. Lindley Teachers have access to that training, as well as professional development in integrating technology into the classroom, Thinking Maps, Standards of Mathematical Practice, Aesthetic Education for grades 2 through 5, WestEd Teach 4 Success, and Write from the Beginning. All teachers are also trained and participate in data teams to analyze student performance data to inform further instruction.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 (Study Island, Accelerated Reader, Lexia Core 5, Reading Plus, Front Row Math, BrainPop, and United Streaming), the after-school ASES program, and a 1:1 iPad program for all 3rd, 4th, and 5th grade students. iPads, iPods, and Chromebooks are also provided to TK-2nd grade classes to support instruction and intervention. Additionally, smaller class sizes exist in kindergarten through third grade classrooms. Additional staffing (one Teacher on Special Assignment) has been hired to assist with reading intervention and ELL students in K-third grade. The district also provides several enrichment opportunities throughout the year in the area of the arts including concerts, field trips, art programs, music programs and music presentations.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,874	\$2,347	\$6,527	\$76,310
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-6.7	3.2
Percent Difference: School Site/ State			22.0	4.6

\* Cells with ♦ do not require data.