Rancho Mirage Elementary

42-985 Indian Trail Rd. • Rancho Mirage, CA 92270-4102 • 760-836-3680 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Palm Springs Unified School District
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District Governing Board
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John Gerardi, Clerk
James Williamson, Member
Shari Stewart, President
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Superintendent
Mauricio Arellano
Assistant Superintendent, Human Resources

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

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

School Description

The collaborative, professional staff of Rancho Mirage Elementary School, in partnership with our students, their families, and the community, will provide rich, high-quality instruction based on the California state standards in a safe, student-centered learning environment.

Sharing the responsibilities and providing support for instruction are the California Department of Education which provides frameworks and standards for each grade and subject, the Palm Springs Unified School District which provides a variety of instructional support services and Rancho Mirage Elementary School. Rancho Mirage School is dedicated to providing a rich curriculum in which the California Common Core standards are taught, with high expectations for mastery by all. Students are supported to meet or exceed state standards, and the progress of each student is continually monitored. Intervention programs are in place for students not yet at standard. We are proud that the school API has consistently passed the 800 mark, with an actual score of 844 in 2013. Students at each grade level can earn awards in the Accelerated Reader program. At those assemblies, drawings are held to reward students who received Respectful Ram awards by making good choice. Each month, a Good Choice Activity is held for students which have demonstrated excellent behavior. Kindergarten and First grade assemblies are held monthly to recognize academic achievement in basic reading and math skills. In addition those scoring at the Proficient or Advanced level on the California Standards Test have their achievements celebrated at an assembly at which those students and their parents are honored.

Musicals or plays are presented by some classes each year, and an appreciation for the arts is enhanced by a partnership with the McCallum Aesthetic Art Education Program with visiting artists and field trips to the McCallum Theatre and Palm Springs Art Museum. Our annual Winter Music Program where all students perform is an event that is very popular with our students and parents. A yearly Science Fair is held with many Rancho Mirage students earning high honors and continuing on to the Riverside County level. After-school fine arts classes are offered in drawing, ballroom dancing, and hand-bell choir.

With an eye toward the success of all students, a comprehensive school plan is written. This Single Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage Elementary School Site Council (SSC). Our school evaluates the effectiveness of our SPSA shortly after state scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data. Parent, teacher and student surveys are analyzed and addressed in the SPSA. Parents who replied to the survey are overwhelmingly pleased with their students' progress at Rancho Mirage, with the safe environment, high-quality teaching staff, and positive discipline highlighted. Their children like going to school. They feel well-informed about the standards their students are expected to master in each grade. They also feel the school communicates well with them about student progress.

Asked to list the best attributes of the school, parents gave highest scores to excellent teachers, good principal, safe school, involved parents, technology for students and a school wide belief that all children can learn. Teachers feel confident in teaching the core curriculum and are benefiting from on-going professional development. Teachers feel some students would have better academic performance if they came to the grade level better prepared academically, had fewer absences, and had more parent involvement. The SPSA and the District are addressing these issues. The District has added community aides to visit homes when students are absent, and the school routinely calls parents to inquire about absences. Students are generally pleased with their experiences at Rancho Mirage School. They generally feel safe; they like their teachers, and indicate they are learning. Students have indicated they would like help with homework after school, especially in math. The SPSA addresses this need with the ASES program; math programs delivered through computer technology, and increased time spent during the day on math. The SPSA is reviewed by the School Site Council several times a year to monitor the goals and actions. Revisions to our SPSA and subsequent Board of Education approval will occur if there are substantial budget and/or material changes during the school year.

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 760-836-3680 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	64
Grade 1	76
Grade 2	57
Grade 3	79
Grade 4	66
Grade 5	80
Total Enrollment	422

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4.5
American Indian or Alaska Native	0.7
Asian	1.9
Filipino	1.9
Hispanic or Latino	63.5
White	26.3
Two or More Races	1.2
Socioeconomically Disadvantaged	76.5
English Learners	46.7
Students with Disabilities	6.6
Foster Youth	0.7

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			
Rancho Mirage Elementary	**13-14**	**14-15**	**15-16**
With Full Credential	17	18	20
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			
Rancho Mirage Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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**
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* 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)

The Educational Services department assigns a committee to review state approved textbooks according to the cycles of curriculum frameworks. A recommendation is then made to the Board of Education and textbooks are approved before they are purchased. Every student, including English learners has access to the use of textbooks at school. This includes enVision Math, Treasures Reading, Reflections Social Studies, and California Science. All textbooks are current. Treasure Language Arts is being used in grades 1-5. Supplemental materials are purchased to support the California standard with school funds.

Textbooks and Instructional Materials Year and month in which data were collected: 9/2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Macmillen/McGraw Hill 2009-2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	enVision Math/Pearson 2008-2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science/Harcourt 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections/Harcourt 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)

Nestled in the environmentally protected desert cove, Rancho Mirage School provides a safe, clean and effective environment for learning. The 39-year-old school was remodeled as a result of state funds provided by a 1995 bond issue. In the summer of 2001, five portable classrooms were replaced and a two-story six-classroom building was built. In the summer of 2004, three more portable classrooms were removed, replaced with another two-story building. Thirty classrooms are now available. The primary, kindergarten, and intermediate playground are being renovated in the summer of 2013. Shade structures, shade trees, benches and additional drinking fountains have been provided by parents and the Parent Teacher Group. Parking lots for staff, parents and community are provided on either side of the school. A zone for parents to drop off and pick up students provides additional safety for all students not riding the bus or walking. Supervision of students is provided starting at 8:00 A.M. The ASES program provides tutorials, homework assistance, and after-school activities at no charge to approximately 100 students. All gates to the school are locked during the school day, with access available only through the office. All buildings are connected to a security system that has kept vandalism and theft to a minimum. Two full-time custodians are assigned to the school, one during the school day and one in the evening. Handicap access is available school wide. Visitors comment frequently on the beauty and cleanliness of the school, and we are proud of the magnificent setting of our campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/22/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Work Order on file in M&O Office
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	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	47	32	44
Math	40	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	54	65	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	6.40	25.60	35.90

* 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	74
Female	39
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	39
White	73
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	20
Students with Disabilities	53
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	79	76	96.2	29	29	17	25
	4	63	60	95.2	32	22	25	22
	5	79	78	98.7	22	26	38	13
Male	3		43	54.4	23	37	12	28
	4		28	44.4	36	25	21	18
	5		36	45.6	11	28	44	14
Female	3		33	41.8	36	18	24	21
	4		32	50.8	28	19	28	25
	5		42	53.2	31	24	33	12
Black or African American	3		3	3.8	--	--	--	--
	4		4	6.3	--	--	--	--
	5		2	2.5	--	--	--	--

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
American Indian or Alaska Native	**4**		1	1.6	--	--	--	--
Asian	**3**		1	1.3	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.5	--	--	--	--
Filipino	**3**		1	1.3	--	--	--	--
	5		5	6.3	--	--	--	--
Hispanic or Latino	**3**		48	60.8	40	35	15	10
	4		38	60.3	32	24	26	18
	5		42	53.2	33	31	33	2
White	**3**		22	27.8	9	18	18	55
	4		16	25.4	38	19	19	25
	5		24	30.4	13	21	33	33
Two or More Races	**3**		1	1.3	--	--	--	--
	5		3	3.8	--	--	--	--
Socioeconomically Disadvantaged	**3**		58	73.4	36	34	14	16
	4		49	77.8	29	24	29	18
	5		56	70.9	27	27	38	9
English Learners	**3**		31	39.2	45	45	6	3
	4		34	54.0	41	24	24	12
	5		25	31.6	52	32	16	0
Students with Disabilities	**3**		5	6.3	--	--	--	--
	4		7	11.1	--	--	--	--
	5		7	8.9	--	--	--	--
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**	79	76	96.2	34	25	16	25
	4	63	62	98.4	21	37	24	18
	5	79	78	98.7	27	36	21	17
Male	**3**		43	54.4	26	30	12	33
	4		30	47.6	23	37	20	20
	5		36	45.6	8	33	31	28
Female	**3**		33	41.8	45	18	21	15
	4		32	50.8	19	38	28	16
	5		42	53.2	43	38	12	7
Black or African American	**3**		3	3.8	--	--	--	--
	4		4	6.3	--	--	--	--
	5		2	2.5	--	--	--	--
American Indian or Alaska Native	**4**		1	1.6	--	--	--	--
Asian	**3**		1	1.3	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.5	--	--	--	--
Filipino	**3**		1	1.3	--	--	--	--
	5		5	6.3	--	--	--	--
Hispanic or Latino	**3**		48	60.8	48	27	17	8
	4		40	63.5	23	35	25	18
	5		42	53.2	33	40	21	5
White	**3**		22	27.8	14	27	9	50
	4		16	25.4	25	38	19	19
	5		24	30.4	21	29	21	29
Two or More Races	**3**		1	1.3	--	--	--	--
	5		3	3.8	--	--	--	--
Socioeconomically Disadvantaged	**3**		58	73.4	43	26	17	14
	4		51	81.0	20	41	22	18
	5		56	70.9	27	43	20	11
English Learners	**3**		31	39.2	52	29	16	3
	4		36	57.1	28	39	19	14
	5		25	31.6	48	44	8	0
Students with Disabilities	**3**		5	6.3	--	--	--	--
	4		7	11.1	--	--	--	--
	5		7	8.9	--	--	--	--

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
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

Parents are always welcome at Rancho Mirage School, and play a vital role in the school family. All parents are expected to attend Back-to-School Night as well as two parent-teacher conferences during the school year. In addition, the school encourages parents to become volunteers in the classroom, library, or on the playground. We value parents who wish to assist with field trips and class activities. The Rancho Mirage Parent Involvement Policy is distributed to all parents at the beginning of each school year. Applications are approved at the District level after parents complete a short form and background checks are completed. At Rancho Mirage Elementary School 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 Rancho Mirage Elementary School's parent involvement policy by attending School Site Council meetings and participating fully in all activities and events. Translation is offered for all meetings and in all information sent home.

Our Parent Teacher Group (P.T.G.) meets monthly and assists in providing enriched experiences for all Rancho Mirage students. P.T.G. members have managed fundraisers, provided refreshments and materials for events, planned and held Family Nights including the annual Halloween Ball, purchased books and school equipment, and funded field trips. The School Site Council meets several times a year to assist with decision-making at the school, and includes representatives from the English Language Advisory Council. Parents are elected to this council, though all parents may attend meetings. The members of the School Site Council plan and assist in implementing the school plan. A Rancho Mirage Elementary School Compact has been developed and approved by staff and parents for use. The signed Compacts are on file in the classrooms.

Monthly newsletters highlight upcoming opportunities for parents to be involved in school activities and provide a monthly calendar of events. The principal's message addresses topics of concern to parents including safety issues, achievement data, and techniques designed to assist parents in helping their children at home. Math and reading nights train parents in hands-on activities to foster reading and math skills for their child's grade level standards, and are funded with a portion of the Title I funding used for parent involvement. Announcements of parenting classes in the district are provided as they are available. Announcements of school and community activities which involve parents and students are also provided to parents. Rancho Mirage Elementary School celebrates the support provided to a student when parents, the school, and the community work together to benefit our children.

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

Yearly, the school updates a Safe School Plan, assuring that safety stays a fundamental focus for all staff members. The school is designed for ease of supervision, and students are well-supervised at all times. The school staff examines its emergency preparedness plan each year and holds monthly fire drills or earthquake drills. Rancho Mirage Elementary is proud of its clean, safe learning environment. Our goals are: 1. We will focus on reducing bullying behaviors through activities that educate students, parents, and staff as to the definition of bullying, what bullying behaviors are, and how to respond appropriately. 2. The school safety team will identify physical hazards on campus and contact the appropriate department to make improvements.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.74	1.08	0.22
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**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	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	17	31	21	4		1		2	2			
1	26	30	25				3	2	3			
2	23	28	29				3	3	2			
3	24	22	26		1		3	2	3			
4	24	27	33				3	3				2
5	30	22	27		2		3	1	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.2
Social Worker	0.00
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0.8
Other	0.00
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

A variety of trainings were offered for teachers during the summer of 2014 and 2015, focusing on the Common Core Standards, technology, and Project-based learning. This year they focused on Close reading, Common Core Standards, direct instruction, ELD, and technology. Staff meetings are also used for staff development and sharing of effective instructional strategies. Grade level meetings are held at least twice a month and focus on student achievement and teaching strategies. Teachers observe each other during instruction and discuss effective techniques. Beginning in August of 2015, teachers were provided 2 hours each Wednesday afternoon for collaboration and professional development. Teachers are given feedback on instruction by the principal on a monthly basis.

Paraprofessionals

Instructional aides work hand-in-hand with teachers who model effective strategies needed by the paraprofessionals. The Resource Specialist trains her aide to provide the necessary modified instruction to those students identified as having identified learning disabilities with specific goals.

School Site Council

The School Site Council is trained at the beginning of the school year at a meeting at Rancho Mirage Elementary School. They learn their duties and responsibilities in order to be effective members of the team.

Administrators

The principal has received training in technology, close reading, teacher evaluations, and the common core standards. She has been trained along with her teachers in common core, direct instruction, ELD, and technology. She has arranged, lead, or attended all the trainings given to the teachers, and has attended all District trainings for administrators. She has also attended a three day conference for California administrators and a two day conference on equity and equality in education.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,674	$2,957	$7,717	$87,425
District	♦	♦	$6,996.03	$73,970
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			10.3	18.2
Percent Difference: School Site/ State			44.3	19.8

* Cells with ♦ do not require data.

Types of Services Funded

Title I

The site coordinator/reading intervention teacher assists with Title I programs, all testing, and coordination of volunteers. Parent training and Family Nights are funded as well.

LCAP

Books and materials are purchased to support classroom instruction. Substitutes are paid for so that teachers can have common time to meet at grade levels to review data and plan strategies, in addition to time for professional development. Technology hardware and software are purchased to support learning. Bilingual aides, substitute teachers and the Teacher on Special Assignment work with at-risk students in the classroom and in pull out programs.

Special Education Programs

At Rancho Mirage Elementary School, several special education programs are available to students who qualify for these services: Resource Specialist Program, Speech and Hearing, Occupational Therapy, and Physical Therapy.

Homeless Education

Homeless students will be served at Rancho Mirage Elementary School in the regular education program or through whatever special education services for which the child(ren) qualify. Assistance from the Child Welfare and Attendance department at the district level is invaluable in assisting the school to provide support services the family may need. Outside agencies may also provide uniforms and financial or housing support.

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.