

Three Rings Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Three Rings Ranch Elementary School
Street	1040 Claiborne Ave.
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-5052
Principal	Sean Dickinson
E-mail Address	Sdickinson@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.us/3rings
CDS Code	33-66993-3331089

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Three Rings Ranch Elementary School opened its doors in August 2002. It is located on 10.52 acres in the housing development of the same name. It has 37 classrooms, a multipurpose room, a food service building, a library, a staff lounge, one computer lab, band room, two rooms for after-school education & safety, and a storage room. It has two large grassy/field areas for students to play and to develop their strength and gross motor skills during physical education classes.

Three Rings Ranch Elementary is one of 6 elementary schools in the Beaumont Unified School District. Curriculum is focused on state adopted Common Core Curriculum . The school supports cultural awareness on a daily basis through its diverse literature selections and Positive Behavior Interventions and Supports Program. During the 2014-2015 school year, 700 K-5th grade students were enrolled at the school, with classes arranged on a modified traditional schedule. Three of the school district's Self-Contained Classrooms are housed at Three Rings Ranch for our moderate special education students. We also offer an Intensive Reading Intervention program for our students in English Language Arts in grades K-5. The vision of Three Rings Ranch Elementary School is to create an educational environment which allows all students to meet or exceed grade level academic standards, effectively select and use the 16 Social/Survival Skills from Positive Behavior Intervention and Supports, and to develop into responsible, service-minded young adults.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	95
Grade 1	104
Grade 2	121
Grade 3	91
Grade 4	118
Grade 5	132
Total Enrollment	661

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.9
Asian	2.4
Filipino	0.3
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.9
White	34.8
Two or More Races	3.3
Socioeconomically Disadvantaged	68.1
English Learners	21.2
Students with Disabilities	12.1

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	30	28	361
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: 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 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Three Rings Ranch Elementary was originally constructed in 2002 and is comprised of 37 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and 2 playgrounds. Recent remodeling included upgraded playground equipment including upgraded fall zones. Cleaning Process: The principal works daily with the custodial staff of 1 full-time day custodian, 1 full-time, and 1 part-time evening custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/07/2014				
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]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	61	50	59	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	59
Male	58
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	
White	71
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	41
Students with Disabilities	69
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	62	52	58	62	59	54	56	55
Mathematics	72	69	64	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	6
Similar Schools	9	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	35	3	-28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	2	-51
Native Hawaiian/Pacific Islander			
White	33	1	-6
Two or More Races			
Socioeconomically Disadvantaged	38	-1	-20
English Learners	20	5	-55
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.7	29.1	23.9

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.

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 (Most Recent Year)

Three Rings Ranch Elementary greatly benefits from its supportive parents who generously contribute their time and resources. The school has a strong base of parent volunteers who assist with Parent/Family Nights, School Site Council, PTA, and as classroom volunteers. Three times yearly the principal holds Coffee with the Principal which is an informal parent meeting that keeps parents up-to-date on the school's current trends and allows for parents and community members to seek information about school, district, state, and national legislation and events that effect education. Parents are also welcome to join, English Language Advisory Council (ELAC) and School Site Council (SSC). The school also benefits from several community partnerships, including Sizzler, Bakers, Great Clips, Wal-Mart, McDonald's, Donut De-Lite, Del Taco, and Denny's restaurants, who contribute to our monthly academic and character-building awards. The school also sponsors Relay for Life through an annual Penny Drive, our annual Canned Food Drive for the San Geronio Pass area HELP organization, and our annual Crayon & Playdough Drive for Loma Linda's Children Hospital.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Three Rings Ranch Elementary at (951) 845-5052 or email the school secretary at dsacdalan@beaumontusd.k12.ca.us.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.1	3.3	2.3	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Three Rings Ranch Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on, October 5th 2014 by the School Safety Committee and School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated staff, classified staff, and administration, and classified staff and administration supervise students during lunch. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors sign in at the front office when visiting campus during the school operating hours.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.8	0	4	0	24	3	9		19	6	9	
1	21.2	5	0	0	21	3	15		17	6	12	
2	20.6	5	0	0	20	4	9		17	6	15	
3	25	2	3	0	25	4	9		23	3	9	
4	24.5	1	2	1	26	2	12		24	6	3	6
5	28.3	1	0	3	29	1	9		26	3	12	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	1.	---
Resource Specialist	0.80	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,194	\$1223	\$3,971	\$61,714
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-13.8	-7.1
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-15.3	-8.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
District Revenue Sources

In addition to general state funding, Three Rings Ranch Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, English Language Acquisition Program (ELAP), Economic Impact Aid: Limited English Proficiency (EIA/LEP), and Economic Impact Aid/State Compensatory Education (EIA/SCE).

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

As part of the professional growth process, opportunities for training and staff learning are provided at both the district and individual school sites to administrators, teachers, and classified staff.

During the 2014-2015 school year the following training were part of the district and site plans--Learning Walks (10 days), Instructional Rounds (3 days) PBIS Boys Town Training course is offered monthly, Nonviolent Crisis Intervention Training (7 days), Our teachers meet monthly 1 day per month for grade level/site collaboration, and two half-days of collaboration for grades K-5. Teachers meet as a grade level team a minimum of twice a month for collaboration. Our district Teachers on Special Assignment (TOSA) offered ongoing training to our teachers and administrators in the area of data analysis and BTSA.

Counseling & Support Staff

It is the goal of Three Rings Ranch Elementary to assist students in their social and personal development as well as academics. The school began Positive Behavior Interventions & Supports (PBIS) with all students by introducing the Universal Expectations (Be Respectful, Be Responsible, and Be Safe). During the school year the 16 PBIS Social/Survival Skills were introduced to all students. Tier II counseling interventions were offered. A team of certificated and classified staff are members of our PBIS Team. Training was attended by our PBIS Team in October 2014. Currently, there was not funding for an elementary school counselor however a district counselor was available on an as needed basis. The school gave special attention to students who experienced achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Students who experienced challenging behavior had the benefit of Crisis Prevention Institute (CPI) trained certificated and support staff.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-2015 school year, Three Rings Ranch Elementary had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.