

Three Rings Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 principal or the district office.

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.

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 | |
| Grades Served | K-5 |
| 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 California Standards. 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. The vision of Three Rings Ranch Elementary School is to create a student centered educational environment. Students will reach their full potential academically, socially and emotionally. They will be ready and driven to think critically and persevere for college and careers in the 21st Century and beyond.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 104 |
| Grade 1 | 102 |
| Grade 2 | 107 |
| Grade 3 | 115 |
| Grade 4 | 103 |
| Grade 5 | 123 |
| Total Enrollment | 654 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.5 |
| American Indian or Alaska Native | 0.9 |
| Asian | 2.1 |
| Filipino | 0.8 |
| Hispanic or Latino | 53.7 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 35.6 |
| Two or More Races | 1.8 |
| Socioeconomically Disadvantaged | 65 |
| English Learners | 22 |
| Students with Disabilities | 13.3 |
| Foster Youth | 2.8 |

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 |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 30 | 28 | 31 | 382 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 97.4 | 2.6 |
| High-Poverty Schools in District | 99.7 | 0.3 |
| Low-Poverty Schools in District | 78.4 | 21.6 |

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

| 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 | Mathematics Units of Study Adoption Year 2015 | 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)

| Year and month in which data were collected: 10/07/2014 | | | | |
|---|-----------|------|------|------|
| 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---------------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 42 | 42 | 44 |
| Mathematics | 36 | 29 | 33 |

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| 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 | 117 | 116 | 99.1 | 23 | 28 | 26 | 22 |
| | 4 | 101 | 95 | 94.1 | 36 | 35 | 18 | 12 |
| | 5 | 135 | 119 | 88.1 | 30 | 24 | 34 | 13 |
| Male | 3 | | 53 | 45.3 | 32 | 21 | 34 | 13 |
| | 4 | | 46 | 45.5 | 39 | 35 | 17 | 9 |
| | 5 | | 57 | 42.2 | 32 | 25 | 33 | 11 |
| Female | 3 | | 63 | 53.8 | 16 | 33 | 19 | 30 |
| | 4 | | 49 | 48.5 | 33 | 35 | 18 | 14 |
| | 5 | | 62 | 45.9 | 29 | 23 | 34 | 15 |
| Black or African American | 3 | | 8 | 6.8 | -- | -- | -- | -- |
| | 4 | | 3 | 3.0 | -- | -- | -- | -- |
| | 5 | | 3 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 4 | | 2 | 2.0 | -- | -- | -- | -- |
| Asian | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 4 | | 1 | 1.0 | -- | -- | -- | -- |
| | 5 | | 4 | 3.0 | -- | -- | -- | -- |
| Filipino | 4 | | 1 | 1.0 | -- | -- | -- | -- |
| | 5 | | 2 | 1.5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 67 | 57.3 | 31 | 24 | 25 | 19 |
| | 4 | | 47 | 46.5 | 40 | 34 | 19 | 6 |
| | 5 | | 71 | 52.6 | 32 | 21 | 31 | 15 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| White | 3 | | 36 | 30.8 | 11 | 28 | 28 | 33 |
| | 4 | | 36 | 35.6 | 31 | 36 | 17 | 17 |
| | 5 | | 38 | 28.1 | 26 | 26 | 37 | 11 |
| Two or More Races | 3 | | 2 | 1.7 | -- | -- | -- | -- |
| | 4 | | 3 | 3.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 74 | 63.2 | 27 | 32 | 26 | 15 |
| | 4 | | 63 | 62.4 | 37 | 37 | 16 | 11 |
| | 5 | | 73 | 54.1 | 36 | 29 | 29 | 7 |
| English Learners | 3 | | 18 | 15.4 | 22 | 33 | 28 | 17 |
| | 4 | | 11 | 10.9 | 64 | 27 | 9 | 0 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | | 30 | 22.2 | 57 | 27 | 17 | 0 |
| Students with Disabilities | 3 | | 6 | 5.1 | -- | -- | -- | -- |
| | 4 | | 10 | 9.9 | -- | -- | -- | -- |
| | 5 | | 10 | 7.4 | -- | -- | -- | -- |
| 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.

Note: 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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| 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 | 117 | 116 | 99.1 | 25 | 19 | 42 | 14 |
| | 4 | 101 | 96 | 95.0 | 29 | 43 | 23 | 5 |
| | 5 | 135 | 120 | 88.9 | 46 | 32 | 18 | 3 |
| Male | 3 | | 54 | 46.2 | 31 | 22 | 33 | 13 |
| | 4 | | 46 | 45.5 | 28 | 35 | 28 | 9 |
| | 5 | | 58 | 43.0 | 38 | 33 | 22 | 5 |
| Female | 3 | | 62 | 53.0 | 19 | 16 | 50 | 15 |
| | 4 | | 50 | 49.5 | 30 | 50 | 18 | 2 |
| | 5 | | 62 | 45.9 | 53 | 31 | 15 | 2 |
| Black or African American | 3 | | 8 | 6.8 | -- | -- | -- | -- |
| | 4 | | 4 | 4.0 | -- | -- | -- | -- |
| | 5 | | 3 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 4 | | 2 | 2.0 | -- | -- | -- | -- |
| Asian | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 4 | | 1 | 1.0 | -- | -- | -- | -- |
| | 5 | | 4 | 3.0 | -- | -- | -- | -- |
| Filipino | 4 | | 1 | 1.0 | -- | -- | -- | -- |
| | 5 | | 2 | 1.5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 67 | 57.3 | 33 | 18 | 39 | 10 |
| | 4 | | 47 | 46.5 | 32 | 49 | 17 | 2 |
| | 5 | | 71 | 52.6 | 54 | 31 | 11 | 4 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| White | 3 | | 36 | 30.8 | 8 | 22 | 47 | 22 |
| | 4 | | 36 | 35.6 | 22 | 42 | 28 | 8 |
| | 5 | | 38 | 28.1 | 42 | 26 | 29 | 3 |
| Two or More Races | 3 | | 2 | 1.7 | -- | -- | -- | -- |
| | 4 | | 3 | 3.0 | -- | -- | -- | -- |
| | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 75 | 64.1 | 31 | 25 | 33 | 11 |
| | 4 | | 63 | 62.4 | 33 | 37 | 25 | 5 |
| | 5 | | 74 | 54.8 | 54 | 34 | 11 | 0 |
| English Learners | 3 | | 18 | 15.4 | 22 | 22 | 50 | 6 |
| | 4 | | 11 | 10.9 | 55 | 45 | 0 | 0 |
| | 5 | | 31 | 23.0 | 71 | 23 | 3 | 0 |
| Students with Disabilities | 3 | | 5 | 4.3 | -- | -- | -- | -- |
| | 4 | | 10 | 9.9 | -- | -- | -- | -- |
| | 5 | | 10 | 7.4 | -- | -- | -- | -- |
| 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.

Note: 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.

California Standards Tests 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 | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 47 | 56 | 47 | 57 | 59 | 49 | 59 | 60 | 56 |

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|-------------------------------------|---|
| All Students in the LEA | 49 |
| All Students at the School | 47 |
| Male | 52 |
| Female | 41 |
| Black or African American | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 38 |
| Native Hawaiian or Pacific Islander | -- |
| White | 64 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 13 |
| Students with Disabilities | 35 |
| Foster Youth | -- |

Note: 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 Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.60 | 30.10 | 2.40 |

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 dsacaldan@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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 3.32 | 2.29 | 2.02 | 5.45 | 5.19 | 4.29 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.21 | 0.20 | 0.13 | 0.13 | 0.10 | 0.09 |

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 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| 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 | N/A | 8 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 25 | 3 | 9 | | 24 | 3 | 9 | | 17 | 13 | 6 | |
| 1 | 23 | | 15 | | 20 | 3 | 12 | | 21 | 2 | 12 | |
| 2 | 24 | | 9 | | 22 | | 15 | | 22 | 2 | 12 | |
| 3 | 30 | | 12 | | 29 | | 9 | | 24 | 2 | 12 | |
| 4 | 28 | 1 | 12 | | 30 | 3 | 3 | 6 | 25 | 3 | 9 | |
| 5 | 29 | 1 | 9 | | 28 | 3 | 12 | | 25 | 3 | 12 | |
| Other | | | | | 9 | 3 | | | 11 | 4 | | |

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 2014-15)

| 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 | N/A |
| Library Media Teacher (Librarian) | .1 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .33 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .1 | N/A |
| Speech/Language/Hearing Specialist | 1. | N/A |
| Resource Specialist | 0.80 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values 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 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,757 | \$1,264 | \$4,493 | \$66,687 |
| District | N/A | N/A | \$5220 | \$69,629 |
| Percent Difference: School Site and District | N/A | N/A | -13.9 | -4.2 |
| State | N/A | N/A | \$5,348 | \$69,257 |
| Percent Difference: School Site and State | N/A | N/A | -16.0 | -3.7 |

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,032 | \$42,315 |
| Mid-Range Teacher Salary | \$68,254 | \$66,451 |
| Highest Teacher Salary | \$93,130 | \$85,603 |
| Average Principal Salary (Elementary) | \$108,228 | \$105,079 |
| Average Principal Salary (Middle) | \$107,675 | \$111,005 |
| Average Principal Salary (High) | \$126,957 | \$121,310 |
| Superintendent Salary | \$160,000 | \$189,899 |
| Percent of Budget for Teacher Salaries | 37% | 39% |
| 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 (Most Recent Three Years)

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.