

# Three Rings Ranch Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Mr. Terrence Davis
<b>E-mail Address</b>	tdavis@beaumontusd.k12.ca.us
<b>Web Site</b>	www.beaumont-ca.schoolloop.com

### School Description and Mission Statement (School Year 2016-17)

Three Rings Ranch Elementary School opened its doors in August 2002. Located on 10.52 acres in the Three Rings Ranch housing development, the school features 37 classrooms, a multipurpose room, food service building, library, staff lounge, learning lab, band room, storage room, and two rooms for after-school education and safety. Two large grassy field areas provide students with room to play and develop their strength and gross motor skills during physical education classes.

As one of the six elementary schools of Beaumont Unified School District, we serve approximately 767 students in grades TK - 5 on a traditional schedule. The school employs 25 general education teachers, 5 Specialized Academic Instructors for four self-contained settings to serve all Beaumont Unified Students on an Individualized Educational Plan (IEP) with moderate needs, one Specialized Academic Instructor providing support to students with an IEP with mild disabilities in the general education classroom, 24 support personnel, a six hour library technician, and a full- and part-time Speech and Language Pathologist and 2 full time administrators. The school features after school enrichment activities including Band and Friday Night Live for grades 4-5, Early Act and Mustang Dancers for grades 3-5, AVID Club for grades 3-5, STEM/Lego for grades TK/K-5th and Running Club for grades TK-5.

Students are kept safe on our school grounds by being supervised at all times by certificated or classified staff. Yard supervisors and security are on campus 30 minutes prior to classroom instruction. ASES (After-School Education & Safety) is offered daily to students in grades 1st through 5th. Applications are available at the Educational Support Facility. The school supports cultural awareness on a daily basis through its diverse literature selections and daily messages from the administrators using Positive Behavior Intervention Supports.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	121
<b>Grade 1</b>	107
<b>Grade 2</b>	129
<b>Grade 3</b>	105
<b>Grade 4</b>	129
<b>Grade 5</b>	107
<b>Total Enrollment</b>	698

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	1.1
Asian	2.4
Filipino	0.4
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.4
White	32.4
Two or More Races	1.9
Socioeconomically Disadvantaged	69.3
English Learners	19.1
Students with Disabilities	14.3
Foster Youth	2.1

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	31	32	388
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)**

Year and month in which data were collected: 09/27/2016

Beaumont Unified School District held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	Mathematics Units of Study Adoption Year 2015	Yes	0.0%
<b>Science</b>	Harcourt Adoption Year 2007	Yes	0.0%
<b>History-Social Science</b>	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 of the most recent FIT report: 10/03/16				
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			
<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			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/03/16				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	42	53	42	49	44	48
Mathematics	36	37	29	33	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	112	100.0	60.7
	4	137	137	100.0	48.2
	5	108	105	97.2	49.5
Male	3	66	66	100.0	50.0
	4	67	67	100.0	46.3
	5	52	51	98.1	37.3
Female	3	46	46	100.0	76.1
	4	70	70	100.0	50.0
	5	56	54	96.4	61.1
Hispanic or Latino	3	59	59	100.0	57.6
	4	78	78	100.0	41.0
	5	53	52	98.1	44.2
White	3	38	38	100.0	65.8
	4	45	45	100.0	60.0
	5	42	40	95.2	55.0
Socioeconomically Disadvantaged	3	71	71	100.0	59.1
	4	94	94	100.0	41.5
	5	74	72	97.3	44.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	12	12	100.0	16.7
	4	17	17	100.0	17.6
Students with Disabilities	3	14	14	100.0	35.7
	4	24	24	100.0	45.8
	5	21	20	95.2	30.0

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	111	100.0	64.0
	4	137	137	100.0	30.7
	5	108	105	97.2	18.1
Male	3	65	65	100.0	60.0
	4	67	67	100.0	28.4
	5	52	51	98.1	21.6
Female	3	46	46	100.0	69.6
	4	70	70	100.0	32.9
	5	56	54	96.4	14.8
Hispanic or Latino	3	58	58	100.0	67.2
	4	78	78	100.0	26.9
	5	53	52	98.1	9.6
White	3	38	38	100.0	60.5
	4	45	45	100.0	40.0
	5	42	40	95.2	32.5
Socioeconomically Disadvantaged	3	71	71	100.0	63.4
	4	94	94	100.0	24.5
	5	74	72	97.3	13.9
English Learners	3	12	12	100.0	41.7
	4	17	17	100.0	5.9
Students with Disabilities	3	14	14	100.0	14.3
	4	24	24	100.0	4.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	21	20	95.2	5.0

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

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	56	47	32	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	107	104	97.2	31.7
<b>Male</b>	52	50	96.2	38.0
<b>Female</b>	55	54	98.2	25.9
<b>Hispanic or Latino</b>	53	53	100.0	17.0
<b>White</b>	42	40	95.2	47.5
<b>Socioeconomically Disadvantaged</b>	73	71	97.3	29.6
<b>Students with Disabilities</b>	21	20	95.2	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.8	17.5	4.1

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 (School Year 2016-17)

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, Parent Teacher Association (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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	2.0	2.6	5.2	4.3	3.9	4.4	3.8	3.7
<b>Expulsions</b>	2.3	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Three Rings Ranch Elementary. The school is 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, 2016 by the School Safety Committee and School Site Council. All revisions were communicated to 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. Lock down 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. 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.

### Federal Intervention Program (School Year 2016-17)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	24	3	9		17	13	6		15	6	2	
1	20	3	12		21	2	12		20	1	4	
2	22		15		22	2	12		24		5	
3	29		9		24	2	12		25		4	
4	30	3	3	6	25	3	9		29		4	
5	28	3	12		25	3	12		32		2	1
Other	9	3			11	4			18	3		

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 2015-16)

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	1.	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,714	\$1,462	\$4,252	\$70,106
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-20.9	0.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-25.1	-2.0

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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 2015-2016 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 was offered monthly, Nonviolent Crisis Intervention Training (7 days), Our teachers met monthly 1 day per month for grade level/site collaboration, and two half-days of collaboration for grades K-5. Teachers met 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 Teacher Induction.

### 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 2015-2016 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.