

Three Rings Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	Sdickinson@beaumontusd.k12.ca.us
Website	http://trr.beaumontusd.us/
County-District-School (CDS) Code	33-66993-3331089

Entity	Contact Information
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
Email Address	tdavis@beaumontusd.k12.ca.us
Website	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2019-20)

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, band room, storage room, and two rooms for ASES (After-School Education & Safety). Two large grassy field areas provide students with room to play and develop their strength and gross motor skills during physical education classes and activities.

As one of seven elementary schools of Beaumont Unified School District, we serve approximately 731 students in grades TK - 5 on a traditional schedule. The school employs 27 general education teachers, two Specialized Academic Instructors for two self-contained diploma bound classroom settings serving students on an Individualized Educational Plan (IEP) with moderate needs, two Specialized Academic Instructors providing support to students with an IEP with mild disabilities in the general education classrooms, one Intervention teacher for students in grades K-2, 26 support personnel, a part-time band teacher, two part-time Occupational Therapists, a part-time School Psychologist, two part-time Counselors, a six hour library technician, a full-time Speech and Language Pathologist, and 2 full-time administrators.

The school features several after school enrichment activities for various grade levels which include Friday Night Live, Early Act, Mustang Dancers, Mustang Singers, Culture Club, AVID Club, STEM/Lego Club, Good News Club, and Fitness Club.

Students are kept safe on our school grounds through the supervision of certificated and/or classified staff at all times. Yard supervisors and security are on campus daily 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.

The Three Rings Ranch Elementary team strives to cultivate an inviting school climate that promotes a passion for learning and inspires academic excellence by:

- Integrating listening, speaking, reading and writing into every content area daily.
- WICORizing lessons to use a variety of AVID strategies, such as: focused note-taking, collaborative word banks, and academic language frames.
- Utilizing cheers, chants, and celebrations to energize, support, and uplift one another.
- Embracing a growth mindset where challenges are welcomed and reflected upon and mistakes are celebrated.
- Developing Learning Targets and success criteria that set high, rigorous academic expectations for each student.
- Fostering discipline, respect, and leadership attributes in every student.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	134
Grade 1	87
Grade 2	120
Grade 3	101
Grade 4	110
Grade 5	125
Total Enrollment	677

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.7
Asian	3.4
Filipino	1.2
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.1
White	29.7
Two or More Races	2.1
Socioeconomically Disadvantaged	63.5
English Learners	12.7
Students with Disabilities	15.4
Foster Youth	2.2
Homeless	1.5

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	31	30	30
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/24/2019

Beaumont Unified held a public hearing on September 24, 2019, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2014	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 and 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's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	48	48	49	50	50
Mathematics (grades 3-8 and 11)	38	42	34	36	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	355	100.00	0.00	48.45
Male	184	184	100.00	0.00	43.48
Female	171	171	100.00	0.00	53.80
Black or African American	22	22	100.00	0.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	208	208	100.00	0.00	45.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	98	100.00	0.00	56.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	233	233	100.00	0.00	43.78
English Learners	86	86	100.00	0.00	34.88
Students with Disabilities	76	76	100.00	0.00	7.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	353	99.44	0.56	41.64
Male	184	184	100.00	0.00	38.59
Female	171	169	98.83	1.17	44.97
Black or African American	22	22	100.00	0.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	208	207	99.52	0.48	37.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	97	98.98	1.02	52.58
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.14	0.86	37.66
English Learners	86	86	100.00	0.00	36.05
Students with Disabilities	76	75	98.68	1.32	2.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.6	11.4	44.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Three Rings Ranch Elementary 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 the school, district, state, and national legislation and events that affect education. Parents are welcome and encouraged to join the English Language Advisory Council (ELAC) and School Site Council (SSC). The school benefits from several community partnerships, including Sizzler, Bakers, Applebee's, BJ's, Chili's, Famous Dave's, Juice It Up, John's Incredible Pizza, Panera, Pizza Chalet, Ramona's, Ruby's, 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 the annual Penny War for the Friends of Beaumont Library, our annual Canned Food Drive for the San Geronio Pass area HELP organization, and our annual Crayon & Playdough Drive for Loma Linda's Children's 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 front office 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 State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	2.4	1.2	4.1	2.6	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The 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 December 2nd, 2019, 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. 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. There is a designated area for student drop off and pick up. Visitors sign in at the front office using the Raptor System 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	4	3		16	5	2		18	5	3	
1	23		4		22	1	4		21	1	3	
2	25		4		25		4		23		5	
3	23		5		20	2	4		24		4	
4	35			3	29		4		26		4	
5	24	2	4		28		4		26	1	4	
Other**	13	1			11	3						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,212	\$1,735	\$5.477	\$74,794

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$7,443	\$78,487.00
Percent Difference - School Site and District	N/A	N/A	-199.7	-3.2
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-199.7	-2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-2019 school year our site received general state funding. Three Rings Ranch Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Supplemental Concentration, and Educator Effectiveness Grant Funds.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,745	\$49,084
Mid-Range Teacher Salary	\$76,913	\$76,091
Highest Teacher Salary	\$104,946	\$95,728
Average Principal Salary (Elementary)	\$127,615	\$118,990
Average Principal Salary (Middle)	\$138,212	\$125,674
Average Principal Salary (High)	\$154,084	\$137,589
Superintendent Salary	\$229,224	\$230,096
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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.

The following trainings are part of the District and site plans--Instructional Rounds (4 days) PBIS Boys Town Training course was offered monthly, Nonviolent Crisis Intervention Training (7 days). Our teachers have attended all District provided trainings this year in the following areas: BELIEF, AVID, NGSS, and i-Ready programs. 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 Instructional Coaches offered ongoing training to our teachers and administrators in the area of data analysis and Teacher Induction.