

Jensen Ranch Elementary School

20001 Carson Lane • Castro Valley, CA 94552 • (510) 537-6365 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

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District Governing Board

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Superintendent

Dr. Jason Reimann

**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz

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**Assistant Superintendent,
Business Services**

School Description

Jensen Ranch Elementary School is located in the easternmost side of Castro Valley, surrounded by picturesque canyons and winding walking trails, and the housing community of Palomares Hills. The name Jensen Ranch is reflective of a rich heritage that dates back to the time when Castro Valley was a rural farming community.

Jensen Ranch exemplifies the quote, "It takes an entire village to raise a child." Through cooperative efforts of parents, staff, and students, Jensen Ranch School maintains a learning community where school staff and families work together. Communication, respect, responsibility, an expectation of excellence, and openness to life-long learning permeate the school.

Our teachers and staff recognize the unique gifts of each child, and through parent-teacher opportunities, strive to develop the emotional, social, physical, and intellectual growth of each student. We proudly present this edition of our "report card" to parents and the community.

Mission Statement:

Jensen Ranch School is dedicated to establishing and maintaining a learning environment where school, community, and individuals work together in an atmosphere of open communication, respect, and creative spirit to foster an expectation of excellence, responsibility, and life-long learning.

We are dedicated to helping students reach their fullest potential by:

- Achieving goals of education by providing for mastery of academic skills, the development of critical and creative thought, and an openness to life-long learning;
- Promoting and modeling excellence and personal best;
- Recognizing the unique value of each individual while nurturing the social, emotional, physical and intellectual growth of each student;
- Encouraging the development of self-discipline, responsibility, cooperation, compassion, and consideration of others within our classrooms, school, and community; and promoting a partnership between home, school, and community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	59
Grade 2	72
Grade 3	75
Grade 4	78
Grade 5	74
Total Enrollment	424

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
Asian	46.2
Filipino	5.2
Hispanic or Latino	11.1
White	24.1
Two or More Races	8.5
Socioeconomically Disadvantaged	11.1
English Learners	14.9
Students with Disabilities	4.5

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 for Jensen Ranch	17-18	18-19	19-20
With Full Credential	20	19	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Jensen Ranch Elementary School

Indicator	17-18	18-19	19-20
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)

All students have access to the state-adopted instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2:</p> <p>Massachusetts Model Reading Units</p> <p>Reading Fundamentals (Schoolwide)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Fundations (Wilson Learning)</p> <p>Flying Start Guided Reading Library (Okapi)</p> <p>Capstone Engage Literacy Guided Reading Library (Capstone)</p> <p>Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>Massachusetts Model Reading Units</p> <p>Read Side by Side: CIA Units</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Expeditionary Learning</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Fundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>Read Side by Side: CIA Units</p> <p>Expeditionary Learning</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>What Really Matters in Spelling by Cunningham (Pearson)</p> <p>Vocabulary for the Common Core by Marzano & Simms (Marzano Research)</p> <p>Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten:</p> <p>EnVision</p> <p>Grades 1-5:</p> <p>Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities are comprised of 17 classrooms, a school library, computer lab, school office, staff/work room, science center, 4 student restrooms, 2 staff restrooms, and a multipurpose room. All rooms are cleaned daily. The playground and other lawn areas are mowed weekly. Bushes and trees are trimmed periodically to maintain an attractive appearance. The custodial/grounds staff of two maintains clean and safe facilities that were built in 1995. The custodial staff is supported by the Castro Valley School District Maintenance Department when repairs or replacement of equipment is needed. In 2016, voters approved Measure G which will bring many improvements to the campus.

Students have both a large grassy field area in which to play field sports and an asphalt area where they can play basketball, volleyball, four-square, wall-ball, or hand-soccer. Additionally, students can choose to play on one of two play structures which have slides, bars, a climbing wall, ladders, and other equipment designed to build upper and lower body strength in students. Kindergarten students have a separate play structure and asphalt play area that is appropriate for kindergarten age students. District maintenance staff ensures that necessary repairs are completed in a timely manner. An electronic work order process is used to ensure efficient service and that emergency repairs are given priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	83	67	68	50	50
Math	87	80	62	63	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	5.3	23.7	60.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	225	98.68	83.11
Male	111	109	98.20	83.49
Female	117	116	99.15	82.76
Black or African American	--	--	--	--
Asian	97	97	100.00	86.60
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	72.00
White	59	57	96.61	89.47
Two or More Races	27	27	100.00	74.07
Socioeconomically Disadvantaged	27	26	96.30	57.69
English Learners	54	54	100.00	72.22
Students with Disabilities	22	21	95.45	38.10
Foster Youth	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	225	98.68	79.56
Male	111	109	98.20	83.49
Female	117	116	99.15	75.86
Black or African American	--	--	--	--
Asian	97	97	100.00	89.69
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	52.00
White	59	57	96.61	75.44
Two or More Races	27	27	100.00	77.78
Socioeconomically Disadvantaged	27	26	96.30	61.54
English Learners	54	54	100.00	66.67
Students with Disabilities	22	21	95.45	47.62
Foster Youth	--	--	--	--

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.

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)

Parents, guardians and the community are very supportive of the educational programs at Jensen Ranch Elementary. The Parent-Teacher Association (PTA) plays an active role in the community and the school through fundraising and special activities. Family members are encouraged to volunteer to help coordinate PTA community-building events such as our Back to School Potluck, Halloween carnival, movie nights, Science Night, Battle of the Books, the Walk-a-thon, and our family nights. During August registration, families are given the opportunity to sign up to help in all activities needing volunteers. Bi-monthly evening PTA meetings are open to all parents.

Parents and guardians play an active role in supporting field trips and volunteering in the classroom. They drive students to the field trip destination and act as chaperones during the instructional portion of the trip. As a classroom volunteer, parents may support a teacher by assisting individual or small groups of students with their learning. Parents and guardians are also integral to the success of the Jensen Arts and Music (JAM) Program and our music program. Through these programs, our volunteers act as docents, providing lessons for classes about famous composers and artists. Finally, our volunteers assist in our library and help support the technology within each classroom and in the computer lab.

Families who enjoy knowing more about the curricular aspects of the school are encouraged to attend and/or be a voting member of the School Site Council to examine school improvement opportunities. Our EL families are encouraged to participate in our site ELAC and district DELAC meetings. Parents are also involved in district level committees to provide school site representation.

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the school directly.

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.

School Safety Plan

The School Safety Plan is reviewed annually by our School Site Council. This group is comprised of the principal, parents, and teachers. In the winter of each year the plan is reviewed and revisions are made as appropriate. Portions of the plan are also updated in the Fall of each year to include the names of new staff members and responsibilities. A key element of the Safety Plan is updating and replenishing emergency preparedness kits and materials. Emergency drills are held on a monthly basis; a combination of fire drills, earthquake drills, shelter in place drills, secure campus drills, and off campus evacuation drills are conducted. The Safety Plan also includes a description of how we maintain a respectful, bully-free environment for all students. All of our students model the "Jaguar PAW Pledge," which defines our behavior expectations in each area of our school. Our "PAW Pledge" expectations are posted and visible throughout the campus.

An emphasis is placed on campus safety and security. Teachers supervise students on campus before and after school, and during recess. Noon duty supervisors monitor students during lunchtime. All visitors must sign in at the school's office and receive proper authorization to be at the school. Visitors are expected to display their visitor pass at all times. Volunteers are cleared through Megan's Law process. Our campus is gated and is equipped with security cameras. During the school day, only one monitored gate is accessible to visitors, maximizing safety for our children. All staff participate in the ALICE safe schools training.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	1.1

* 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.

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	25		3		25		3		25		3	
1	25		2		25		2		26		2	
2	24		3		24		3		24		3	
3	24		3		25		3		25		3	
4	31		2		29		2		31		2	
5	32		3		30		3		30		3	
Other**												

*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.

Professional Development provided for Teachers

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

Each school year there are two district-wide days of professional development. Additionally, the Jensen Ranch staff has opportunities to attend trainings or workshops that are aligned with site goals. Our staff of highly-qualified teachers often provide trainings for one another on topics such as technology integration, reading intervention instruction, and behavior support strategies. Teachers attend cross-site grade level trainings during the school year to collaborate with other schools in the district. Professional development supports MTSS, Common Core essential standards, PBIS, social-emotional/behavioral needs and grade-level meetings with subject area Teachers on Special Assignment. Jensen Ranch teachers also participate in GLAD and SVMII trainings. Our staff utilize a wide variety of data to make instructional and behavioral decisions to support our students in their learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,406	\$49,084
Mid-Range Teacher Salary	\$79,478	\$76,091
Highest Teacher Salary	\$107,213	\$95,728
Average Principal Salary (ES)	\$129,169	\$118,990
Average Principal Salary (MS)	\$141,061	\$125,674
Average Principal Salary (HS)	\$159,402	\$137,589
Superintendent Salary	\$293,526	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Education Protection Account

ESSA: Title II, Part A, Supporting Effective Instruction

ESSA: Title III, English Learner Student Program

ESSA: Title III, Immigrant Student Program

*Ongoing Federal & State Programs Only

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,644	\$96	\$5,548	\$86,498
District	N/A	N/A	\$5,262	\$82,309.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.3	5.0
School Site/ State	-30.0	10.3

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.