

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Bernhard Marks Elementary

Address: 1717 Valeria St. Dos Palos, CA 93620-2648

Principal: Manuel Cavazos, Principal

Phone: (209) 392-0250

Email: mcavazos@dpol.net

Web Site: www.dpol.net

CDS Code: 24753176112940

Dos Palos Oro Loma Joint Unified

Superintendent: Justin Miller

Phone: (209) 392-0200

Email: jmiller@dpol.net

Web Site: www.dpol.net



I DATA AND ACCESS

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.

II ABOUT THIS SCHOOL

District Contact Information

Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified
 Phone Number: (209) 392-0200
 Superintendent: Justin Miller
 E-mail Address: jmiller@dpol.net
 Web Site: www.dpol.net

School Contact Information

Most Recent Year

School Name: Bernhard Marks Elementary
 Street: 1717 Valeria St.
 City, State, Zip: Dos Palos, CA 93620-2648
 Phone Number: (209) 392-0250
 Principal: Manuel Cavazos, Principal
 E-mail Address: mcavazos@dpol.net
 Web Site: www.dpol.net

County-District-School
 (CDS) Code: 24753176112940

School Description and Mission Statement (School Year 2018-19)

Marks Elementary School is a 3-5 school with a total enrollment of approximately 535 students. The school is located in the center of Dos Palos, a small town in the San Joaquin Valley. The economic base in the district is primarily agricultural.

The Vision of the staff of Marks Elementary School is to encourage and assist students in achieving success, both academically and socially by inspiring each other as professionals to inspire our students to reach their fullest potential.

The Mission of Marks Elementary School is to ensure a safe, nurturing, environment in which every child will have the opportunity to achieve their essential, grade-level standards and will be motivated to become critical thinkers who strive to always perform to their greatest ability.

The educators and staff of Marks Elementary School pledge to be dedicated, imaginative, classroom and school leaders who will strive to bring about student academic improvement by employing professional teaching strategies such as extended guided reading, inquiry based activities, shared reading and writing, English Language Development, strategic and rigorous questioning, providing intervention, and always researching the best teaching practices so that all students learn and achieve academic success. The staff will determine students' academic success by using frequent formal and informal assessments, such as common formative assessments, benchmark assessments, teacher-made assessments, informal observations, classroom projects, and student journal writing. The assessment results will guide the instruction thereby creating cycle of continuous improvement. We will also begin piloting Imagine Learning and Illuminate.

Ongoing collaborative meetings within the site and with the community to share the expectations of the students, staff, and that of the families so that we work collaboratively towards a common goal and that is to educate our students so that they are prepared for the future academically and socially.

Marks Elementary School will also encourage and implement a program to encourage positive expectations of positive character traits by focusing on positive character traits such as respect, responsibility, trustworthiness, caring, fairness, and citizenship. Our school is also in the process of reintroducing PBIS.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 3	178
Grade 4	177
Grade 5	177
Total Enrollment	532

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	4.1%
Asian	0.2%
Filipino	0.4%
Hispanic or Latino	83.3%
Native Hawaiian/Pacific Islander	0.6%
White	9%

Two or More Races

Socioeconomically Disadvantaged	89.3%
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English Learners	34.6%
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Students with Disabilities	12%
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Foster Youth	0.4%
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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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	20	23		
Without Full Credential	2	4		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Every student has State Adopted ELA materials: Houghton Mifflin and the quality is good	McGraw Hill	0%
Mathematics	Every student has State Adopted Mathematics materials: Houghton Mifflin and the quality is good	Houghton Mifflin	0%
Science	Every student has State Adopted Science materials: Harcourt Brace and the quality is good	Harcourt	0%
History-Social Science	Every student has State Adopted History-Social Science materials: Harcourt Brace and the quality is good	Harcourt	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a limited number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear. Each of the documented areas are in the the process of being mitigated.

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: January 2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: November 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	20%	21%	25%	24%	48%	50%
Mathematics (grades 3-8)	15%	16%	14%	12%	37%	38%

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18

and 11)

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	539	530	98.33%	20.75%
Male	299	296	99.00%	19.26%
Female	240	234	97.50%	22.65%
Black or African American	13	13	100.00%	15.38%
American Indian or Alaska Native	22	22	100.00%	31.82%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	448	440	98.21%	19.77%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98.00%	28.57%
Two or More Races				
Socioeconomically Disadvantaged	486	477	98.15%	19.08%
English Learners	266	261	98.12%	16.48%
Students with Disabilities	70	67	95.71%	2.99%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	530	98.15%	15.85%
Male	300	296	98.67%	16.55%
Female	240	234	97.50%	14.96%
Black or African American	13	13	100.00%	7.69%
American Indian or Alaska Native	22	22	100.00%	40.91%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	449	440	98.00%	15.45%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98.00%	12.24%
Two or More Races				
Socioeconomically Disadvantaged	487	477	97.95%	13.00%
English Learners	267	262	98.13%	14.89%
Students with Disabilities	70	67	95.71%	1.49%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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.

California Physical Fitness Test Results (School Year 2017-18)

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	13.30%	22.00%	22.00%
7			
9			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the 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 2018-19)

Marks Elementary School strives on building a strong relationship with parents by including them in the decision making process on a regular basis. The site provides School Site Council and English Advisory Council meetings so that parents have the opportunity to learn of the educational program and the funding sources of the site. Parents are active participants when making decisions on the expenditures of the categorical monies and of the educational programs at Marks Elementary School. The site is also encouraged by the need to provide educational workshops that involve parents and their children. Parents are also invited to all school activities such as Back to School Night, Open House, Academic Awards, safety programs, Parent-Teacher Conferences and all other site activities. In the Spring 2019 the district will be holding PIQUE workshops for parents to participate in.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.30	6.09	7.54	11.62	9.22	8.03	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.48	0.35	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Goal: Increase School Safety by decreasing the number of suspensions. Our goal is to continue with the implementation of tier I PBIS and continue the "Character Counts" monthly values. In January 2019 Marks will open a Pilot Tier III classroom to help reduce suspension rates and provide the interventions necessary to keep students in school and provide counseling along with their education along with providing counseling, behavior and academic interventions.

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	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
3	22	1	6	
4	26		7	

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
5	25	1	6	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
3	24		7	
4	26		6	
5	25	1	7	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
3	24		7	
4	29		6	
5	27	1	6	
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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$70733
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

At Marks Elementary School, we are fortunate to have the support services of a part-time school nurse and a psychologist. Students also receive hearing and vision screening, and speech therapy if needed. Our psychologist works directly with special education students and may counsel students referred by our Student Study Team. We also have a health technician who takes care of students who are sent to the office for minor illnesses. Students who have been identified as Gifted and Talented Education (GATE) receive a rigorous academic program in their regular classroom. Our site offers a Special Day Class (SDC) with a full-time teacher and classroom assistants and a Resource Specialist (RSP) which provides services in Mathematics and Language Arts to those students identified as needing special services. The English Learners at Marks also receive a State mandated 1/2 hour of English Language Development daily and are assessed by the ELPAC State test and by ongoing assessment measures at the site.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44158	\$45681
Mid-Range Teacher Salary	\$66898	\$70601
Highest Teacher Salary	\$96615	\$89337
Average Principal Salary (Elementary)	\$99185	\$110053
Average Principal Salary (Middle)	\$102868	\$115224
Average Principal Salary (High)	\$106552	\$124876
Superintendent Salary	\$164817	\$182466
Percent of Budget for Teacher Salaries	28%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Research demonstrated the importance of strong leadership in the classroom, and we are committed to providing the best trained teachers for our students' academic success. We believe it is of great importance that all educators continue professional training throughout their careers. Our teachers and administrators participate in ongoing workshops, college classes, program training, and on site coaching. The Dos Palos Oro Loma JUSD has contracted with Merced County Office of Education and is participating in ongoing mathematics Professional Development and Houghton Mifflin to provide Guided Reading Professional Development. We are also beginning Professional Development from Kagan and will be piloting two new programs (Imagine Learning and Illuminate) which will also provide Professional Development our our staff. Monthly the teachers meet with the administrator once or twice and the other remaining Wednesdays are set for grade level meetings.