

Bernhard Marks 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	Bernhard Marks Elementary School
Street	1717 Valeria St.
City, State, Zip	Dos Palos, CA 93620
Phone Number	(209) 392-0250
Principal	Kendyl Darnell
Email Address	kdarnell@dpol.net
Website	http://www.dpol.net/
County-District-School (CDS) Code	24753176112940

Entity	Contact Information
District Name	Dos Palos Oro Loma Joint Unified School District
Phone Number	(209) 392-0200
Superintendent	Dr. Justin Miller
Email Address	jmillier@dpol.net
Website	http://www.dpol.net/

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

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

As educators at Marks Elementary, we will pledge to be dedicated, imaginative, classroom leaders. We will 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 (ELD), strategic and rigorous questioning, providing intervention and always performing to our greatest ability.

We will determine students' academic success by using frequent formal and informal assessments, such as benchmark assessments, common formative assessments, authentic assessments, informal observations, classroom projects, student journals, and student confidence. We use the assessment results to guide instruction; thereby creating a cycle of continuous improvement.

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

Grade Level	Number of Students
Grade 3	191
Grade 4	182
Grade 5	186
Total Enrollment	559

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	3.8
Asian	0.2
Hispanic or Latino	81.4
Native Hawaiian or Pacific Islander	0.4
White	12.2
Socioeconomically Disadvantaged	89.1
English Learners	29
Students with Disabilities	15.2
Foster Youth	0.2
Homeless	0.9

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	19	20	19	99
Without Full Credential	6	6	7	21
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: August 2019

All students have access to textbooks and instructional materials. The district is planning to initiate the adoption process for science and history-social science in the upcoming school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mc-Graw Hill-Wonder 2016-207	Yes	0%
Mathematics	HM Expression 2014-2015	Yes	0%
Science	Harcourt- California 2007-2008	No	0%
History-Social Science	Harcourt- Reflection 2005-2006	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the most recent FIT report, Marks Elementary is maintained in good repair.

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: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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	Good	

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)	21	25	24	25	50	50
Mathematics (grades 3-8 and 11)	16	20	12	14	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	558	549	98.39	1.61	24.59
Male	298	292	97.99	2.01	20.89
Female	260	257	98.85	1.15	28.79
Black or African American	13	13	100.00	0.00	7.69
American Indian or Alaska Native	21	21	100.00	0.00	38.10
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	457	451	98.69	1.31	22.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	61	95.31	4.69	36.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	498	489	98.19	1.81	21.88
English Learners	252	249	98.81	1.19	19.68
Students with Disabilities	85	81	95.29	4.71	2.47
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	558	549	98.39	1.61	19.67
Male	298	292	97.99	2.01	19.18
Female	260	257	98.85	1.15	20.23
Black or African American	13	13	100.00	0.00	7.69
American Indian or Alaska Native	21	21	100.00	0.00	14.29
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	457	451	98.69	1.31	19.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	61	95.31	4.69	27.87
Two or More Races					
Socioeconomically Disadvantaged	498	489	98.19	1.81	16.77
English Learners	252	249	98.81	1.19	18.47
Students with Disabilities	85	81	95.29	4.71	4.94
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	20.7	17.8	21.8

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)

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 PIQE 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 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	6.1	7.5	6.9	9.2	8.0	7.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.3	0.5	0.3	0.7	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Marks Elementary has a Comprehensive School Safety Plan that is reviewed and updated annually. The plan is reviewed with staff annually at the beginning of each school year. Our Marks Elementary School Site Council (SSC) approves our Safe School Plan on an annual basis. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to create and maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. Marks Elementary School's comprehensive safety plan was reviewed and updated in August of 2019 by the Marks faculty. The plan with any changes is approved by the Dos Palos Oro-Loma Joint Unified School District Board of Trustees annually.

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+
3	24		7		24		7		23		8	
4	26		6		29		6		28		6	
5	25	1	7		27	1	6		27	1	6	
Other**									14	1		

*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*	559.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0

*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	5668	863	4805	76288
District	N/A	N/A	5732	\$71,218.00
Percent Difference - School Site and District	N/A	N/A	-17.6	6.9
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-43.9	4.5

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

Types of Services Funded (Fiscal Year 2018-19)

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. . 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. All students have access to targeted intervention instruction daily to provide foundational skills, scaffold classroom instruction. and provide enrichment opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,498	\$46,208
Mid-Range Teacher Salary	\$69,574	\$72,218
Highest Teacher Salary	\$99,560	\$92,742
Average Principal Salary (Elementary)	\$112,000	\$134,864
Average Principal Salary (Middle)	\$122,343	\$118,220
Average Principal Salary (High)	\$128,000	\$127,356
Superintendent Salary	\$168,113	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
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		5	5

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, as well as over the summer teachers will have an opportunity to participate in training breaking down NGSS standards. . We continued Professional Development from Kagan and have implemented two new programs (Imagine Learning and Illuminate) which has also provided Professional Development our our staff. Monthly the teachers meet with the administrator, remaining Wednesdays are set for grade level meetings. Forty Six DPOL teachers and administrators attended PLC's at work Institute and are beginning the task of creating productive collaborative teacher teams.