

Bernhard Marks Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Bernhard Marks Elementary



Contact Information (School Year 2013-14)

1717 Valeria St.

Dos Palos, CA 93620-2648

(209) 392-0250

Principal:

Mr. Jason Von Allman, Principal

Contact E-mail Address:

jvonallman@dpol.net

County-District-School (CDS) Code: 24753176112940

Dos Palos Oro Loma Joint Unified

Contact Information (School Year 2013-14)

(209) 392-0200

www.dpol.net

Superintendent:

Brian Walker

Contact E-mail Address:

bwalker@dpol.net



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Dos Palos Oro Loma Joint Unified
Phone Number	(209) 392-0200
Web Site	www.dpol.net
Superintendent	Brian Walker
E-mail Address	bwalker@dpol.net
CDS Code	24753176112940

School Contact Information (School Year 2013-14)

Name	Bernhard Marks Elementary
Street	1717 Valeria St.
City, State, Zip	Dos Palos, CA 93620-2648
Phone Number	(209) 392-0250
Principal	Mr. Jason Von Allman, Principal
E-mail Address	jvonallman@dpol.net

School Description and Mission Statement (School Year 2012-13)

Marks Elementary School is a 3-5 school with a total enrollment of approximately 505 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 formative 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.

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 implementing a writing task that focuses on positive character traits such as respect, responsibility, trustworthiness, caring, fairness, and citizenship.

Marks Elementary is in year five of School Improvement. The following barriers were identified as the underlying cause for the school's school improvement status:

1. There is a need for daily scheduled intervention for all students during the regular school day.
2. Coaching support for teachers in the areas of ELA, ELD and Mathematics is needed.
3. More collaboration time amongst teaching staff is needed for planning and discussing instructional strategies based on student results in curriculum embedded data.

Marks Elementary school, because of the above barriers has developed an action plan to focus on the following:

1. Full implementation of the State Adopted curriculum in ELA and mathematics
2. Provide instructional strategies that address the needs of identified subgroups including English Learners
3. Provide time for well structured collaboration and focused professional staff development as requested by the teaching staff
4. Provide an Professional and Academic support to teachers
5. Provide educational workshops that involve parents in the education of their children
6. Administer ongoing Common Formative Assessments prior to the Benchmark Assessments

Opportunities for Parental Involvement (School Year 2012-13)

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 monthly 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. A weekly "Principal's Corner" article is also placed in the local newspaper highlighting upcoming events and important information

III. Student Performance

Standardized Testing and Reporting Program

Bernhard Marks Elementary 2012-13 School Accountability Report Card

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	37%	36%	41%	39%	37%	37%	54%	56%	55%
Mathematics	42%	43%	51%	33%	31%	29%	49%	50%	50%
Science	39%	45%	42%	35%	41%	40%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	26%	25%	26%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	40%	29%	40%	26%
All Students at the School	41%	51%	42%	N/A
Male	36%	49%	46%	N/A
Female	44%	52%	38%	N/A
Black or African American	20%	25%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	38%	48%	40%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	53%	65%	44%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	39%	48%	37%	N/A
English Learners	26%	39%	28%	N/A
Students with Disabilities	5%	17%	N/A	N/A
Students Receiving Migrant Education Services	24%	48%	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	24.1%	20.6%	26.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	2	3	1

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	7	-6	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	-2	18
Native Hawaiian or Pacific Islander			
White	13	-11	12
Two or More Races			
Socioeconomically Disadvantaged	9	-8	24
English Learners	3	-1	9
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	458	733	1,649	689	4,655,989	790
Black or African American	20	696	55	599	296,463	708
American Indian or Alaska Native	2		8		30,394	743
Asian	1		5		406,527	906
Filipino	1		4		121,054	867
Hispanic or Latino	350	725	1,235	680	2,438,951	744
Native Hawaiian or Pacific Islander	0		1		25,351	774
White	84	767	338	729	1,200,127	853
Two or More Races	0		0		125,025	824
Socioeconomically Disadvantaged	428	741	1,569	691	2,774,640	743
English Learners	220	703	719	638	1,482,316	721
Students with Disabilities	42	563	193	453	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	No
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 3	151
Grade 4	167
Grade 5	174
Total Enrollment	492

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	0
Hispanic or Latino	76.7
Native Hawaiian/Pacific Islander	0
White	17.6
Two or More Races	0.00
Socioeconomically Disadvantaged	95.4
English Learners	49.5
Students with Disabilities	10.6

School Safety Plan (School Year 2012-13)

Goal: Increase School Safety by decreasing the number of suspensions by 15% as was set last year. Our goal is to continue with the "Assertive Discipline Program" and a Rewards Program entitled "Caught Being Good" to decrease the number of suspensions. We will also continue to implement the "Too Good for Drugs" curriculum and "Character Counts" each month at each grade and classroom. Marks' safety goal aligns with the LEA's goal of providing a safe environment to all of the students.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	185	139	91			
Expulsions	0	0	0			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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, and/or in the the process of being mitigated.

School Facility Good Repair Status (School Year 2013-14)

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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
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 (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	20	17	19	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Every student has State Adopted ELA materials: Houghton Mifflin and the quality is good	Houghton Mifflin	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%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,675	N/A	N/A	\$61,950
District	N/A	N/A	N/A	\$61,950
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	-1.93

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

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 CELDT State test and by ongoing assessment measures at the site.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,985	\$38,578
Mid-Range Teacher Salary	\$56,030	\$59,798
Highest Teacher Salary	\$73,686	\$78,044
Average Principal Salary (Elementary)	\$84,907	\$95,442
Average Principal Salary (Middle)	\$88,063	\$98,080
Average Principal Salary (High)	\$91,218	\$106,786
Superintendent Salary	\$140,000	\$150,594
Percent of Budget for Teacher Salaries	0.38%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

XII. Instructional Planning and Scheduling

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 Common Core Professional Development. We are also part of a consortium through Merced County that participates in the Professional Development known as Instructional Rounds. On Wednesdays we participate in collaborative faculty discussions that may include teachers from our site as well as teachers from there school in our district. Monthly the teachers meet with the administrator once or twice and the other remaining Wednesdays are set for grade level meetings.