

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

### Bernhard Marks Elementary

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

Principal: Dr. Manuel Cavazos, Principal

Phone: (209) 392-0250

Email: [mcavazos@dpol.net](mailto:mcavazos@dpol.net)

Web Site: [www.dpol.net](http://www.dpol.net)

CDS Code: 24753176112940

### Dos Palos Oro Loma Joint Unified

Superintendent: Jack Mayer

Phone: (209) 392-0200

Email: [jmayer@dpol.net](mailto:jmayer@dpol.net)

Web Site: [www.dpol.net](http://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 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 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, 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified  
 Phone Number: (209) 392-0200  
 Superintendent: Jack Mayer  
 E-mail Address: [jmayer@dpol.net](mailto:jmayer@dpol.net)  
 Web Site: [www.dpol.net](http://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: Dr. Manuel Cavazos, Principal  
 E-mail Address: [mcavazos@dpol.net](mailto:mcavazos@dpol.net)  
 Web Site: [www.dpol.net](http://www.dpol.net)  
 County-District-School  
 (CDS) Code: 24753176112940

## School Description and Mission Statement – Most Recent Year

Marks Elementary School is a 3-5 school with a total enrollment of approximately 513 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.

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.
  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 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
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### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 3	180
Grade 4	170
Grade 5	157
Total Enrollment	507

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.6%
American Indian or Alaska Native	3%
Asian	0.2%
Filipino	0.4%
Hispanic or Latino	75.9%
Native Hawaiian/Pacific Islander	0.4%
White	16.6%
Two or More Races	0%
Socioeconomically Disadvantaged	92.7%
English Learners	35.1%
Students with Disabilities	10.8%
Foster Youth	0.4%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	19	21	21	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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%	0%
All Schools in District	97.95%	2.05%
High-Poverty Schools in District	97.95%	2.05%
Low-Poverty Schools in District	0%	0%

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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 2016

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	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%
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 – Most Recent Year

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 – Most Recent Year

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 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	Data Cables needed to be bundled, completed. Cobwebs in windows, completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	Dead bugs in the windows, cleaned. Ramp has peeling paint and damaged wood, filled and repainted.
Electrical: Electrical	-	✓	-	Cords needed to be bundled, completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	✓	-	Loose Toilet seat, tightened. Sink in girls restroom had a lead, repaired. Hand dryer loose in boys restroom, tightened. Water flow in urinals too low, adjusted water level.
Safety: Fire Safety, Hazardous Materials	✓	-	-	Emergency light needs to be repaired, work completed
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	-	✓	Trip hazards at front entry walk, Work order submitted to maintenance. Crack in stucco by entry gate, filled Loose ramp, tightened.

## Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	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], Science California Standards Tests); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	16%	18%	44%
Mathematics (grades 3-8 and 11)	10%	10%	33%

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.



## CAASPP Assessment Results – English Language Arts (ELA)

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

## ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	189	184	97.4%	62%	28%	7%	2%
Male	189	89	47.1%	61%	28%	10%	1%
Female	189	95	50.3%	63%	28%	4%	3%
Black or African American	189	9	4.8%	--	--	--	--
American Indian or Alaska Native	189	11	5.8%	73%	18%	9%	0%
Asian	189	1	0.5%	--	--	--	--
Filipino	189	2	1.1%	--	--	--	--
Hispanic or Latino	189	134	70.9%	62%	29%	7%	1%
Native Hawaiian or Pacific Islander							
White	189	27	14.3%	56%	26%	11%	7%
Two or More Races							
Socioeconomically Disadvantaged	189	174	92.1%	64%	28%	6%	2%
English Learners	189	70	37%	74%	23%	1%	0%
Students with Disabilities	189	17	9%	88%	0%	12%	0%
Students Receiving Migrant Education Services	189	3	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	173	171	98.8%	60%	23%	11%	6%
Male	173	83	48%	70%	16%	8%	5%
Female	173	88	50.9%	51%	30%	13%	7%
Black or African American	173	7	4%	--	--	--	--
American Indian or Alaska Native	173	4	2.3%	--	--	--	--
Asian							
Filipino	173	1	0.6%	--	--	--	--
Hispanic or Latino	173	131	75.7%	60%	27%	11%	2%
Native Hawaiian or Pacific Islander	173	1	0.6%	--	--	--	--
White	173	27	15.6%	59%	11%	7%	22%
Two or More Races							
Socioeconomically Disadvantaged	173	159	91.9%	61%	23%	11%	5%
English Learners	173	49	28.3%	90%	8%	2%	0%
Students with Disabilities	173	17	9.8%	94%	6%	0%	0%
Students Receiving Migrant Education Services	173	3	1.7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	165	162	98.2%	54%	22%	20%	3%
Male	165	79	47.9%	53%	25%	20%	1%
Female	165	83	50.3%	55%	19%	19%	5%
Black or African American	165	7	4.2%	--	--	--	--
American Indian or Alaska Native	165	1	0.6%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	165	123	74.5%	57%	20%	21%	2%
Native Hawaiian or Pacific Islander	165	1	0.6%	--	--	--	--
White	165	30	18.2%	40%	33%	17%	10%
Two or More Races							
Socioeconomically Disadvantaged	165	144	87.3%	59%	19%	19%	2%
English Learners	165	37	22.4%	89%	8%	3%	0%
Students with Disabilities	165	18	10.9%	100%	0%	0%	0%
Students Receiving Migrant Education Services	165	7	4.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	189	184	97.4%	61%	24%	13%	1%
Male	189	89	47.1%	56%	27%	16%	1%
Female	189	95	50.3%	66%	22%	11%	1%
Black or African American	189	9	4.8%	--	--	--	--
American Indian or Alaska Native	189	11	5.8%	64%	18%	18%	0%
Asian	189	1	0.5%	--	--	--	--
Filipino	189	2	1.1%	--	--	--	--
Hispanic or Latino	189	134	70.9%	61%	28%	10%	1%
Native Hawaiian or Pacific Islander							
White	189	27	14.3%	52%	19%	26%	4%
Two or More Races							
Socioeconomically Disadvantaged	189	174	92.1%	63%	24%	11%	1%
English Learners	189	70	37%	66%	29%	6%	0%
Students with Disabilities	189	17	9%	76%	18%	6%	0%
Students Receiving Migrant Education Services	189	3	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	173	171	98.8%	47%	43%	8%	2%
Male	173	83	48%	42%	46%	7%	4%
Female	173	88	50.9%	51%	40%	8%	1%
Black or African American	173	7	4%	--	--	--	--
American Indian or Alaska Native	173	4	2.3%	--	--	--	--
Asian							
Filipino	173	1	0.6%	--	--	--	--
Hispanic or Latino	173	131	75.7%	47%	45%	6%	1%
Native Hawaiian or Pacific Islander	173	1	0.6%	--	--	--	--
White	173	27	15.6%	37%	41%	11%	11%
Two or More Races							
Socioeconomically Disadvantaged	173	159	91.9%	48%	43%	6%	3%
English Learners	173	49	28.3%	67%	31%	2%	0%
Students with Disabilities	173	17	9.8%	82%	12%	0%	6%
Students Receiving Migrant Education Services	173	3	1.7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	165	163	98.8%	70%	25%	4%	1%
Male	165	79	47.9%	67%	29%	3%	1%
Female	165	84	50.9%	73%	20%	6%	1%
Black or African American	165	7	4.2%	--	--	--	--
American Indian or Alaska Native	165	1	0.6%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	165	124	75.2%	74%	22%	3%	1%
Native Hawaiian or Pacific Islander	165	1	0.6%	--	--	--	--
White	165	30	18.2%	47%	40%	10%	3%
Two or More Races							
Socioeconomically Disadvantaged	165	145	87.9%	73%	23%	3%	1%
English Learners	165	37	22.4%	95%	3%	3%	0%
Students with Disabilities	165	18	10.9%	94%	0%	6%	0%
Students Receiving Migrant Education Services	165	7	4.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	42%	25%	37%	39%	32%	29%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29%	Native Hawaiian or Pacific Islander	–
All Students at the School	37%	White	56%
Male	40%	Two or More Races	
Female	35%	Socioeconomically Disadvantaged	34%
Black or African American	–	English Learners	2%
American Indian or Alaska Native	–	Students with Disabilities	0%
Asian		Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	35%		

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.

## STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2014-15)

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	15.1%	25.7%	17.8%
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 - Most Recent Year

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

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.5	11.31	8.56	12.76	11.52	10.51	5.07	4.36	3.8
Expulsions	0	0	0	0.21	0.24	0.12	0.13	0.1	0.09



## School Safety Plan – Most Recent Year

Goal: Increase School Safety by decreasing the number of suspensions. 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 "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. We are also in the process of planning the implementation of PBIS for the 2016-2017 school year.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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%

NOTE: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	29		5		25		7		22		8	
4	32		4	1	30		5		28		6	
5	29	1	2	3	31	1		5	27	1	5	
Other												

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$64,910
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
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 2014-15)

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,237	\$40,379
Mid-Range Teacher Salary	\$59,443	\$62,323
Highest Teacher Salary	\$78,173	\$81,127
Average Principal Salary (Elementary)	\$90,077	\$99,192
Average Principal Salary (Middle)	\$95,294	\$91,287
Average Principal Salary (High)	\$98,709	\$112,088
Superintendent Salary	\$148,526	\$159,821
Percent of Budget for Teacher Salaries	33%	36%
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 - Most Recent Three Years

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. Monthly the teachers meet with the administrator once or twice and the other remaining Wednesdays are set for grade level meetings.