

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



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: William Spalding

Phone: (209) 392-0200

Email: wspalding@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 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 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: William Spalding
 E-mail Address: wspalding@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 2016–17)

Marks Elementary School is a 3-5 school with a total enrollment of approximately 542 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 3	158
Grade 4	181
Grade 5	169
Total Enrollment	508

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.7%
American Indian or Alaska Native	3.9%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	78.1%
Native Hawaiian/Pacific Islander	0.2%
White	13.2%
Two or More Races	0%
Socioeconomically Disadvantaged	94.7%
English Learners	40%
Students with Disabilities	10.2%
Foster Youth	0%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	21	21	20	
Without Full Credential	0	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	95.24%	4.76%
All Schools in District	91.75%	8.25%
High-Poverty Schools in District	91.75%	8.25%
Low-Poverty Schools in District	.00%	.00%

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 (School Year 2016–17)

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

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 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: November 2016

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

Month and year in which data were collected: November 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) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	16%	21%	18%	24%	44%	48%
Mathematics (grades 3-8 and 11)	10%	15%	10%	15%	34%	36%

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 Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	161	99.38%	10.63%
Male	97	96	98.97%	11.58%
Female	65	65	100.00%	9.23%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	136	136	100.00%	11.85%
Native Hawaiian or Pacific Islander				
White	15	14	93.33%	
Two or More Races				
Socioeconomically Disadvantaged	152	152	100.00%	9.93%
English Learners	78	78	100.00%	2.60%
Students with Disabilities	22	21	95.45%	4.76%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	183	99.46%	25.14%
Male	89	88	98.88%	25.00%
Female	95	95	100.00%	25.26%
Black or African American	--	--	--	--
American Indian or Alaska Native	12	12	100.00%	25.00%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	136	100.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15%	32.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44%	23.30%
English Learners	65	65	100.00%	10.77%
Students with Disabilities	19	19	100.00%	10.53%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	169	98.26%	25.44%
Male	83	82	98.80%	19.51%
Female	89	87	97.75%	31.03%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	129	128	99.22%	23.44%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	28	93.33%	35.71%
Two or More Races				
Socioeconomically Disadvantaged	159	157	98.74%	24.20%
English Learners	34	34	100.00%	2.94%
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	161	99.38%	13.66%
Male	97	96	98.97%	15.63%
Female	65	65	100.00%	10.77%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	136	136	100.00%	13.97%
Native Hawaiian or Pacific Islander				
White	15	14	93.33%	7.14%
Two or More Races				
Socioeconomically Disadvantaged	152	152	100.00%	13.16%
English Learners	78	78	100.00%	3.85%
Students with Disabilities	22	21	95.45%	4.76%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	183	99.46%	19.89%
Male	89	88	98.88%	20.69%
Female	95	95	100.00%	19.15%
Black or African American	--	--	--	--
American Indian or Alaska Native	12	12	100.00%	33.33%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	136	100.00%	17.16%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15%	32.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44%	17.24%
English Learners	65	65	100.00%	9.23%
Students with Disabilities	19	19	100.00%	10.53%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	169	98.26%	11.90%
Male	83	82	98.80%	13.41%
Female	89	87	97.75%	10.47%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	129	128	99.22%	9.45%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	28	93.33%	21.43%
Two or More Races				
Socioeconomically Disadvantaged	159	157	98.74%	10.90%
English Learners	34	34	100.00%	
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	25%	37%	28%	32%	29%	32%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	171	169	98.83%	28.40%
Male	83	82	98.80%	30.49%
Female	88	87	98.86%	26.44%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian				
Filipino				
Hispanic or Latino	129	128	99.22%	27.34%
Native Hawaiian or Pacific Islander	–	–	–	–
White	29	28	96.55%	39.29%
Two or More Races				
Socioeconomically Disadvantaged	159	157	98.74%	26.11%
English Learners	34	34	100.00%	11.76%
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 2015-16)

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	15.20%	14.50%	29.10%

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 2016–17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.31	8.56	8.30	11.52	10.51	11.62	4.36	3.80	3.65
Expulsions	0.00	0.00		0.24	0.12	0.04	0.10	0.09	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 implementation of tier I PBIS and continue the "Character Counts" monthly values.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	25		7		22		8					
4	30		5		28		6					
5	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 2015-16)

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)		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 2014-15)

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		\$68395
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$67348
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 2015-16)

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 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41223	\$42063
Mid-Range Teacher Salary	\$62451	\$64823
Highest Teacher Salary	\$84592	\$84821
Average Principal Salary (Elementary)	\$90077	\$101849
Average Principal Salary (Middle)	\$100059	\$107678
Average Principal Salary (High)	\$103645	\$115589
Superintendent Salary	\$152982	\$169152
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	5%	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 Common Core Professional Development. We are also continuing internal 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.