

Bernhard Marks Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School 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	Sergio Padilla
Email Address	spadilla@dpol.net
School Website	https://mes.dpol.net/
Grade Span	3-5
County-District-School (CDS) Code	24753176112940

2024-25 District Contact Information

District Name	Dos Palos Oro Loma Joint Unified School District
Phone Number	(209) 392-0200
Superintendent	Andrew Schwab
Email Address	aschwab@dpol.net
District Website	http://www.dpol.net/

2024-25 School Description and Mission Statement

Marks Mission Statement: Marks Elementary staff, partnered with the community of Dos Palos, motivates students to take risks in a safe and positive learning environment. We encourage a growth mindset and provide enrichment and intervention for all students.

Vision Statement: At Marks Elementary students will be inspired to achieve the highest level of individual growth.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	134
Grade 4	176
Grade 5	169
Total Enrollment	479

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	0.2
Black or African American	2.3
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	10.4
English Learners	31.7
Foster Youth	0.6
Homeless	1.9
Migrant	3.8
Socioeconomically Disadvantaged	91.2
Students with Disabilities	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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	84.31	100.20	86.81	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.84	6.80	5.93	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.92	4.30	3.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.20	1.09	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.92	2.70	2.39	18854.30	6.86
Total Teaching Positions	25.50	100.00	115.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	88.71	100.40	87.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	7.26	6.90	6.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.85	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.03	3.30	2.90	15831.90	5.67
Total Teaching Positions	24.80	100.00	114.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	71.29	89.00	77.05	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	7.92	5.50	4.81	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	12.87	12.50	10.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.96	2.60	2.29	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.96	5.70	4.96	14303.80	5.15
Total Teaching Positions	25.20	100.00	115.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.80	2.2
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.80	3.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected January 2024

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 2016-2017	Yes	0%
Mathematics	Great Minds Eureka Math 2020-2021	Yes	0%
Science	STEMscopes 2022-2023	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report August 2024

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

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	22	26	24	46	47
Mathematics (grades 3-8 and 11)	20	19	14	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	485	469	96.70	3.30	21.96
Female	246	236	95.93	4.07	25.00
Male	239	233	97.49	2.51	18.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	416	403	96.88	3.12	22.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	50	47	94.00	6.00	21.28
English Learners	157	145	92.36	7.64	12.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	49	49	100.00	0.00	16.33
Socioeconomically Disadvantaged	444	429	96.62	3.38	21.45
Students Receiving Migrant Education Services	15	13	86.67	13.33	7.69
Students with Disabilities	50	48	96.00	4.00	6.25

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	485	480	98.97	1.03	18.96
Female	246	244	99.19	0.81	16.80
Male	239	236	98.74	1.26	21.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	416	414	99.52	0.48	18.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	47	94.00	6.00	23.40
English Learners	157	156	99.36	0.64	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	49	49	100.00	0.00	20.41

Socioeconomically Disadvantaged	444	439	98.87	1.13	19.13
Students Receiving Migrant Education Services	15	15	100.00	0.00	33.33
Students with Disabilities	50	48	96.00	4.00	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.42	19.28	12.93	14.75	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	166	99.40	0.60	19.28
Female	78	77	98.72	1.28	16.88
Male	89	89	100.00	0.00	21.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	151	150	99.34	0.66	18.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	64	63	98.44	1.56	6.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	20.69
Socioeconomically Disadvantaged	156	155	99.36	0.64	19.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	0.00

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.80%	99.40%	97.50%	99.40%	98.80%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 and facilitates the 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 live and virtual school activities such as Back to School Night, Open House, Academic Awards, safety programs, Parent-Teacher Conferences and all other virtual and in person site activities.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	506	87	17.2
Female	256	253	44	17.4
Male	257	253	43	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	4	28.6
Filipino	--	--	--	--
Hispanic or Latino	442	435	72	16.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	52	52	11	21.2
English Learners	173	168	29	17.3
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	471	464	82	17.7
Students Receiving Migrant Education Services	22	22	6	27.3
Students with Disabilities	61	60	16	26.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.89	2.06	3.31	4.19	5.56	4.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.41	0.49	0.29	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.31	0.00
Female	1.56	0.00
Male	5.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.92	0.00
English Learners	2.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	3.28	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Marks Elementary has a Comprehensive School Safety Plan that is reviewed and updated annually at January School Site Council meeting. The plan is reviewed with staff annually at the beginning of each school year. Our Marks Elementary School Site Council (SSC) reviews, revises and approves our Safe School Plan on an annual basis. Emergency drills are conducted to

2024-25 School Safety Plan

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. 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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	22		7	
4	26		6	
5	26		6	
Other	14	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	21	3	5	
4	28		7	
5	26		24	
Other	16	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	22	1	5	
4	27	1	24	
5	28		24	
Other	12	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	479

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11902	3977	7925	82163
District	N/A	N/A	13756	\$89,207
Percent Difference - School Site and District	N/A	N/A	-53.8	-8.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-30.4	-6.5

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2023-24 Types of Services Funded

teacher and classroom assistants and two Resource Specialists (RSP) who provide services in Mathematics and Language Arts to those students identified as needing special services. The English Learners at Marks also receive 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,200	\$54,930
Mid-Range Teacher Salary	\$86,944	\$85,386
Highest Teacher Salary	\$117,940	\$111,172
Average Principal Salary (Elementary)	\$137,842	\$136,564
Average Principal Salary (Middle)	\$136,084	\$141,339
Average Principal Salary (High)	\$140,890	\$153,241
Superintendent Salary	\$188,551	\$224,537
Percent of Budget for Teacher Salaries	24%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 and ELA professional development. They have ongoing access to a STEM coach to build capacity in NGSS, and teachers have ongoing professional development opportunities throughout the year to unpack, build a deeper understanding of, and be able to successfully implement adopted materials. .

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4