



Washington Elementary School

4402 West Oakdale Rd. • Winton, CA 95388-9755 • 209-358-5679 • Grades P-8

Richard Lopez, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Merced River Union Elementary School District

4402 West Oakdale Rd.

Winton, CA 95388

(209) 358-5679

www.mrsd.us

District Governing Board

Abraham Aguilar

Lorrie McDowell

Stephanie Sexauer

George Soares

Holly Tucker

District Administration

Richard Lopez

Superintendent

Richard Lopez

Superintendent's/Principal's Message

Welcome to the Merced River School District: Home of the Patriots! The Merced River School District is a rural Transitional Kindergarten through the 8th-grade school district. We are comprised of a TK/K combo class and one class per grade level for grades 1st - 8th. Our class size average is approximately 20 students per teacher. We also have a Resource Specialist teacher who provides both "push-in and pull-out" services to best support our students. We have 5 1/2 instructional aides with one assigned per grade level to each teacher. The aides help students in small groups, one to one, or on a needed basis. The district provides transportation to and from school every day. We are very proud that our cafeteria staff continues to provide all students with a nutritional menu with a variety of choices for lunch.

The Merced River School District continues to strive towards success for our students, school, and community. The district has continued to increase in its enrollment numbers these past years and has hit one of its highest enrollment numbers in years at 203. The increase in enrollment is attributed to the programs, small school setting, and especially the relationships we have developed with our parents and stakeholders these past years. For the coming year, the district looks to possibly add-on additional portables to support a true Transitional Kindergarten/Early Education Program and possibly bring back our school library.

The Merced River School District also saw a change in the makeup of the school board once again this year. The Merced River School District had a vacancy on the board due to a trustee resigning. The district went through the appointment process and selected Abraham Aguilar as a trustee for the remaining term of the resigning trustee. He will work alongside our other trustees to carry out the vision of the district and keep the district fiscally solvent for many years to come.

In 2019-2020, the district continued to implement the Multi-Tiered Systems of Support or MTSS in order to best support students' social and emotional learning in addition to the rigorous academic programs that we offer. The staff began the Tier 2 of Positive Behavioral Interventions and Supports (PBIS) and will continue to PBIS implementation the goal for the coming year. The MTSS and PBIS are also built into the district's Local Control Accountability Plan for the outlying years.

Our academic programs are centered on providing students with the rigor needed to succeed. This year the district partnered with the Merced County Office of Education's Instructional Services Department to form a Merced River School District Cabinet team. Working collaboratively with the county team has helped us better support students and teachers as we continue down the road to address achievement gaps and increase services for all students. This year the school integrated the Next Generation Science Standards program and will pilot additional ones to find the best one for our students. Our 6th-8th will continue to participate in the Battle of the Books and the Academic Pentathlon once again this year. Additionally, the district is committed to providing all students with the technology tools/devices needed to carry-out our curricular programs and has set aside funds to update our infrastructure as technology implementation continues.

Superintendent's/Principal's Message (continued)

Our district continually updates the Local Control Accountability Plan (LCAP) with all stakeholder input in order to improve outcomes for all students, especially our English Language Learners, Foster Youth, and Low-Socioeconomic populations. Each year following, we have modified the Actions/Services in the LCAP in order to set new ones to help us achieve our goals. Our 3 Local Goals with Expected Annual Outcomes and Actions and Services include: 1) Assure that all students will be provided with access to State Standard curriculum and materials, 2) Raise Reading and Math scores for all students, including English Learners, and 3) Prepare students to be High School, College, Trade School or Career ready. We will partner with families to ensure that all students are ready for their high school transition. Our district meets with our stakeholders to review the LCAP processes and receive their input as to how the district can best meet the needs of our students and help them achieve. One can access our LCAP Plan by visiting our website at www.mrsd.us. The California Dashboard, the state's accountability system, demonstrates to our stakeholders that our students are maintaining progress in the academic areas with a score of "Yellow." Our teachers and staff are committed to ensuring that we continue to provide all students with the best education possible to help them all reach the "Green or Blue" status on the Dashboard.

As the superintendent of the Merced River School, I remain committed to the success of all students and finding the resources to help each student improve. On behalf of the Merced River School District, the School Board, and the Teachers and Staff, we thank you for giving us the opportunity to be a part of your students' lives and providing them with a well-rounded educational program. Here's to another successful year and we look to bigger and better things for the coming year.

Merced River School District's Vision Statement:

It is the vision of the Merced River School Staff to educate their students to be functional, literate, contributing members to society at large.

Merced River School District's Mission Statement:

The Merced River School District will develop STARS by equipping students with the tools to be Safe, Trustworthy, Accountable, Respectful and Successful citizens. This will be accomplished by providing high-quality instruction and building meaningful relationships in a positive school-wide environment.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	20
Grade 2	21
Grade 3	19
Grade 4	18
Grade 5	17
Grade 6	18
Grade 7	17
Grade 8	19
Total Enrollment	177

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.1
Hispanic or Latino	55.4
White	35.6
Two or More Races	2.8
Socioeconomically Disadvantaged	80.2
English Learners	39.5
Students with Disabilities	10.7

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 for Washington	17-18	18-19	19-20
With Full Credential	10	9	6
Without Full Credential	0	1	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Merced River Union	17-18	18-19	19-20
With Full Credential	♦	♦	6
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Curricula in the various subject areas are adopted on the seven-year cycle from the State-approved lists. Prior to adoption, materials are made available for public review for 30 days. The staff is also given ample opportunity to work with a variety of textbooks to make their final recommendations. Once reviewed, the local Board of Trustees makes the final decision to approve the textbook adoption based on the recommendation of the staff and Superintendent. In addition to textbooks, the District also furnishes materials to encourage a "hands-on" approach to instruction. Staff is always encouraged to share and try new things and new programs may be piloted with administrative approval.

With the integration of technology in education, our district is committed to ensuring that all of our students have access to the various curricula and other online educational support programs online. All of our 4th-8th grade students have Chromebooks assigned to them. The 6th-8th grade students use an online Language Arts program. All of our students have their own books for use in class and to take home. The District has assured that all students have access and possess their own textbooks in all subject areas. In addition to this, the district purchases all consumables and intervention materials for each student and quite often also purchases basic school supplies for all. All of our TK-3rd grade students have access to iPads in order to access other school districts provided online programs. The district is committed to providing all students with access to technology to further deepen student learning.

We verify textbook adoption yearly and at this time are in the process of piloting new textbooks for the Next Generation Science Standards as well as supplemental materials for the English Language Arts/English Language Development and Math. The district launched an Engineering is Elementary curriculum to familiarize teachers and students with engineering fundamentals. The district will continue to pilot curriculum materials in order to purchase the best standards-based one for our students. With the need for continued technology upgrades, the district is committed to purchasing at least 30 new Chromebooks each year and upgrading our existing bandwidth.

We conduct annual verification of textbooks and have a process in place to order replacements on a needed basis.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Core Knowledge Language Arts TK-5th Amplify Language Arts- Digital Curriculum 6th-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage New York Mathematics TK-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Engineering is Elementary (pilot) Scholastic News 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scholastic News 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington School was built in the early 1900s and facilities consist of a main building that houses the office, IMC room, and four classrooms. A fairly new gymnasium with two rooms attached now houses the library in one room and the computer lab in the other. This gymnasium facility also houses a modern kitchen and cafeteria where lunch is served to Washington students. The gymnasium also has a full stage for theatrical productions. A small room or old office is used in the main classroom building for Special Education testing, for individualized education plans (IEPs), for conferences, as well as for one-on-one speech therapy services. Additionally, we built 4 new classrooms with all new furniture to accommodate our TK-3rd grade students.

A storage shop is also on site to store tools and equipment. The site has a large playing field used for sports; it also has as a paved playground area with basketball and volleyball courts as well as a play area with swings and other playground equipment.

The school site is clean and well maintained. The equivalent of one full-time custodian, along with the shared maintenance and operations District person, maintain and keep facilities clean and safe.

A regular maintenance schedule is maintained to ensure that classrooms and restrooms are cleaned daily and available to students and staff without any interruption to the school day. Continuous modernization and maintenance is conducted according to our five-year maintenance plan as well as with our District and site strategic plan. Our facilities are inspected twice per year using a checklist and repairs conducted in accordance.

All areas that may be found in need of repairs are dealt with immediately with the highest priority given to those posing a safety hazard to our students.

For future facility improvements in the near future, we are hoping to paint all classrooms and site buildings. Additionally, with the passing of a local bond, we will be consolidating the campuses onto the Washington School site as well as modernizing the existing main building at Washington School.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	44	42	44	50	50
Math	24	29	24	29	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	114	94.21	43.86
Male	57	53	92.98	39.62
Female	64	61	95.31	47.54
Black or African American	--	--	--	--
Hispanic or Latino	72	67	93.06	37.31
White	38	36	94.74	52.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	89	92.71	37.08
English Learners	55	50	90.91	30.00
Students with Disabilities	16	16	100.00	12.50
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.8	15.8	26.3
7	15.8	15.8	31.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	114	94.21	28.95
Male	57	53	92.98	28.30
Female	64	61	95.31	29.51
Black or African American	--	--	--	--
Hispanic or Latino	72	67	93.06	20.90
White	38	36	94.74	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	89	92.71	24.72
English Learners	55	50	90.91	18.00
Students with Disabilities	16	16	100.00	12.50
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our district understands that it takes a partnership between the school and home in order to help our students succeed and meet quarterly and annual individual goals. We promote parental involvement throughout the year and encourage all parents to be active in the various programs that we have to offer. School volunteers, chaperones, Parents Teacher Club (PTC), School Site Council (SSC) & Local Control Accountability Plan (LCAP) advisory committee, tutors, fundraisers, classroom helpers, and community-based tutoring programs are all examples of opportunities for parents to be involved in our school and district. This past year, we have partnered with the local high school district to provide our parents with English learner classes. In order to develop a stronger relationship with all of our parents and community members, we encourage them to be active members of the Merced River School District's learning community.

For more information on how to become involved, contact Richard Lopez, Superintendent/Principal, at (209) 358-5679 or rlopez@mrsd.us.

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.

School Safety Plan

The following safety measures are taken to ensure our staff and students have a safe and healthy environment: our school is fully gated, visitors must sign-in at the school office and receive a visitor's pass, and all staff has been trained on emergency procedures according to the School Safety Plan.

The Comprehensive School Safety Plan continues to be reviewed annually and is updated as needed by staff and the school site council/LCAP Committee. Key elements of the plan include monthly safety drills, lockdown drills, crisis intervention plans, and all emergency contingency plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019 and was adopted by the school board in August of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		5		31		5		13	1		
1	20	12			24		12		20	1		
2	18	8			18	12			21		1	
3	18	7	4		17	10			19	1		
4	17	10			13	10			18	10		
5	18	4			17	10			16	10		
6	24	4	6		16	9			18	10		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff and curriculum development continues to be the major focus for the Merced River Union Elementary School District. As a small, rural school district we tend to hire a fairly high number of new teachers and staff development needs are always at the forefront. We allot one day per week for early release days which are used for staff development. These staff development days are used to focus on a variety of topics that are crucial as we embark on new curriculum and new assessments. We continue to focus on the integration of new State Standards (Common Core) in the areas of English Language Arts/English Language Development and Mathematics. We are also focusing some of our training sessions to focus on writing, Next Generation Science Standards, English Language Development, California Assessment of Student Performance and Progress (CAASPP), English Learner Proficiency Assessments for California, Positive Behavioral Interventions and Supports (PBIS) and the Local Control Accountability Plan (LCAP).

Merced River Union Elementary School District has scheduled these training days around these topics and will continue to promote and encourage staff to seek and participate in staff development and professional growth opportunities. The district administration strongly encourages all staff, both certificated and classified, to attend conferences and workshops that will allow them as employees to better serve our students. The district also receives support from the Merced County Office of Education to provide staff development for our staff throughout the year.

In the upcoming school years, we will continue to dedicate the staff development sessions on the topics mentioned above to help better prepare our teachers and staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,594	\$45,252
Mid-Range Teacher Salary	\$61,748	\$65,210
Highest Teacher Salary	\$79,595	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$106,090	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	31%
Administrative Salaries	6%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,352	\$1,494	\$10,858	\$53,584
District	N/A	N/A	\$12,352	\$55,362.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.1	-6.8
School Site/ State	65.2	-13.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Types of Services Funded

Programs and services are provided at the school, as well as all costs associated with:

- Operating a rural district
- Serving students in grades TK-8, including food service and transportation
- Continuing to remain financially sound
- Providing the best possible education to our students
- Attempting to maintain a competitive salary and benefit scale for our employees
- Our school district is able to fund a Technology Instructor who provides students and teachers with online learning and how to best use technology as part of the curriculum.