



# Davidson Middle School

280 Woodland Avenue • San Rafael, CA 94901 • 415-485-2400 • Grades

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### San Rafael City Schools

310 Nova Albion Way  
San Rafael, CA 94903  
415-492-3200  
<http://www.srcs.org>

#### District Governing Board

Greg Knell, President  
Maika Llorens Gulati, Vice President  
Linda Jackson, Board Member  
Rachel Kertz, Board Member  
Natu Tuatagaloa, Board Member

#### District Administration

Dr. Michael R. Watenpaugh  
**Superintendent**  
Dr. Mayra Perez  
**Deputy Superintendent**

### School Description

Davidson Middle School is a sixth- through eighth-grade, comprehensive school located in the central section of San Rafael. Davidson students represent diverse ethnic, social, and economic backgrounds. Davidson offers a challenging and comprehensive common core state standards aligned academic program, as well as a variety of elective classes and enrichment. It is the mission of Davidson Middle School to create college, career, and community ready students for life through a quality education, which emphasizes rigorous academics, wellness, diversity, persistence and resilience, cooperation, and problem solving.

### School Wide Focus Areas for 2018-19:

- School Culture and Climate and continued implementation of PBIS, Capturing Kids' Hearts, Challenge Days, and an increased counseling team.
- Year two Implementation of A/B master schedule for Intervention/Enrichment
- Instructional Coaching and site based professional development in PLC protocols and Response to Intervention strategies.

Davidson Middle School provides an appropriate, challenging program of classes for every student. This is accomplished by using student data as the foundation for development of each year's master schedule. For example, students who demonstrate the need for support in English or Math receive a support classes called Extended Math or ELA. We provide English Language Development classes for all levels of English Learners, and students with disabilities receive services as outlined in their Individual Education Plans. 6th grade students participate in a Skills Wheel that cover four areas - Brainology, Team Building, Digital Citizenship, and AVID Strategies.

The school offers a comprehensive program of elective classes, including Beginning, Intermediate, and Advanced Band, Orchestra, Steel Pans, Chorus, Art, Maker Technology, Computer Multimedia , Spanish, Chess, and an Elective Wheel for sixth graders. Davidson continues to make great progress ensuring that all students have access to an enrichment.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	392
Grade 7	419
Grade 8	392
<b>Total Enrollment</b>	<b>1,203</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.3
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0.2
White	25.9
Socioeconomically Disadvantaged	67.3
English Learners	27.8
Students with Disabilities	10.2
Foster Youth	0.2

## 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			
Davidson Middle School	16-17	17-18	18-19
With Full Credential	60	57	60
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	3	0	3
San Rafael City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Davidson Middle School	16-17	17-18	18-19
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 2018-19)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council reviews curriculum recommendations and revisions materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt/Harcourt Brace– Elements of Literature Pearson– Language Central Hampton Brown– High Point Scholastic– Read 180 McGraw Hill Education- StudySync  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mind Institute– Algebra Readiness Houghton Mifflin– Larson Big Ideas California  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehardt and Winston-California Science– Earth, Life and Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall– Social Studies The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Student safety is a top priority at Davidson Middle School. The campus is orderly, and students feel safe at school. The school ensures that on-site supervision is provided before, during and after school as well as during special events and/or programs. Students involved in after-school programs and clubs are always directly under the supervision of a qualified staff member. Davidson Middle School has two campus supervisors whose sole responsibility is the safety of all students. The campus supervisors work closely with site administration to ensure the safest possible environment. District and school policy require that during the school day all guests to the campus check in at the school office and obtain a “visitor pass” to identify them for security personnel and all staff and students. Every teacher has his/her own classroom to support the highest quality of education.

Davidson Middle School was originally built in 1953. The school has a total of 52 classrooms (40 permanent and 12 portable). With monies from voter - approved school bond measures and state modernization funds, Davidson Middle School underwent multiple phases of modernization that began in 2001 and were completed in 2006. Improvements included installation of new modular classrooms around a courtyard, complete modernization of all existing classroom wings, the music building, industrial arts and art classrooms, multipurpose building with fitness center, library/technology center, newly expanded student services (administration) building, and eating area with steel benches and tables under canopies.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided 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, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

SRCS' bond program is providing much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2018 August		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	20 WING HALLWAY: missing ceiling tiels W.O#11887 PORTABLE 78: Fix baseboard W.O#11903 ROOM 15: stained ceiling tiles W.O#11886 ROOM 16: stained ceiling tiles W.O#11886 ROOM 21: staind ceiling tiles W.O#11887
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	PORTABLE 76: repair outlet cover W.O#11898 ROOM 33: outlet cover missing W.O#11891
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PORTABLE 77: window screen need to be replaced W.O# 11899 PORTABLE 79: window screen need to be replaced W.O# 11899 PORTABLE 80: window screen need to be replaced W.O# 11899
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	44.0	43.0	43.0	48.0	50.0
Math	34.0	32.0	39.0	37.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.5	16.8	37.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1200	1169	97.42	44.35
<b>Male</b>	623	605	97.11	42.15
<b>Female</b>	577	564	97.75	46.71
<b>Black or African American</b>	14	14	100.00	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	41	41	100.00	82.93
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	823	797	96.84	26.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	307	303	98.70	84.16
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	821	794	96.71	26.61
<b>English Learners</b>	673	664	98.66	20.63
<b>Students with Disabilities</b>	125	122	97.60	4.92
<b>Foster Youth</b>	--	--	--	--

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.

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1,200	1,178	98.17	31.72
<b>Male</b>	623	612	98.23	31.48
<b>Female</b>	577	566	98.09	31.98
<b>Black or African American</b>	14	13	92.86	23.08
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	41	41	100	82.93
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	823	808	98.18	14.99
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	307	302	98.37	70.43
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	821	804	97.93	15.82
<b>English Learners</b>	673	664	98.66	11.6
<b>Students with Disabilities</b>	124	118	95.16	4.27
<b>Foster Youth</b>	--	--	--	--

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 2018-19)**

Contact Person Name: Joanne Pocock

To Reach Contact Person: jo@pocockfamily.com

Parent involvement is a vital component of the educational program at Davidson Middle School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools. The DMS PTA provides each subject area department with a budget for classroom supplies and enrichment opportunities. They hold monthly meetings to discuss fundraising, school events, and other partnership events.

Parents and guardians have the opportunity to play a role in their child's school experience through a number of activities, including School Site Council, general volunteering, Friends of Davidson Music, robust district and site English language advisory committees (DELAC, SELAC), parent teacher association, district and school site committees, Bond Construction Committee, and fundraising campaigns and special events.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, open houses, parent teacher student conferences, sixth grade orientation, PTA events, concerts, and athletic events. Davidson parents are also provided with a series of parenting workshops in partnership with the Youth Services Bureau.

**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**

Date Reviewed and Updated: August 2018 Date Discussed with School Faculty: September 2018

Davidson has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. The school also participates in an annual county-wide disaster preparedness drill.

Key elements included in the school safety plan include: emergency fire, earthquake, and lock down procedures and drills. The plan also includes provisions for major disasters. Drills are conducted throughout the school year and staff is trained annually on major disaster procedures during a faculty meeting.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	1.4	5.2
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.4	1.9
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	500

\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	20.0	20.0	24	26	26	27	25	27			
Mathematics	23.0	22.0	22.0	5	6	15	12	12	26	1		
Science	27.0	26.0	26.0	2	5	2	25	26	29			
Social Science	28.0	27.0	25.0			3	25	26	27			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Elementary School District number of dedicated negotiated staff development days:

2016-2017 – 3

2017-2018 – 3

2018-2019 – 3

Davidson has a strong culture of professional development that is driven by the school wide vision as well as teacher input and student data. There is a Professional Development Committee that works to create learning opportunities throughout the year at PD days, faculty meetings, and grade level meetings. The two full time instructional coaches at DMS are instrumental in providing both group and one on one coaching. The Davidson 2018-19 focus areas include Capturing Kids' Hearts, Rtl Tier II interventions, PLC protocols, and academic discourse.

District professional development during the 2018-2019 school year will focus on focus on math district wide during differentiated professional development offerings and buy back days. Additionally, teachers at three schools will be participating in a robust year-long professional development on writing workshop including a Beginning Summer Writing Workshop Institute, lab sites and more. With coach support, teachers will continue using assessments to inform differentiated reading instruction through small groups and conferencing. Finally, all teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fifth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,987	\$48,064
Mid-Range Teacher Salary	\$75,916	\$75,417
Highest Teacher Salary	\$97,291	\$94,006
Average Principal Salary (ES)	\$128,506	\$119,037
Average Principal Salary (MS)	\$154,350	\$123,140
Average Principal Salary (HS)	\$161,478	\$135,974
Superintendent Salary	\$256,050	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6707	1650	5913	75244
District	◆	◆	5700	\$73,392
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			3.7	
Percent Difference: School Site/ State			-10.6	1.4

\* Cells with ◆ 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.

### **Types of Services Funded**

Davidson Middle School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs and services included the following:

- Supplementary educational and social-emotional programs in partnership with community-based organizations such as LEAP, Huckleberry Youth Services, Crossroads, Community Institute for Psychotherapy, Canal Alliance, ForWords, CASS, BACR, Being Adept
- Supplementary Materials and online programs such as Renaissance, Dreambox, Lexia, and Reading Plus
- Staff development on a wide variety topics
- Parent education on topics such as Parent University, Parent Project, Common Sense Media, and use of School Loop.

Tutoring is available during lunch time and after school, as well as a dedicated Homework Club. Computer-enhanced skills building programs and other enrichment programs are embedded both within the daily curriculum and as part of the school's comprehensive Learning Enrichment Afterschool Program (LEAP).

### **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.