Davidson Middle School

280 Woodland Avenue • San Rafael, CA 94901 • 415-485-2400 • Grades 6-8
Bob Marcucci, Principal
bmarcucci@srcs.org
http://dms.srcs.ca.schoolloop.com/

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

San Rafael City Elementary School District

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

Jim Hogeboom
Superintendent

Dr. Mayra Perez
Deputy Superintendent

School Description

Davidson Middle School is a sixth- through eighth-grade, comprehensive middle 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 a productive and positive life through a quality education, which emphasizes rigorous academics, wellness, diversity, persistence and resilience, cooperation, and problem solving.

School Wide Focus Areas for 2019-2020:
- School Culture and Climate and continued implementation of PBIS, Capturing Kids' Hearts, Challenge Days, and counseling services
- Professional Learning Communities Cycles of Inquiry focused on EL Strategies
- Identify Equity Imbalances within school policies and systems

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 may receive a support class. 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 covers four areas - Growth Mindset, 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, Choir, Art, Maker Technology, Computer Multimedia , Spanish, and an Elective Wheel for sixth graders. Davidson continues to make great progress ensuring that all students have access to an enrichment. The DXL after school program offers homework support and enrichment in partnership with the school and Heads Up Foundation everyday until 6:00PM.

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
Grade 6	401
Grade 7	395
Grade 8	408
Total Enrollment	1,204

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	3.5
Filipino	0.4
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0.2
White	26.1
Two or More Races	0.3
Socioeconomically Disadvantaged	66.6
English Learners	25.4
Students with Disabilities	9.4
Foster Youth	0.2
Homeless	21

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 Davidson Middle	17-18	18-19	19-20
With Full Credential	57	60	61
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	3	1

Teacher Credentials for San Rafael City	17-18	18-19	19-20
With Full Credential	♦	♦	237
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Davidson Middle 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	1

* 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)
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

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: 9/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ROOM 11: Stained ceiling tile W.O#14859 ROOM 32: Stained ceiling tile W.O#14862 ROOM 34: Stained ceiling tile W.O#14880 ROOM 35: Stained ceiling tile W.O#14862 ROOM 40: Stained ceiling tile W.O#14863 ROOM 43: Stained ceiling tile W.O#14863 ROOM 44: Stained ceiling tile W.O#14881 ROOM 57: Hole in ceiling tile W.O# 14874
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 16: Ceiling tile missing W.O#14860
Electrical: Electrical	Good	PORTABLE 80: Broken light switch cover W.O#14875 ROOM 25: Light by teachers desk not working W.O#14879 ROOM 52: The audio/internet box needs to be reinstalled to the wall W.O#14879
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GYM BOYS RESTROOM: Toilet leaks W.O#14876 ROOM 30: The faucet handle is loose W.O#14861
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PORTABLE BOYS RESTROOM: Door to stall toilet needs repair W.O#14877 PORTABLE GIRLS RESTROOM: Handicap door not latching correctly W.O#14878 ROOM 53: The door hits on the top corner W.O#14864
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	44	44	43	44	50	50
Math	32	33	37	38	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.

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
7	18.7	23.1	35.4

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.

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	1205	1153	95.68	43.89
Male	619	591	95.48	40.10
Female	586	562	95.90	47.86
Black or African American	12	11	91.67	36.36
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	825	779	94.42	25.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	310	307	99.03	85.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	816	772	94.61	24.22
English Learners	678	635	93.66	16.22
Students with Disabilities	118	115	97.46	6.09
Foster Youth	--	--	--	--
Homeless	263	245	93.16	6.84

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 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	1203	1186	98.59	32.88
Male	618	613	99.19	33.72
Female	585	573	97.95	31.99
Black or African American	12	11	91.67	27.27
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100.00	80.95
Filipino	--	--	--	--
Hispanic or Latino	823	813	98.78	14.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	310	306	98.71	74.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	814	802	98.53	15.86
English Learners	677	668	98.67	10.21
Students with Disabilities	118	115	97.46	3.51
Foster Youth	--	--	--	--
Homeless	262	259	98.85	1.15

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)
Contact Person Name: Tami McCall
To Reach Contact Person: davidsonmspto@gmail.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 PTO 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, PTO events, concerts, and athletic events. Davidson parents are also provided with a series of parenting workshops developed by our school counselors and community partners.

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 2019 Date Discussed with School Faculty: September 2019

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	5.2	4.7
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	1.9	1.8
Expulsions Rate	0.0	0.1	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*	501.7

*   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)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	26	25		20	26	27		21	22	26	
Mathematics	22	6	12		22	15	26		22	13	24	
Science	26	5	26		26	2	29		26	3	30	
Social Science	27		26		25	3	27		26	2	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

District professional development during the 2019-2020 school year continues to focus on math district wide during differentiated professional development offerings and district professional development days. Additionally, teachers at all schools are participating in a robust year-long professional development on writing workshop including a Beginning Summer Writing Workshop Institute, lab sites demonstration days and built in planning time. 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 focus areas. District wide, we are also in our sixth year of professional development for all PK-3 teachers in SEAL to support our English Learners. In our planning days for these content units, we are focusing on the shifts the H/SS framework requires, particularly on counter-narratives and the use of primary sources. Teachers also participate in site based professional development as well as other offerings through the county and other organizations as appropriate.

In 2018-19, PD topics included: writing workshop, math, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, use of data for differentiated instruction, writing workshop and instructional strategies to meet the needs of English language learners.

In 2017-18, training topics included: California Common Core Standards, Balanced Literacy and Guided Reading, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, EL Achieve Designated ELD (Grades 4 and 5), use of data for differentiated instruction, writing workshop and instructional strategies to meet the needs of English language learners. These topics were selected based on CELDT scores, fluency scores, district benchmark data, and other student data.

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,953	$49,378
Mid-Range Teacher Salary	$79,234	$77,190
Highest Teacher Salary	$101,543	$96,607
Average Principal Salary (ES)	$137,288	$122,074
Average Principal Salary (MS)	$164,208	$126,560
Average Principal Salary (HS)	$168,200	$126,920
Superintendent Salary	$270,490	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	7%	6%

*   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	8329	1798	6531	75244
District	N/A	N/A	6264.69	$78,604.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.2	
School Site/ State	-10.6	1.4

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.

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 2018-2019 school year, these programs and services included the following:

- Supplementary educational and social-emotional programs in partnership with community-based organizations such as DXL, 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, News ELA, Scholastic News
- Staff development on a wide variety topics determined by the Professional Development Committee and district administration
- Parent education such as college knowledge, Being Adept, Latino Family Literacy Project, Common Sense Media, School Loop.

Tutoring is available during lunch time and after school, as well as during DXL. Computer-enhanced skills building programs and other enrichment programs are embedded both within the daily curriculum and as part of the school's comprehensive after school program (DXL).

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.