

Golden Poppy School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Golden Poppy School
Street	37802 Rockie Lane
City, State, Zip	Palmdale, CA 93552-4041
Phone Number	(661) 285-3683
Principal	Ryan D. Beardsley
E-mail Address	rdbeardsley@palmdalesd.org
Web Site	www.palmdalesd.org/Domain/215
Grades Served	K-6
CDS Code	19648576118749

District Contact Information	
District Name	Palmdale School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (Most Recent Year)

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

We are pleased to present to you our School Accountability Report Card. During our inaugural year, 2001-2002, Golden Poppy had 127 students enrolled in grades kindergarten through sixth grade. We opened as a single-track year round school located on a temporary campus, which was our home until September 2004, when our new campus was completed. We had 931 students enrolled in grades kindergarten through eighth in the 2006-2007 school year. Due to rezoning, Golden Poppy has become a K-6 school and our enrollment has fluctuated. For the 2014 - 2015 school year, Golden Poppy currently has 825 students enrolled in TK through sixth grades.

Vision Statement

Golden Poppy...A school dedicated to our students and families, providing a positive, engaging learning environment while promoting high academic goals.

Mission Statement:

The Mission of Golden Poppy Elementary School is to provide our students with a rigorous standards based education, a safe learning environment, and positive attitudes in order to build a solid foundation for success in high school and beyond.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	117
Grade 1	108
Grade 2	118
Grade 3	104
Grade 4	125
Grade 5	113
Grade 6	130
Total Enrollment	815

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.2
American Indian or Alaska Native	0.9
Asian	1.3
Filipino	1
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.2
White	5.2
Two or More Races	0.5
Socioeconomically Disadvantaged	81
English Learners	27.2
Students with Disabilities	10.1
Foster Youth	4.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	33	28	664
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.9	11.1
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

A priority for Golden Poppy School is to provide a safe, secure and clean environment for learning . It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	28	30	44
Mathematics	17	19	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	108	107	99.1	42	31	21	6
	4	141	140	99.3	55	24	16	5
	5	119	112	94.1	39	26	31	4
	6	136	134	98.5	29	40	25	7
Male	3		54	50.0	56	30	15	0
	4		68	48.2	65	21	13	1
	5		64	53.8	45	28	25	2
	6		72	52.9	38	31	25	7
Female	3		53	49.1	28	32	26	11
	4		72	51.1	46	26	19	8
	5		48	40.3	31	23	40	6
	6		62	45.6	19	50	24	6
Black or African American	3		23	21.3	61	17	17	4
	4		32	22.7	69	22	3	6
	5		24	20.2	54	17	29	0
	6		31	22.8	45	26	26	3
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	4		4	2.8	--	--	--	--
	5		1	0.8	--	--	--	--
	6		4	2.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.7	--	--	--	--
	6		2	1.5	--	--	--	--
Hispanic or Latino	3		71	65.7	41	34	20	4
	4		96	68.1	54	22	19	5
	5		74	62.2	39	27	31	3
	6		89	65.4	26	44	22	8
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	6		1	0.7	--	--	--	--
White	3		9	8.3	--	--	--	--
	4		6	4.3	--	--	--	--
	5		9	7.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		6	4.4	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		83	76.9	46	35	16	4
	4		102	72.3	61	23	13	4
	5		93	78.2	42	27	29	2
	6		102	75.0	34	44	18	4
English Learners	3		25	23.1	36	44	20	0
	4		39	27.7	74	21	5	0
	5		36	30.3	58	28	14	0
	6		19	14.0	53	47	0	0
Students with Disabilities	3		8	7.4	--	--	--	--
	4		9	6.4	--	--	--	--
	5		11	9.2	82	0	18	0
	6		15	11.0	80	13	7	0
Students Receiving Migrant Education Services	4		2	1.4	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	108	107	99.1	51	28	18	3
	4	141	140	99.3	57	33	9	1
	5	119	112	94.1	59	29	9	4
	6	136	134	98.5	46	31	13	11
Male	3		54	50.0	56	30	13	2
	4		68	48.2	63	28	9	0
	5		64	53.8	61	27	8	5
	6		72	52.9	40	35	11	14

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		53	49.1	47	26	23	4
	4		72	51.1	51	38	10	1
	5		48	40.3	56	31	10	2
	6		62	45.6	52	26	15	8
Black or African American	3		23	21.3	70	13	17	0
	4		32	22.7	69	25	6	0
	5		24	20.2	54	38	8	0
	6		31	22.8	58	26	13	3
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	4		4	2.8	--	--	--	--
	5		1	0.8	--	--	--	--
	6		4	2.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.7	--	--	--	--
	6		2	1.5	--	--	--	--
Hispanic or Latino	3		71	65.7	51	31	15	3
	4		96	68.1	54	35	9	1
	5		74	62.2	64	23	11	3
	6		89	65.4	44	33	13	10
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	6		1	0.7	--	--	--	--
White	3		9	8.3	--	--	--	--
	4		6	4.3	--	--	--	--
	5		9	7.6	--	--	--	--
	6		6	4.4	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		83	76.9	58	29	12	1
	4		102	72.3	62	31	6	1
	5		93	78.2	61	29	9	1
	6		102	75.0	53	29	12	6
English Learners	3		25	23.1	48	32	16	4
	4		39	27.7	74	26	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		36	30.3	86	14	0	0
	6		19	14.0	74	21	0	5
Students with Disabilities	3		8	7.4	--	--	--	--
	4		9	6.4	--	--	--	--
	5		11	9.2	82	9	9	0
	6		15	11.0	87	7	0	7
Students Receiving Migrant Education Services	4		2	1.4	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	31	25	30	48	48	49	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	30
Male	35
Female	23
Black or African American	30
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	27
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	20
Students with Disabilities	26
Students Receiving Migrant Education Services	--
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.90	24.50	18.20

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

The parents of Golden Poppy School students are actively involved and interested in the operation of their school. The school has an active Parent Teacher Association (PTA) which meets on a regular basis and has a fully staffed executive board. These hard working parents have had a number of fundraisers to help improve the educational experience of all children. School Site Council (SSC), which consists of teachers and parents, works on the critical issues within the budget and academic areas. The English Learners Advisory Committee (ELAC) meets monthly to discuss and give input on items that involve limited English speaking students. Parents of children placed in the Gifted and Talented Education (GATE) program meet periodically throughout the year to provide input on program improvement. Our school community is also involved through volunteering in the classroom, office, and media center. We have a Program Liaison who coordinates various volunteer activities, a parent academy, the Latino Literacy project and provides parent English workshops twice weekly. In addition to those programs Golden Poppy offers a weekly parent computer class and Parenting Partners series in both English and Spanish.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.81	5.40	5.18	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.10	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety Committee meets on a monthly basis to evaluate the current safety plan, assess possible safety hazards, and obtain input from all stakeholders in the school. The District Safety Committee meets on a monthly basis and is attended by our site representative and Assistant Principal, Mrs. Acevedo. The School Safety plan is updated on an annual basis and can be updated as needed throughout the year based on input from site and district meetings.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		4		29		4		30		8	
1	26	1	3		24	1	3		21	2	6	
2	28	1	3		27	1	4		23	3	12	
3	23	1	4		31		3		26		8	
4	23	1	4		30		4		36			6
5	30		4		32		4		33		2	6
6	34			3	32		4		38		2	6
Other									25		2	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	5.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$280.06	\$195.72	\$84.33	\$59,785.78
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-0.9	-9.9
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.2	-15.5

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

Types of Services Funded (Fiscal Year 2014-15)

Funded student services include the following:

ELD: English Language Development for students identified as English Language Learners.

Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on individual needs of qualifying students.

RSP: Resource Support Program. Special Education Services are delivered on a pull out basis from the general education classroom to support student learning during the school day as specified in an Individual Education Plan (IEP).

SDC: Special Day Class. Special Education Services are delivered in a self contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).

Migrant ED: Supplemental educational services for students whose families qualify as migrant.

Extended Learning Opportunities: After school programs are available to students for either remediation or enrichment.

Small Group Intervention: Intervention provided twice weekly during the school day for students struggling to meet educational goals in the primary grade levels.

Daily Clinic: Intervention regrouping for 30 minutes per day to focus on specific learning needs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers meet weekly within and across grade levels in Professional Learning Communities to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and inservice selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights, Saturdays, and during the regular school day.

Training is also offered during the summer months on content specific and professional areas such as implementation of California State Standards, Teacher Leadership, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on the development of learning communities and implementation of the California State Standards.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.