

Washington Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Washington Elementary
Street	2760 Jane Street
City, State, Zip	Riverside, CA 92506-4301
Phone Number	(951) 788-7305
Principal	Michele Lenertz
E-mail Address	mlenertz@rusd.k12.ca.us
Web Site	www.rusdlink.org/Domain/36
CDS Code	33-67215-6032783

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Our mission is to educate the whole child to succeed in a global society. To this end, every child will be provided with quality instructional experiences that recognize, support and maintain high expectations for all students.

Washington Elementary is one of the district's seven schools that has both an English Language Instructional program as well as a Dual Language Immersion program for Spanish and English. In addition, Washington is known for its commitment to the arts with art lessons for all classrooms, a band program for fifth through sixth and a strings program at fourth through sixth grades.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	143
Grade 1	109
Grade 2	131
Grade 3	103
Grade 4	109
Grade 5	122
Grade 6	143
Total Enrollment	860

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.6
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	0
White	21.2
Two or More Races	1.2
Socioeconomically Disadvantaged	60.1
English Learners	27.6
Students with Disabilities	7.2
Foster Youth	0.8

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	37	39	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017) McGraw-Hill Education: Marvillas K-6 DLI (Adopted in 2016)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 9.7 Acres
 Year Constructed: 1963
 Last modernized: 2006
 20 Permanent Classrooms
 20 Portable Classrooms
 1 Portable Restroom
 Completely Air Conditioned
 Library/Multi-Purpose Room
 Cafeteria/Auditorium

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Washington has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 572

Labor Hours = 1721.7
 Assessed Value of Work = \$78,838.58

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			B1: Unit running when it should be off P6: HVAC running when it shouldn't, 2 light fixtures out WO# 17-281011
Interior: Interior Surfaces	X			P9: Carpet has large tear & fray, door will not self latch, outlet has broken cover plate
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical			X	A1: Extremely low water at sink and fountain, 1 light fixture out, hard closing door - won't self latch A2: 1 light fixture out A3: Fixture over sinks doesn't work WO#17-280956 A4: 3 light fixtures out WO# 17-280997 B3: Light fixtures WO# 17-280996 B4: 2 light fixtures out WO# 17-280999, fountain pressure way to high - sprays wall C2: 2 light fixtures out, over sink fixture will not work WO# 17-281002 D3: 2 light fixtures out WO# 17-28100, sink has extremely low water E1: 1 light fixture out WO# 17-281014, duplex outlet pulled from wire mold - wires exposed E3: 2 light fixtures out WO# 17-281015, door doesn't self latch, must push hard Kindergarten Mech Room: Light doesn't work P1: 1 fixture not fully lit, missing lens cover P16: 1 - light fixture out WO#17-281075, door will not self latch, must push P4: 2 light fixtures out, door will not self latch - must push P6: HVAC running when it shouldn't, 2 light fixtures out WO# 17-281011 P8: 2 light fixtures out WO# 17-281001 P9: Carpet has large tear & fray, door will not self latch, outlet has broken cover plate

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A1: Extremely low water at sink and fountain, 1 light fixture out, hard closing door - won't self latch B4: 2 light fixtures out WO# 17-280999, fountain pressure way to high - sprays wall Boys Restroom A-Wing: Left hand sink won't shut off Boys Restroom D-Wing: Boys Restroom D-Wing: Right hand standard stall flushes far too long D1: Fountain has very high pressure - sprays wall D3: 2 light fixtures out WO# 17-28100, sink has extremely low water Library: Fountain pressure way too high, sprays wall P2: Drinking fountain pressure way too high, hits wall
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A1: Extremely low water at sink and fountain, 1 light fixture out, hard closing door - won't self latch E3: 2 light fixtures out WO# 17-281015, door doesn't self latch, must push hard P10: 1 - light fixture out, door will not latch - must push P15: Door lock not functioning properly, very difficult to lock/unlock & open P16: 1 - light fixture out WO#17-281075, door will not self latch, must push P17: Door will not self latch - must push, difficult to lock/unlock P4: 2 light fixtures out, door will not self latch - must push P7: Door doesn't self latch, must push hard P9: Carpet has large tear & fray, door will not self latch, outlet has broken cover plate

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/28/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	49	44	48	47	48	48
Mathematics (grades 3-8 and 11)	38	31	35	34	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	477	98.35	44.23
Male	257	253	98.44	39.13
Female	228	224	98.25	50
Black or African American	14	12	85.71	75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	327	322	98.47	35.4
White	112	111	99.11	62.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	286	279	97.55	30.47
English Learners	129	129	100	31.78
Students with Disabilities	38	36	94.74	2.78
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	486	480	98.77	30.63
Male	257	254	98.83	33.86
Female	229	226	98.69	26.99
Black or African American	14	12	85.71	58.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	328	325	99.09	23.08
White	112	111	99.11	44.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	287	282	98.26	18.44
English Learners	130	130	100	21.54
Students with Disabilities	38	36	94.74	5.56
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	58	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.8	22.3	23.1

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 State priority: Parental Involvement (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 (School Year 2017-18)

Washington believes that parent involvement and collaboration is an essential component to the success of our students. Parents are encouraged to take an active role and be involved in their child's education through a variety of opportunities. Among them are:

- School Site Council Meetings
- Coffee with the Principal
- English Learner Advisory Committee Meetings
- Dual Language Immersion Advocacy Group
- CEDAC Representatives
- DELAC Representatives
- GATE Representatives
- PTA
- Parent/Teacher Conferences
- Parent Training Nights in math, Reading and technology
- Regular contact with the teachers via phone, email, or communication logs
- Phone calls, notes sent home, social media, and text messaging
- Back To School Night
- Open House
- Classroom Parent Volunteers
- Field Trip Chaperones

- Science Camp Chaperones
- Monthly Friday Flag Ceremonies and Awards Ceremonies
- Spring Carnival
- Lunch on the Lawn
- Band Concerts
- Choir Concert

Please contact the principal, Mrs. Michele Lenertz, at (951) 788-7305 for parent involvement opportunities and information.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	1.3	1.3	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	2	4		21	1	5		25		6	
1	23	1	3		24		5		24		4	
2	28		4		24		4		25		5	
3	27		4		28		4		26		4	
4	27		6		31		4		27		4	
5	32		2		33		2	2	30		3	
6	27	1	3	1	27	1	2	1	26	2	3	2
Other	11	1			8	1			11	1		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6714	1485	5228	82292
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-10.7	-5.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-20.5	3.9

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

Types of Services Funded (Fiscal Year 2016-17)

Washington Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$84,886 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$128,452 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

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)

During the 2015-2016 school year, all teachers and administrators at Washington participated in multiple sessions of professional development training in an effort to increase their capacity and knowledge of language arts and mathematics instruction. The topics and initiatives were selected after conducting a needs assessment that included achievement data, and a survey of the leadership team based on their team's feedback. Training was offered during the instructional day, in after school sessions both paid and voluntary, as well as Saturday training, and Summer Institutes. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff received training in the following areas:

- Foundational Reading Instruction TK-6
- Common Core Standards and Instructional Shifts TK-6 General and Special Education
- Mathematics - Increasing Conceptual Understanding and Number Talks TK-6 General and Special Education
- Integration of Instructional Technology - Digital Literacy and Digital Citizenship TK-6 General and Special Education
- PRO-Act Training Special Education
- Elementary AVID Grades K-6 General Education and Special Education
- Restorative Practices - Using Community Circles to build positive relationships with students

Professional Development opportunities are offered to the teachers throughout the school year in 2016-17. Training opportunities are aligned with the goals outlined by the district and school plan. Teachers at Washington have had the opportunity to attend the following sessions.

- AVID– 3 days (15 teachers)
- Math 1– days (33 teachers), 2 days (4 teachers)
- Language Arts– 5 days, (33 teachers)
- Foss Science – 13 days, (5 teachers)
- READ 180– 1 day (2 teachers)
- ELD – 3 days (1 teacher)
- Autism– 3 day(4 teachers)
- Restorative Practices– 2 days (10 teachers),4 days (4 teachers)
- K-2 Institute– 5 days (1 teacher)
- Dual Language Instruction
- CAFE– 1 day (4 teachers)
- UCR Coaching– (4 days 18 teachers)
- DIBELS– (4 teachers) 1 days
- Advanced Phonics – (2 teachers) 1 day
- SDC– 2 days (1 teacher)
- Williams Berg– 7 days(1 teacher)
- Boys town– 2 days(1 teacher)
- AIMS Web– 1 day (1 teacher)
- Language arts– 1 day (33 teachers)

Professional Development opportunities are offered to the teachers throughout the school year in 2017-18. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to attend the following sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff received training in the following areas:

- AVID– 3 days (12 teachers)
- Math 2– days (10 teachers)
 - Foss Science – 3 days, (5 teachers)
 - TK Science 1 day 1 teacher
 - READ 180– 1 day (2 teachers)
 - Autism– 3 day(4 teachers)
 - Restorative Practices– 2 days (10 teachers)
 - K-2 Institute– 5 days (5 teacher)
 - Dual Language Instruction 4 days 18 teachers
 - Math Conference– (2 days 7 teachers)
 - DIBELS– (6 teachers) 1 days
 - Advanced Phonics – (2 teachers) 1 day
 - SDC– 2 days (1 teacher)
 - Technology Training 35 teachers 2 days
 - TK training 1 teacher 3 days
 - Thinking Maps training 5 days 2 teachers 3 days 1 admin