George Washington Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	George Washington Elementary School
Street	1420 Second St.
City, State, Zip	Selma, Ca, 93662-3925
Phone Number	559-898-6720
Principal	Mrs. Raquel Hammond
Email Address	rhammond@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	106924306007272

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

School Description and Mission Statement (School Year 2019-20)

School Mission Statement: Washington School is committed to promoting a positive school environment preparing our students academically, socially, and emotionally to foster the ambition of becoming the leaders of tomorrow.

School Vision Statement: Washington Elementary will excel in providing equitable access for our students in foundational literacy skills. Academic excellence will be achieved by having a rigorous and relevant curriculum to help them become future-ready across all content areas. Educators will follow the cycle of continuous improvement to meet the needs of all students.

Guiding Principles:
- We will commit to providing academic excellence, using high-quality instruction.
- We will commit to implementing the Cycle of Continuous Improvement to ensure that we are student and goal-oriented.
- We are dedicated to creating a warm and safe environment with a collaborative culture, striving for a collective purpose.
- We believe that instilling a growth mindset will lead to continuous self-improvement, respecting diversity and making a positive difference.
- We will commit to working interdependently, maximizing every member's skillset and acknowledging that everyone has a voice.

School Description: Washington Elementary is one of Selma Unified School District's (SUSD's) oldest elementary schools. It is located in the southwestern part of Selma, California, approximately 19 miles south of Fresno. It is surrounded by agriculture, which is the primary industry for the majority of our community members. Selma is a small, close-knit community with a great sense of pride. Washington Elementary serves students who are in kindergarten and first-grade. Our students then progress to Eric White Elementary School for second through sixth grade. They continue on to Abraham Lincoln Middle School and then to Selma High School.

Washington Elementary School uses the Multi-Tiered Systems of Support (MTSS) framework where the integration of evidence-based instruction, interventions, and assessments is used to address the full range of student academic, behavioral and emotional needs. We utilize the Cycle of Continuous Improvement to reflect and refine our instruction. In addition, grade-level teams meet for Professional Learning Communities (PLCs) on a weekly basis. The work completed during these PLCs ensure consistency within our grade-level teams and helps teachers reflect on student achievement as a team.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	88
Total Enrollment	186

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	1.6
Hispanic or Latino	97.8
White	0.5
Socioeconomically Disadvantaged	96.8
English Learners	72
Students with Disabilities	8.6
Homeless	1.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	9	9.5	324
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State-adopted textbooks are supplied to each student at Washington School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Benchmark Advance, published by Benchmark Education, as its Reading/Language Arts/ELD core curriculum for Kindergarten and first grade. Textbooks and supplemental instructional materials w ere purchased in 2017 for use in the 2017-2018 school year and subsequent school years.	Yes	0.0 %
Mathematics	State adopted textbooks are supplied to each student at Washington School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Go Math! as its Mathematics core curriculum in grades K-6. The K-6 curriculum is published by Houghton-Mifflin/Harcourt. This textbook series is aligned to the California Common Core State Standards (CCCSS). Textbooks and supplemental instructional materials were purchased in 2014 for use in the 2014-15 school year and subsequent school years.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	State adopted textbooks are supplied to each student at Washington School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, California Science, published by Scott-Foresman, for its K-6 core Science curriculum. Textbooks and supplemental instructional materials w ere purchased in 2007 for use in the 2007-08 school year and subsequent school years.	Yes	0.0 %
History-Social Science	State adopted textbooks are supplied to each student at Washington School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs History Social Studies for California in grades K-5, published by Scott-Foresman. For grades K-5, textbooks and supplemental instructional materials w ere purchased in 2006 for use in the 2006-2007 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety issues include items stored on the stage, blocked or obstructed fire extinguishers and exits.

No major facility improvements are planned.

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

Year and month of the most recent FIT report: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	K boys RR: partitions rusting; plaster peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	K boys RR: partitions rusting; plaster peeling
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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.

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)

Washington Elementary highly encourages community and parental involvement. A number of outreach programs have been designed to meet the needs of a variety of student groups and their families. Washington has a very active English Learner Advisory Committee (ELAC) comprised of parents who are elected annually. ELAC representatives offer ideas and make recommendations regarding our English Learner (EL) program. They also elect members to serve as the school's representatives on DELAC, which is the District English Learner Advisory Committee. In addition, we have a School Site Council (SSC) that meets at least four times a year. The SSC meetings provide an opportunity for parents to give input on current initiatives, receive training, collaborate with the school site, help with decision-making, and work towards a common vision.

For the 2019-2020 school year, the school site partnered with Valley PBS Education Services to provide Ready to Learn Workshops for parents. The Valley PBS Education Services team believes all parents are capable of stepping confidently into the role of being their child's first teacher. It is their goal to provide parents and caretakers with the background knowledge, techniques, resources and encouragement needed to fulfill this ever-important role. The classes that were offered included Positive Discipline, Vocabulary Development, and Prepositions. In addition, two sessions of Parent Technology Training were provided. The training was facilitated by our Teacher Librarian and included topics on Computer Use, Word Processing, Homework Help, and Digital Citizenship.

In addition to the parent training, teachers recruit parent and community volunteers to assist in the classroom, on field trips, and during special events. Parents and community members are encouraged to be involved through flyers, calendars, newsletters, marquee announcements, automated calls, and personal invitations via written correspondence and phone calls.

Washington School staff and administration partner with many community agencies and outside resources to ensure that we are able to meet the needs of all students. These partnerships include both on-site and off-site services and referral services.

Listed below are many of the opportunities for parent involvement:
• Valley PBS Education Services
• School Site Council (SSC)
• English Learner Advisory Council (ELAC) / District English Learner Advisory Council (DELAC)
• Student Success Team (SST) Meetings
• School Carnival
• Parent-Teacher Conferences
• Participation/representation in ELAC, DELAC, and SSC
• Open House, Back to School, winter programs, Annual Title I meeting
• Day of the Reader

Listed below are a few ways the Washington School staff helps parents access the educational system:
• Communication in primary language provided
• Written communication in a variety of forms provided: newsletter, school calendars, parenting tips, weekly classroom communication
• Personal phone calls made for meeting reminders/invitations for committee membership
• Translators provided at every school meeting

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.5	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Creating an effective safe school requires having in place many preventative measures for children's mental and emotional challenges, as well as a comprehensive approach to early identification of all warning signs that might lead to violence towards self or others. All staff, parents, and members of the community must be part of creating a safe school plan.

The basic components of our Safe School Plan include: a crisis management plan which involves all school, district, and emergency personnel; student involvement; parent participation; a partnership between the school and local law enforcement; crime prevention through environmental design; drug and alcohol prevention programs; a school crime reporting and tracking mechanism; school security; training for school personnel; and a concise discipline code for all students. The Safety Plan is revised and updated annually with the input of administration, teachers, law enforcement, students, and parents. The 2019-2020 School Safety Plan was updated and reviewed on February 2019.

To ensure student safety, staff supervises students at all times: before and after school, during recess, lunchtime, and during dismissal time. Any visitors to the campus are required to check-in at the school office and must wear the proper identification badge at all times.

The Selma Unified School District has established an Emergency Procedure Guide which gives specific instructions to follow in the event of an emergency. These responses have been standardized for every school site and business facility in the district. All Selma Unified School District employees must familiarize themselves with these emergency procedures. The Emergency Procedure Guide is posted in every classroom and office next to the telephone, and an evacuation map is updated as needed throughout the year.

A log of all practice emergency drills is kept with dates and times documented. Bus evacuations occur once a year. In addition, fire extinguishers are checked monthly by the school custodian. The monthly checks are documented on the fire extinguisher tag.

Selma Unified utilizes SPRIGEO at every school site. SPRIGEO is an electronic platform that gives students and their parents the tool to report bullying and other safety concerns anonymously through a link on the school website. All students should feel safe at school and in their community. This program will empower children to speak out and make a change. Statistics show that nearly 75% of students experience bullying on a daily basis, and about 65% of bullying incidents go unreported. 160,000 kids in America skip school on a daily basis because they don't feel safe. SPRIGEO notifies administrators through emails and texts to alert them of reported incidents. This program also stores the incident report in a secure online database, which provides school organizations with an efficient method of tracking and analyzing reports.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	2		22		4		20	1	4	
1	22		4		22		4		22		4	
2	1	1										
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14705	2283	12421	84277
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	21.4	4.5
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	49.3	7.7

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 (Fiscal Year 2018-19)

Washington Elementary School provides a myriad of programs and supplemental services to meet the needs of our students.

Local Control Funding Formula (LCFF) budget will be used in alignment with the district's LCAP (Local Control and Accountability Plan). Priority will be given to increasing student achievement; increasing student engagement; promoting a positive school climate and safe environment; maintaining highly qualified teachers with a focus on continued professional growth; implementation of Common Core State Standards; course access and access to a broad curriculum; parental involvement and other student outcomes.

The most important asset we have to support student learning is that of our highly-qualified and credentialed teachers. They implement the core curriculum and use research-based and proven effective supplemental resources to address the needs of the students. In addition, services funded include district coaches, as well as independent consultants, both of whom are available to sites to provide training and support for teachers on best teaching practices. Planning days, staff development and grade level Professional Learning Communities (PLCs) offer teachers the opportunity to discuss and share best teaching practices with their peers.

Special Education services include a Resource Specialist Program teacher, an elementary Speech and Language Pathologist, and a School Psychologist. One intervention teacher provides Tier 2 intervention services for students in grade 1, using developmentally appropriate materials to teach students how to read and comprehend. The Resources Specialist Program teacher also provides Tier 2/3 intervention to our students in Kindergarten and 1st grade. Site Title 1 funding is used to pay for 80% of the Resource Specialist to provide Tier 2/3 intervention.

Washington Elementary provides an After-School Program that is designed to provide academic assistance and intervention to students who need additional academic support. During the After-School program, homework time is built in to help students. In addition, there is an enrichment component in the program where students participate in organized outdoor activities, cooking, arts and crafts, and dance.

Categorical funds have been used for site personnel to address our students' needs in Tier 2/3 intervention, leveled readers, additional library books to increase our school collection, parent training through Valley PBS, and supplemental instructional tools/materials for English Language Development (ELD). In addition, Categorical funds have provided Professional Development training for teachers.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$49,084
Mid-Range Teacher Salary	$	$76,091
Highest Teacher Salary	$	$95,728
Average Principal Salary (Elementary)	$	$118,990
Average Principal Salary (Middle)	$	$125,674
Average Principal Salary (High)	$	$137,589
Superintendent Salary	$	$230,096

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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

Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).

Site -Professional Development

At Washington, all planned staff development is based upon needs assessments that are conducted at least once a year. All staff development opportunities address areas of concern and needed improvement based on student achievement data. With the use of Illuminate, the analysis of trimester reports offers evidence as to which standards students are struggling, as well as information on which standards students have been able to master. If teachers need additional assistance with teaching a specific content area, they are offered opportunities to observe other teachers within the district, they may receive support from content experts or academic coaches, or they may be encouraged to attend specific training and/or workshops to help address the concern.

During the 2017-2018 school year, the school site has provided various in-house professional learning which includes: Benchmark Advance Reading Curriculum overview and curriculum mapping, ELD coaching with a focus on EL instructional goals, text-dependent questions, use of graphic organizers and productive partnering. In addition, our RSP/Intervention Teacher attended the Linda-mood Bell Visualizing and Verbalizing Workshop. In addition, our last classroom teacher that needed the Orton Gillingham Training attended the training.

During the 2018-2019 school year, the school site has provided professional development training that includes: Daily 5 training for all classroom teachers. This training was provided in response to the focus on literacy. Our data showed that students needed additional support to become more fluent readers and build a strong reading foundation.

During the 2019-2020 school year, the school site has provided professional development training with "Who's Doing the Work? How to Say Less so Readers can do More". This training was provided in response/continuation to the work the school site had previously identified as an area of growth. This training helped teachers look at their instruction to find places where they are doing the work for students, creating dependency, and interfering with student growth. The instructional coach followed up the training with in-class coaching and additional professional learning sessions throughout the school year.

In addition to the above listed professional development opportunities, grade levels are provided with data review/planning release days. During these release days, teachers have the opportunity to meet as a grade level to discuss teaching, lesson plans, and curriculum guides. They also review supplemental materials and analyze student work and assessments, as well as discuss the student progress towards the school-wide goals. During this time, teachers work with the intervention staff to ensure we are providing Tier 2 and 3 interventions to the right students. We also use this time to discuss growth or lack of growth with students who have been receiving Tier 2 and 3 interventions.

All Tuesdays are District-designated early release days for the purpose of providing release time for teachers to participate in school or district-level professional development sessions. Site-level professional development is conducted by site and district administrators, as well as teachers. All staff development opportunities provide a means for collaboration within, and between, grade levels.

In addition, our school site offers one hour a week of uninterrupted PLC time by grade level teams. This time is used for curriculum planning and reviewing common formative assessments to guide lessons to support individual student learning.