Fremont Elementary
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	Fremont Elementary
Street	1925 N. Orange Street
City, State, Zip	Riverside, CA 92501-1938
Phone Number	(951) 788-7466
Principal	Matthew Cash
Email Address	mcash@rusd.k12.ca.us
Website	http://www.rusdlink.org/Domain/15
County-District-School (CDS) Code	33-67215-6032585

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

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

Fremont is an AVID Elementary and a No Excuses University School. We are committed to creating opportunities for our students to compete in the world through a relentless focus on college, career, and world readiness. We have exceptional systems of collaboration, data analysis, and interventions that allow teachers and support staff to target instruction for optimal acquisition of State Standards.

At Fremont Elementary School, we believe that all students can and will learn. We work collaboratively with parents and each other to accomplish our goals. We treat all students with dignity and respect while maintaining a safe and orderly environment in which students are our priority. We teach the California Common Core State Standards and we monitor students' progress towards meeting the standards through the use of multiple measures.Specific areas of need are identified by regularly analyzing the results of data and adjusting our instruction to ensure that students have the skills that are essential for them to meet and exceed the standards. We communicate these findings with parents and provide students with the appropriate, targeted interventions. Further, in order to achieve the highest standards possible, we prepare students to evaluate what they are learning while questioning, justifying, and defending their responses. The ultimate goal is that they become critical thinkers, lifelong learners, and productive citizens who are able to make claims and use evidence to justify the claims.

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

Grade Level	Number of Students
Kindergarten	103
Grade 1	83
Grade 2	78
Grade 3	60
Grade 4	77
Grade 5	77
Grade 6	74
Total Enrollment	552

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.4
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.9
White	5.4
Two or More Races	0.5
Socioeconomically Disadvantaged	93.7
English Learners	30.8
Students with Disabilities	16.1
Foster Youth	0.5
Homeless	10.1

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	30	30	29	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	1
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: September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1917/1963
Lot Size: 9.8 Acres
21 Permanent Classrooms
12 Relocatable Classrooms
Science/Technology Lab
Completely Air Conditioned
Library
Multi-Purpose Room
Indoor and outdoor Cafeteria

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.

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

# of Work Orders = 324
Labor Hours = 1391.05
Assessed Value of Work = $60537.05

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: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys RR: Paint cracking along seams of walls Classroom 2: 1 light bulb out, 1 stained ceiling tile, stains on carpet Classroom 2: Stained carpet Classroom 20: 2 light fixtures out, dirty HVAC intake Classroom 30: Dead insects on window sill, 7 stained ceiling tiles MPR: 2 recessed light fixtures out, 6 light fixtures out, webs in corners, dirty intake vents
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Library: Webs along top shelving, Observation: 2 light fixtures out
Electrical: Electrical	Fair	Classroom 20: 2 light fixtures out, dirty HVAC intake Girls RR: 2 light fixtures out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls RR: Towel dispenser jammed
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)	38	40	49	51	50	50
Mathematics (grades 3-8 and 11)	24	24	35	36	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 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	294	290	98.64	1.36	40.34
Male	143	140	97.90	2.10	35.00
Female	151	150	99.34	0.66	45.33
Black or African American	16	16	100.00	0.00	18.75
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	254	251	98.82	1.18	39.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	58.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	283	279	98.59	1.41	39.43
English Learners	114	113	99.12	0.88	32.74
Students with Disabilities	62	60	96.77	3.23	15.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	45	43	95.56	4.44	34.88

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	293	290	98.98	1.02	24.48
Male	143	141	98.60	1.40	25.53
Female	150	149	99.33	0.67	23.49
Black or African American	16	16	100.00	0.00	6.25
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	253	251	99.21	0.79	24.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	25.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	282	279	98.94	1.06	23.66
English Learners	113	112	99.12	0.88	18.75
Students with Disabilities	62	61	98.39	1.61	9.84
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	45	44	97.78	2.22	13.64

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	12.9	24.7	16.5

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)

Parent Involvement Contact Person Name: Jenia Reynoso

Contact Person Phone Number: 951-788-7466

Parents are strongly encouraged to attend Back-to-School Night, Open House, and parent conferences and workshops. In addition, teachers invite parents to volunteer in their child's classroom. They are reminded to take an active role in their child's education by monitoring homework and communicating regularly with the school.

Awards assemblies are held at the end of every trimester. Parents of students who are being recognized receive invitations to participate.

Once a year parents are invited to attend a school Community Walk. The purpose of the Community Walk is to inform parents and community members about initiatives happening at the school and allow them to see instruction and program implementation during the school day.

During the 2019-2020 school year, Fremont parents have the opportunity to participate in the Parent Institute of Quality Education (PIQE). PIQE is a program designed to help parents better understand the big picture of how the education system works and to empower them to help their children and the school succeed. Of parents that complete the PIQE program, more than 70% of their children report attending college.

Our after-school program HEARTS (Helping Elementary Achievers Reach The Stars) sets aside special days for parent involvement. They have picnics, hold performances, and go on field trips.

Fremonts Jazz/Show Choir perform at off site festivals such as the Festival of Lights in Downtown Riverside. Parents and community members are invited to attend performances.

Parents are invited to join the School Site Council, P.T.A., and the English Learner Advisory Committee (ELAC). For information regarding School Site Council and ELAC, please contact Jenia Reynoso at 951-788-7466.

For Information on the P.T.A., contact Silvia Santana, P.T.A. President, at 951-788-7466.

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	1.8	1.6	1.8	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, 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.

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	25	1	3		18	4	2		17	4	2	
1	21	1	2		24		3		23		3	
2	21		3		20	1	2		23	1	3	
3	30		2		27		3		28		2	
4	23	1	3		33		1	1	23	1	2	
5	30		2		32		1	1	29		3	
6	29		3		28		3		25	1		2
Other**	9	2			7	2						

*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3

*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	8500.10	1940.69	6559.41	92911.73
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-1.4	-9.0
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-6.1	4.1

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)

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

$90,059 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

$171,326.45 Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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	10	10	12

Professional Development is offered to both certificated and classified staff members at Fremont. The professional development offerings are determined by surveys of interest, student achievement data, and site goals. Professional Development is offered during staff meetings, seat-based at the Staff Development Center, webinar, learning rounds, and coaching.

Fremont Professional Development Activities – 2017- 2018
- Kindergarten Dual Language Instruction teachers attended the three days of training at the Association of Two-Way & Dual Language Education (ADTLE) Conference. This conference was selected to give DLI teachers the background knowledge, tools, and resources to
provide a rigorous and relevant learning environment for students enrolled in the DLI program.
- Third through Sixth grade teachers attended the 3-day AVID Institute. This professional development was selected to provide ongoing training that supports the implementation of AVID Elementary at Fremont. Teachers worked with job-alike colleagues to enhance their
understanding of the principles of AVID with an emphasis on WICOR strategies.
- Fifth Grade Teachers and the Resource Specialist attended the 7th Annual No Excuses University Convention. The purpose of this convention was to bring together members of the No Excuses University network from around the nation to collaborate around a shared mission
and vision of college readiness for all.
- A cohort of teachers and support staff attended the 2-Day the No Excuses University Institute in January, 2018

Fremont Professional Development Activities - 2018-2019
- No Excuses University Network Conference: The purpose of this convention was to bring together members of the No Excuses University network from around the nation to collaborate around a shared mission and vision of college readiness for all.
- Google Drive Suite Training: All staff were trained on Google Drive. 2 levels were provided, beginner and advanced. August 2018
- Eureka Math Curriculum Implementation: Focus on Fluency Routines: Trimester 1
- Eureka Math Curriculum Implementation: Preparation and Customization of Lesson: Trimester 2
- Eureka Math Curriculum Implementation: Scoring and Formative Assessments: Trimester 3
- Gateway Reading Intervention (new staff): Trimester 1
- Share Leadership Systems: Focus on CAASPP Interim Assessment Blocks and how to find trends in student thinking and respond instructionally. Training was provided in the second and third trimesters.

Fremont Professional Development Activities - 2019-2020
- All teachers and support staff attended the 1/2 day No Excuses University RUSD Network in August, 2019

- A cohort of teachers and support staff attended the 2-Day the No Excuses University Leadership Workshop in October, 2019
- A cohort of teachers and support staff attended the 2-Day the No Excuses University Annual Institute in October, 2019
- Full Day - District K-6 Writing Training, ongoing throughout the year.
- Full Day - Eureka Math Curriculum Make-Up Training for New Teachers in November
- Full Day - Shared Leadership Development for Grade Level Leaders - Each Trimester
- 2 day conference - Dual Language Immersion Team (grades 1st-3rd) AVID Instructional Strategies Conference in July 2019
- After School - Dreambox Online Supplemental Math Support Webinar in October 2019
- After School - Danielson Framework Training 3x September 18th, October 2, October 30
- After School - Creating Math Goals, Generating Conversations, and Early Numeracy - December 11 & January 8
- Full Day - 6th Grade Amplify Science Curriculum Implementation Training 2x - October and December