

Fremont 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	Fremont Elementary
Street	1925 N. Orange Street
City, State, Zip	Riverside, CA 92501-1938
Phone Number	(951) 788-7466
Principal	Shani Dahl
E-mail Address	sdahl@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/15
CDS Code	33-67215-6032585

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)

Fremont is an AVID Elementary School 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 the Common Core 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 2016-17)

Grade Level	Number of Students
Kindergarten	101
Grade 1	68
Grade 2	68
Grade 3	82
Grade 4	70
Grade 5	74
Grade 6	82
Total Enrollment	545

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	0.6
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0.4
White	8.8
Two or More Races	0.7
Socioeconomically Disadvantaged	86.8
English Learners	28.6
Students with Disabilities	12.5
Foster Youth	0.7

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	30	30	30	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	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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)	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)

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 = 367

Labor Hours = 1141.45

Assessed Value of Work = \$49,160.90

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: 11/21/0207				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			By 19 Girls RR: 4-ceiling paint peeling off around light above toilets Office: 4-One stained ceiling tile PG: 4-three stained ceiling tiles/small carpet stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5: 5-spider web under sink 7-one light out By 13 Staff RR: 5-dirty outside drinking fountain Kitchen: 5-toilet bowl ring-needs scrubbing Library: 5-Stained carpet 7-lights out work order to repair North Playground: 5-dirty drinking fountain
Electrical: Electrical	X			Boys RR: 7-three lights out Girls RR: 7-three lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Boys RR: 9 - One drinking fountain doesn't work, 11 - Peeling paint from ceiling Girls RR: 9 One faucet doesn't work Outside MPR Boys RR: 9 - One loose Faucet

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/0207				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Boys RR: 9 - One drinking fountain doesn't work, 11 - Peeling paint from ceiling
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/0207				
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)	34	33	48	47	48	48
Mathematics (grades 3-8 and 11)	25	24	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	315	312	99.05	33.33
Male	164	163	99.39	29.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	151	149	98.68	37.58
Black or African American	16	16	100	25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	252	98.82	31.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100	51.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	282	279	98.94	33.33
English Learners	120	119	99.17	27.73
Students with Disabilities	46	46	100	13.04
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	315	312	99.05	23.72
Male	164	163	99.39	25.15
Female	151	149	98.68	22.15
Black or African American	16	16	100	6.25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	252	98.82	23.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100	37.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	282	279	98.94	22.58
English Learners	120	119	99.17	21.85
Students with Disabilities	46	46	100	13.04
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)	41	40	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	19.7	21.1	26.3

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)

Parent Involvement Contact Person Name: Shani Dahl

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.

During the 2017-2018 school year, Fremont parents have the opportunity to participate in School Smarts, a California State PTA Parent Engagement Program. School Smarts 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.

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.

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 Shani Dahl at 951-788-7466.

For Information on the P.T.A., contact Kelly Granados, 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.6	1.1	1.8	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	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement*	Year 5	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	23		4		17	3	2		25	1	3	
1	26		3		23		3		21	1	2	
2	26		3		22	1	3		21		3	
3	25		3		30		2		30		2	
4	26	1	1	1	32		1	2	23	1	3	
5	33		1	1	33		1	1	30		2	
6	24	1	2		25	1	1	1	29		3	
Other	8	1			3	1			9	2		

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	0.2	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0.8	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	7558	1778	5779	81624
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-1.3	-6.4
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-12.1	3.0

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$76,919 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

\$137,625 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)

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.

During the 2015-2016 school year, Fremont teachers participated in site and district level professional development trainings in Common Core State Standards, Math Instruction using The California Math Framework, and FOSS Science.

Student progress was reviewed using assessment data and action plans were implemented based on the individual needs of students.

Fremont Professional Development Activities – 2016-2017

- Building pedagogical understanding through a systematic study of the California Math Framework. All teachers participated in three half-day sessions with the math staff developer during which they read and analyze the critical areas for instruction, plan rigorous math lessons while being coached by the math Staff Developer, and debrief student strengths and struggles
- Learning Rounds where teachers are released to observe other classrooms and give feedback to one another
- Third-Sixth grade teachers all participate in trimester AVID trainings with the AVID Instructional Services Specialist
- All K-2 teachers participated in 5 days of K-2 Institute training where they learned how to implement daily interventions for students who are at-risk of not becoming literate by third grade
- The special day class teachers all attended the No Excuses University Institute

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 will attend the 2-Day the No Excuses University Institute in January, 2018