

NILES ELEMENTARY SCHOOL

37141 Second St. • Fremont, CA 94536-2835 • 510.793.1141 • Grades K-6

Diana Brumbaugh, Principal
dbrumbaugh@fusdk12.net
www.fremont.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Niles Elementary School is unique. The historic Spanish adobe buildings create an ideal learning environment for our students. Nestled between the legendary downtown district, the picturesque foothills, and a park, it is easy to forget that we are located in the larger city of Fremont. Since 1875 our school has been an integral part of the Niles Township Community, which values its historical roots, treasures its small town lifestyle, and cherishes its partnership with Niles School. Similar to most small towns, the school is the heartbeat of the community. Community members understand that children are our most precious resource, that education is the foundation for success, and that staff, parents, and children must work harmoniously to ensure success for all.

Part of the tradition as well as part of Niles' future is the continuing partnership between home and school. Our school is an active community of staff, students, and parents. Parents are welcomed at the school and can be seen volunteering in the classroom, teaching music and art lessons, and coordinating schoolwide community events such as the Halloween Carnival, Bulldog Jog, and Founder's Day.

We are a school with diversity in ethnicity and socioeconomic levels that matches California's suburban areas. Our students thrive, as shown by our high test scores on state and district assessments. Our continued success is built on our commitment to our students which resulted in our school being named a California Distinguished School in 2014.

While we focus our instruction on high academic standards, the staff is aware that our goal is to develop the whole child. We strive to develop well rounded, intellectually curious, lifelong learners who will become productive members of society. Students experience the joy of art and music through instruction in visual and performing arts, learn about environmental studies through hands-on experiences in the science lab and classroom experiences, and become socially conscious, respectful individuals.

At Niles School we are continuing a tradition that began close to 150 years ago when the original school opened with Miss Watkins as the teacher — where every child is treated as an individual, where every child is respected, and where every child's success is guaranteed by compassionate adults who are committed to helping them flourish.

This year we will celebrate the 80th anniversary of our current school building.

Vision Statement

Niles School holds the belief that all students can learn and succeed. We also believe that the academic and emotional needs of our students are met through quality core instruction, innovative programs, and an emphasis on character development.

Mission Statement

Niles School supports the whole child by maintaining an inclusive community model, differentiating instruction, and collaborating with families to provide our students with an enriching and academically challenging learning environment.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	72
Grade 3	83
Grade 4	98
Grade 5	83
Grade 6	86
Total Enrollment	588

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	50.7
Filipino	4.1
Hispanic or Latino	13.3
White	24.8
Two or More Races	5.6
Socioeconomically Disadvantaged	13.8
English Learners	7
Students with Disabilities	6.6
Homeless	0.3

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

For the School	17-18	18-19	19-20
With Full Credential	26	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building was constructed in 1939. During the summer of 2009, the third phase of a modernization project was completed. The modernization work included seismic upgrades, Americans with Disabilities Act (ADA) requirements, replacement of the fire alarm system, upgrades on selected door hardware, provisions for emergency exit lighting, upgrades to heating and air-conditioning units, interior and exterior painting, upgrades to the student and staff restrooms, new windows, new classroom carpets in the main building, and reseeding the turf on the main playground. A new playground structure was installed this year and was opened to students on September 19, 2017. Our Information Technology (IT) infrastructure was upgraded in 2017. The IT project improved the quality of connectivity and the ability of our instructional staff to incorporate technology in the classroom. In 2019, a new sound, telephone, clock and bell system was installed.

Students have a large playground and turf area to play on during recess and PE. This playground was updated in 2018, with additional components to be added in 2019. Our kindergarten playground will be replaced in 2020. There are two sets of student restrooms, with a sufficient number of toilets for students to use as needed. Last year our two restrooms in the auditorium were designated gender inclusive bathrooms. We have one day custodian and one night custodian who keep our facilities clean. Each classroom is fully cleaned every other day and restrooms are cleaned every day. District maintenance staff maintains the landscaping on regular schedule and also fixes or replaces any item that the custodial staff cannot repair.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/30/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	78	77	78	50	50
Math	73	77	73	74	38	39

Notes:

- 1) 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.
- 2) 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.8	26.2	42.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	347	100.00	78.39
Male	185	185	100.00	74.59
Female	162	162	100.00	82.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	169	169	100.00	87.57
Filipino	15	15	100.00	86.67
Hispanic or Latino	43	43	100.00	53.49
White	93	93	100.00	70.97
Two or More Races	24	24	100.00	79.17
Socioeconomically Disadvantaged	60	60	100.00	55.00
English Learners	58	58	100.00	72.41
Students with Disabilities	32	32	100.00	25.00
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	347	100.00	76.59
Male	185	185	100.00	76.63
Female	162	162	100.00	76.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	169	169	100.00	86.98
Filipino	15	15	100.00	73.33
Hispanic or Latino	43	43	100.00	42.86
White	93	93	100.00	70.97
Two or More Races	24	24	100.00	83.33
Socioeconomically Disadvantaged	60	60	100.00	45.00
English Learners	58	58	100.00	67.24
Students with Disabilities	32	32	100.00	28.13
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

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 volunteerism is high at Niles School. Teachers encourage parents to assist with math, reading, and writing labs; listen to readers; and monitor small groups.

We have a very active PTA that sponsors a variety of activities including the Back-to-School Barbeque, Halloween Carnival, the Bulldog Jog, donations to all classrooms, and sixth grade activities.

Parents can participate in a variety of school-sponsored activities/events. They can serve on the School Site Council, Safety Committee and as the English Language Advisory Council representative. They can also serve as room parents, docents for Music for Minors and FAME (Fine Arts Mini Experiences), or supervising the Junior Safety Patrol. To find out how you can volunteer at our school, please contact the principal's office.

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.

School Safety Plan

To ensure a safe and secure learning environment at Niles School, we focus on safety and health as a schoolwide priority. Our Safety Committee works collaboratively with staff to regularly assess our campus for potential hazards and revise and update emergency procedures if necessary. The plan is reviewed with staff at the beginning of the school year.

The Safety Plan was updated in April, 2019. The school's Safety Plan includes procedures for earthquakes, fire, threatening individuals, bomb threats, and shelter-in-place emergencies. Each classroom contains an emergency backpack with necessary supplies, parent release information, portable toilet, and a mobile container with food for students. There is a disaster supply shed located on site which contains emergency medical supplies, search and rescue equipment, and water. The school has an evacuation bell system and a smoke and fire detector system in every room in the school to protect the facility. Monthly fire drills, and quarterly disaster and lockdown drills, are held each year.

Staff or paid supervisors monitor the school grounds before and after school, at all recesses, and lunch time. Teachers regularly review the rules for safe, responsible behavior in school. We have a closed campus that is fenced. Visitors must sign in at the office, where they receive a badge to wear throughout their stay.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.0	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.5
Other	

Note: 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.

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	24		2		24		4		24		4	
1	24		3		24		3		24		3	
2	24		4		24		3		24		3	
3	28		3		25		4		28		3	
4	25		4		29		3		25		4	
5	30		3		30		3		28		3	
6	30		3		30		3		29		3	

Notes:

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6904	287	6617	97146
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-14.8	5.1
School Site/ State	-3.7	15.2

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.