

Nelson Avenue Middle School

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	Nelson Avenue Middle School
Street	2255 Sixth St.
City, State, Zip	Oroville, Ca, 95965-3260
Phone Number	530.538.2940
Principal	Rochelle Simmons
E-mail Address	rsimmons@thermalito.org
Web Site	http://www.thermalito.org/
CDS Code	04615496003354

District Contact Information	
District Name	Thermalito Union
Phone Number	530.538.2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	http://www.thermalito.org/

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

Our Mission Statement: To engage students in a meaningful education that reflects a safe and caring environment, whereby all students are given opportunities to reach their full potential.

Approximately 470 students in grades 6, 7, and 8 are enrolled at Nelson Avenue Middle School. Nelson appreciates and welcomes the diversity of its student population and its varying ethnic, cultural, and socio-economic backgrounds. The student groups represented are not limited to Hmong, Latino, African American, Caucasian, Mien, Philippino, and Greek.

Nelson's staff has the skills, understanding, creativity, commitment, and resources to provide a meaningful growing experience for all students. All faculty and staff at Nelson are progressive-minded and use innovative ideas and proven methods in teaching children. Currently, Nelson faculty and staff are in the process of honing their collective commitments in three teams. The Teacher Teams are becoming Professional Learning Communities (PLCs) where student achievement is the sole reason for meeting. The Intervention Team is working on making sure every child at Nelson has a positive connection and encouragement for success at school. The Leadership Team takes care of the "nuts and bolts" of the daily operations and protocol.

Parent involvement is paramount in a successful learning experience for our students, and we encourage our parents to become a part of this learning environment. Parent involvement opportunities include but are not limited to School Site Council, English Learner Advisory Committee (ELAC), Pastries with the Principal (a monthly gathering for parents, community members, and staff to discuss "all things Nelson"), Back-to-School Night, Open House, Winter/Spring Programs, Invite-Parents-to-Lunch Day, Classroom Showcase Tour, and family education opportunities. It is a pleasure to serve the families of the Thermalito community. Please visit our school to see great things happening. Also, please feel free to volunteer in a classroom, contribute ideas for improvements, visit our website at www.thermalito.org (then click on Schools), and "like" us on Facebook at Nelson Ave Middle School.

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

Grade Level	Number of Students
Grade 6	143
Grade 7	155
Grade 8	134
Total Enrollment	432

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	5.8
Asian	30.1
Filipino	1.2
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.2
White	42.6
Two or More Races	4.9
Socioeconomically Disadvantaged	88
English Learners	11.1
Students with Disabilities	12.3
Foster Youth	1.2

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	19	20	23	75
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	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Butte County Office of Education Williams Legislation Settlement monitoring took place at Nelson Avenue Middle School in September 2017. At this time, all mandated core materials were deemed sufficient in number and quality and are of the latest LEA adoptions.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ELA/ELD Study Sync on-line curriculum was adopted August 2017. The workbooks are in excellent condition and there are workbooks and Chromebooks available for all students.	Yes	0.0 %
Mathematics	We are currently using the 2015 edition of the College Preparatory Mathematics (CPM) curriculum for grades 6-8. The curriculum is in good condition and there are enough textbooks for all students.	Yes	0.0 %
Science	We are currently using the 2007 edition of the Prentice-Hall curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2006 edition of the McDougal Littell curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

The Thermalito Union School District takes pride in maintaining clean and safe school facilities. Nelson Avenue Middle School consists of 30 classrooms, two multi-purpose rooms, an up-to-date library, ample fields and blacktops, and one of the best gyms in Butte County. Safety is a priority for Nelson and is addressed on a monthly basis via the site's safety committee with input from students, teachers, parents and staff. All stakeholders are encouraged to report any and all unsafe or undesirable conditions to ensure a positive climate and learning environment for all. Nelson's experienced and dedicated custodial staff ensure that pride is reflected throughout the campus via daily cleaning and maintenance. Furthermore, yearly facility inspections and trimesterly playground inspections are conducted.

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: Sept 2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Sept 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Sept 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	24	20	27	26	48	48
Mathematics (grades 3-8 and 11)	13	14	20	21	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	424	409	96.46	19.85
Male	223	211	94.62	15.17
Female	201	198	98.51	24.87
Black or African American	15	13	86.67	0
American Indian or Alaska Native	22	22	100	0
Asian	130	130	100	29.23
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	50	50	100	16
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	170	95.51	17.16
Two or More Races	23	20	86.96	25
Socioeconomically Disadvantaged	365	354	96.99	20.06
English Learners	127	125	98.43	21.6
Students with Disabilities	51	46	90.2	2.17
Students Receiving Migrant Education Services	--	--	--	--
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	424	415	97.88	13.98
Male	223	216	96.86	10.19
Female	201	199	99	18.09
Black or African American	15	13	86.67	7.69
American Indian or Alaska Native	22	22	100	4.55
Asian	130	130	100	22.31
Filipino	--	--	--	--
Hispanic or Latino	50	50	100	12
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	174	97.75	11.49
Two or More Races	23	20	86.96	5
Socioeconomically Disadvantaged	365	358	98.08	12.85
English Learners	127	127	100	11.81
Students with Disabilities	51	49	96.08	0
Students Receiving Migrant Education Services	--	--	--	--
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)	66	49	46	42	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
7	21.1	27.2	23.8

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)

Nelson Avenue Middle School recognizes that parent/guardian involvement provides one of the most important keys to student success. Several opportunities exist that promote parent involvement in our school. These opportunities for involvement are open to all parents/guardians of Nelson Avenue Middle School and its community. The School Site Council (SSC) is one opportunity for parent involvement. At present, five parents along with other staff members commit to four to five meetings per year to discuss and decide how money is spent on school programs and student achievement levels. For our second-language families, we host parent meetings through our English Language Advisory Committee (ELAC), which is made up of second-language parents/guardians from our school. Parents not wanting such an official title or committee involvement have the opportunity participate in Pastries with the Principal. This is a once-per-month, casual gathering for ALL parents with the principal. At this gathering, we discuss everything: school safety (including bullying), homework, parent education topics, 8th grade promotion, etc. This forum provides the principal with valuable information from parents/guardians that may otherwise "slip through the cracks," and it's a great Nelson resource for parents. Other opportunities for parents/guardians to get involved include volunteering in the classroom, either by the hour, day, or whatever works with one's schedule. Another valuable way to connect with your child's school activities is to chaperone at a school dance. This helps us with providing a safe and enjoyable environment for our students in grades 6, 7 and 8. At the end of the school year, our Eighth Grade Promotion Ceremony is a time to celebrate our students' successes throughout their time at Nelson. The Eighth Grade Promotion Committee meets monthly and is made up of parents/guardians who are dedicated to making the promotion ceremony and activities memorable experiences for our 8th grade students as they move on to high school. If you would like to get involved and invest in Nelson's students in any way mentioned above (or perhaps you have another idea of getting involved or contributing), please contact us at 530-538-2940, or find us at www.thermalito.org (then click on "Schools"), or Like us on Facebook at Nelson Ave Middle School for more information and a schedule of events.

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	20.3	20.9	12.5	12.3	12.2	9.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Nelson Avenue Middle School takes a serious stance when it comes to school safety. High standards are established and adhered to that promote and instill safety for all participants in areas not limited to harassment, emergencies, bullying, and safe comings and goings to and from the campus. The Safety Plan, a district-wide endeavor (updated in the 2017-18 school year) provides a comprehensive structure to various safety issues that affect all aspects of the school. Monthly site meetings are held to report and review safety issues, and a community safety meeting is held three times per school year at the site in order to share safety data and gather input from stakeholders. In addition, various safety drills and inspections are performed school-wide on a monthly and trimesterly basis. Twice each school year, a student-climate survey is taken electronically, individually, and anonymously by students. By surveying students regarding issues such as bullying, the staff, parent groups, and other stakeholders are informed of any issues that need to be addressed. Nelson also provides an internal Bully Hotline as well as an anonymous Bully/Comment Box, and is staffed with a full-time counselor.

The entire Nelson staff has a priority for each school day, and it takes place even over student learning: that priority is student safety. The School Safety Plan is available at the school site and school website, and it can be checked out to any parent/guardian wishing to review it or give further input. Again, we welcome community input as we at Nelson work daily to ensure that this middle school is a safe environment for our students to learn, play, and grow.

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		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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+
6	21	11	23		24	6	21		25	4	23	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	7	6	1	17	12	8		17	13	8	
Mathematics	22	4	6	2	19	8	6	1	20	5	9	
Science	24	3	8		24	3	4	4	24	3	9	
Social Science	22	6	4	2	22	4	8		22	4	9	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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		
Counselor (Social/Behavioral or Career Development)	.9	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.94	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	2	N/A
Other		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	\$6,763.29	\$775.28	\$5,988.00	\$79,358.41
District	N/A	N/A	\$7,863.83	\$75,121
Percent Difference: School Site and District	N/A	N/A	-23.9	
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

Nelson Avenue Middle School receives and uses federal funds in the following manner to serve students performing below grade level: designated English language development support (ELD); reading intervention program during the school day; after-school interventions, Saturday School Credit Recovery Program, and a Title I Site Coordinator. Additionally, these funds are used to provide professional development instructional/content support to teachers.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,318	\$47,034
Mid-Range Teacher Salary	\$70,420	\$73,126
Highest Teacher Salary	\$95,253	\$91,838
Average Principal Salary (Elementary)	\$102,575	\$116,119
Average Principal Salary (Middle)	\$102,552	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$158,073	\$178,388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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)

Over the past four years, Nelson Avenue Middle School has consistently provided opportunities for staff to participate in a variety of professional development activities not limited to the following: training in new California State Standards, English language development (ELD), math (CPM), literacy (Project READ & iLit), English Language Arts (Study Sync), Next Generation Science Standards (NGSS), Chromebooks for classroom use, Google Classroom, classroom formative assessments, and the arts. For the past four years, our teachers have been trained in best practices for advancing literacy in students and one of the primary foci of the staff is improving the informational text reading of all students in all content areas. Teachers participate in learning modules, site coaching, extensive collaboration regarding fidelity of program, and study and implementation of best practices. Each teacher is further supported via teacher-principal meetings whereby the teacher's pedagogical abilities/content knowledge is observed, assessed, and evaluated, resulting in individualized professional growth goals. Additionally, the district calendar provides 36 minimum days in order to provide teachers the time to collaborate and perfect their professional learning and daily pedagogy. Current faculty collaborations are focused on building Professional Learning Communities (PLCs) with a commitment to student achievement. For more information, please contact Rochelle Simmons, principal, at 530-538-2940 or rsimmons@thermalito.org.