

# Nelson Avenue Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Thermalito Union Elementary School District
<b>Phone Number</b>	530.538.2900
<b>Superintendent</b>	Gregory Blake
<b>E-mail Address</b>	gblake@thermalito.org
<b>Web Site</b>	<a href="http://www.thermalito.org/">http://www.thermalito.org/</a>

### School Description and Mission Statement (School Year 2018-19)

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](http://www.thermalito.org) (then click on Schools), and "like" us on Facebook at Nelson Ave Middle School.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	174
<b>Grade 7</b>	146
<b>Grade 8</b>	152
<b>Total Enrollment</b>	472

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	5.1
Asian	26.7
Filipino	1.7
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.4
White	43.6
Socioeconomically Disadvantaged	88.8
English Learners	9.5
Students with Disabilities	9.7
Foster Youth	1.1

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	23	25	80
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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

Butte County Office of Education Williams Legislation Settlement monitoring took place at Nelson Avenue Middle School in September 2018. 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
<b>Reading/Language Arts</b>	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 %
<b>Mathematics</b>	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 %
<b>Science</b>	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 %
<b>History-Social Science</b>	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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Sept 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: Sept 2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	20.0	32.0	26.0	35.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	14.0	16.0	21.0	23.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	454	445	98.02	31.69
<b>Male</b>	231	227	98.27	29.07
<b>Female</b>	223	218	97.76	34.40
<b>Black or African American</b>	12	12	100.00	25.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	19	19	100.00	21.05
Asian	124	122	98.39	37.70
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.33	30.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	202	197	97.52	31.47
Two or More Races	31	30	96.77	16.67
Socioeconomically Disadvantaged	402	394	98.01	30.20
English Learners	117	116	99.15	30.17
Students with Disabilities	45	45	100.00	4.44
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	441	97.14	16.1
Male	231	225	97.4	14.67
Female	223	216	96.86	17.59
Black or African American	12	12	100	8.33
American Indian or Alaska Native	19	19	100	10.53
Asian	124	122	98.39	20.49
Filipino	--	--	--	--
Hispanic or Latino	60	57	95	22.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	202	195	96.53	13.33
Two or More Races	31	30	96.77	10
Socioeconomically Disadvantaged	402	391	97.26	14.58
English Learners	117	116	99.15	12.93
Students with Disabilities	45	45	100	2.22
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing 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 will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	20.5	28.1	19.9

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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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 parent/community members along with four faculty/staff members and the principal 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](http://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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	20.9	12.5	15.6	12.2	9.9	10.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

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.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	17.0	12	8		17.0	13	8		20.0	8	10	
Mathematics	19.0	8	6	1	20.0	5	9		21.0	4	10	
Science	24.0	3	4	4	24.0	3	9		25.0	2	10	
Social Science	22.0	4	8		22.0	4	9		23.0	3	10	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.9	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.94	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7361.45	818.31	6543.14	76011.96
District	N/A	N/A	8071.81	\$75,676
Percent Difference: School Site and District	N/A	N/A	-20.9	0.4
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-8.5	0.0

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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,331	\$48,064
Mid-Range Teacher Salary	\$73,237	\$75,417
Highest Teacher Salary	\$99,063	\$94,006
Average Principal Salary (Elementary)	\$102,020	\$119,037
Average Principal Salary (Middle)	\$105,626	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$142,801	\$183,692
Percent of Budget for Teacher Salaries	35.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 California Common Core 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. All core departments have identified essential standards, and provisions for Tier 2 interventions during the school day are currently being addressed. 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](mailto:rsimmons@thermalito.org).