

Nelson Avenue Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Nelson Avenue Middle School
Street	2255 Sixth St.
City, State, Zip	Oroville, Ca, 95965-3260
Phone Number	530.538.2940
Principal	Rochelle Simmons
Email Address	rsimmons@thermalito.org
Website	http://www.thermalito.org/
County-District-School (CDS) Code	04615496003354

Entity	Contact Information
District Name	Thermalito Union Elementary School District
Phone Number	530.538.2900
Superintendent	Gregory Blake
Email Address	gblake@thermalito.org
Website	http://www.thermalito.org/

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

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, Filipino, and Greek.

Nelson's faculty and staff have the skills, understanding, creativity, commitment, and resources to provide a meaningful growing experience for all students. All faculty and staff at Nelson are progressively 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 faculty works consistently in their Collaborative Teacher Teams 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, which includes Positive Behavioral Intervention Systems (PBIS) and a Student Advocate to help students with attendance issues. 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 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, Sixth Grade Orientation, 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 2018-19)

Grade Level	Number of Students
Grade 6	176
Grade 7	150
Grade 8	141
Total Enrollment	467

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	3.9
Asian	26.8
Filipino	0.9
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.4
White	43.7
Two or More Races	8.4
Socioeconomically Disadvantaged	89.7
English Learners	11.3
Students with Disabilities	13.5
Foster Youth	0.9
Homeless	0.6

. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	25	25	86
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

Butte County Office of Education Williams Legislation Settlement monitoring took place at Nelson Avenue Middle School in September 2019. At this time, all mandated core materials were deemed sufficient in number and quality and are of the latest LEA adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 2019 edition of the Discovery Education curriculum. The materials are in excellent condition and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2019 edition of the Discovery Education integrated Next Generation Science Standards 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

Year and month of the most recent FIT report: Sept 2019

System Inspected	Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	33	35	34	50	50
Mathematics (grades 3-8 and 11)	16	16	23	20	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	457	97.44	2.56	33.26
Male	253	248	98.02	1.98	29.03
Female	216	209	96.76	3.24	38.28
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native	16	16	100.00	0.00	18.75
Asian	126	126	100.00	0.00	45.24
Filipino	--	--	--	--	--
Hispanic or Latino	69	65	94.20	5.80	24.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	199	194	97.49	2.51	31.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	39	92.86	7.14	25.64
Socioeconomically Disadvantaged	422	410	97.16	2.84	30.24
English Learners	109	109	100.00	0.00	29.36
Students with Disabilities	64	61	95.31	4.69	4.92
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	45.45

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	470	460	97.87	2.13	16.30
Male	253	249	98.42	1.58	17.67
Female	217	211	97.24	2.76	14.69
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native	16	16	100.00	0.00	6.25
Asian	126	126	100.00	0.00	18.25
Filipino	--	--	--	--	--
Hispanic or Latino	69	66	95.65	4.35	15.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	200	195	97.50	2.50	16.92
Two or More Races	42	40	95.24	4.76	15.00
Socioeconomically Disadvantaged	423	413	97.64	2.36	15.50
English Learners	109	109	100.00	0.00	8.26
Students with Disabilities	64	61	95.31	4.69	1.64
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	23.0	19.7	18.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 meetings per year to discuss and decide how money is spent on school programs and to evaluate the efficacy our School Plan with regards to student achievement and school climate. For our second-language families, we host parent meetings through our English Language Advisory Committee (ELAC), which is made up of parents and guardians of our second-language learners. Parents not wanting such an official title or committee involvement have the opportunity participate in Pastries with the Principal. This is a casual gathering offered several times per year for ALL parents/guardians to meet with the principal. At this gathering, we discuss everything: school safety (including bullying), homework, parent education topics, 8th grade promotion, home/school communication, 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	12.5	15.6	13.3	9.9	10.4	8.9	3.6	3.5	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 2019-20)

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.

There is a Thermalito District-wide Comprehensive School Safety Plan that is updated annually, Pursuant to Education Code 32280 – 32289. Our vision is to empower all stakeholders in order to create a safe and challenging environment where all students and staff can be safe, and students can grow academically, socially, and emotionally. We will provide an environment which allows for the development of attitudes that promote healthful physical, social, academic, and mental habits. This will be accomplished by encouraging pride in self achievement, respect and responsibility toward self and others, recognition of students and staff, and positive relationships with young people.

Monthly safety drills and 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, Nelson students each complete the Nelson School Climate survey electronically, individually, and anonymously. Every other school year, the 7th grade class and its parents/guardians also take the California Healthy Kids Survey. Reviewing and analyzing the results of these surveys then takes place by the faculty/staff and students. The data is then shared with parent/guardian groups, School Site Council, site Leadership and Intervention/PBIS teams, and other stakeholders where further ideas and actions are adopted to address any issues.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	17	13	8		20	8	10		19	10	6	
Mathematics	20	5	9		21	4	10		19	9	6	
Science	24	3	9		25	2	10		24	4	8	
Social Science	22	4	9		23	3	10		22	4	9	

*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.

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

Title	Ratio
Academic Counselors*	518.9

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.1
Other	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,590	\$1,267	\$7,323	\$78,652
District	N/A	N/A	\$8,936	\$78,614
Percent Difference - School Site and District	N/A	N/A	-19.8	0.0
State	N/A	N/A	\$7,506.64	\$77,619.00
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 2018-19)

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 classes during the school day, a Title I Site Coordinator, and a bilingual paraeducator. Additionally, these funds are used to provide professional development instructional/content support to teachers and/or supplemental resources for reading/math interventions.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,686	\$49,378
Mid-Range Teacher Salary	\$76,533	\$77,190
Highest Teacher Salary	\$103,521	\$96,607
Average Principal Salary (Elementary)	\$112,249	\$122,074

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$118,240	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$153,443	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Over the past several years, Nelson Avenue Middle School has consistently provided opportunities for staff to participate in a variety of professional learning activities not limited to the following: training in English language development (ELD), math (CPM), literacy (Wilson Reading), English Language Arts (Study Sync), Next Generation Science Standards (NGSS), Social Studies Framework, Chromebooks for classroom use, Google Classroom, classroom formative assessments, physical education, and visual/performing arts. Our teachers are 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 Tier 2 interventions to support students in grade-level content/skills for reading and math are offered during the instructional day. Additionally, the district calendar provides 33 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.