

# Nelson Avenue Middle

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 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/fq/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](#) 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.

## Mrs. Rochelle Simmons, Principal

 Principal, Nelson Avenue Middle

### About Our School

Welcome to Nelson Avenue Middle School! I am proud to be a part of the NAMS family, home of the Tigers, in the Thermalito Union Elementary School District (TUESD) in Oroville, California. Our highly experienced teachers have brought our students solidly into the new era of education: Common Core. A common focus on student literacy (specifically, reading) improvement across all content areas has all Nelson teachers training in and employing best instructional practices through Project READ as we strive daily to ready our 6th-, 7th-, and 8th-grade students for the rigor of college, career, and beyond. Socially, the Tigers have adopted the 8-Keys of Excellence program. This character-development program explores themes of excellence each month, such as Integrity, Commitment, Ownership, and Speaking with Good Purpose. Our goal is to have EVERY STUDENT, EVERY DAY working to be the best he/she can be to succeed.

Parents, guardians, families, and community members: You make up a VERY critical piece of the Nelson Family. Without you, we wouldn't have students here daily, on time, and ready to learn. Sue Bowman, Dean of Students, and I welcome any ideas, concerns or comments *any* of you may have in the spirit of improvement for Nelson Avenue Middle School. Additionally, you are invited to join us for Pastries with the Principal on the Nelson campus every fourth Wednesday morning of each month. We also offer Family Education opportunities and would love to share more with you. Please don't hesitate to contact us!

Not to go unmentioned are the classified staff at NAMS. Our secretarial, clerical, and library staff keep the daily operational activities in line and accounted for, while our para-educators add the extra support our students need in the classrooms. Our custodial staff keeps our campus clean and welcoming and, along with our site supervisors and health office staff, help to keep our campus safe and orderly.

One can see why I am proud to lead this team!

Rochelle Simmons, Principal

### Contact

*Nelson Avenue Middle  
2255 Sixth St.  
Oroville, CA 95965-3260*

*Phone: 530-538-2940*

E-mail: [rsimmons@thermalto.org](mailto:rsimmons@thermalto.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Thermalito Union Elementary
<b>Phone Number</b>	(530) 538-2900
<b>Superintendent</b>	Gregory Blake
<b>E-mail Address</b>	<a href="mailto:gblake@thermalito.org">gblake@thermalito.org</a>
<b>Web Site</b>	<a href="http://www.thermalito.org">www.thermalito.org</a>

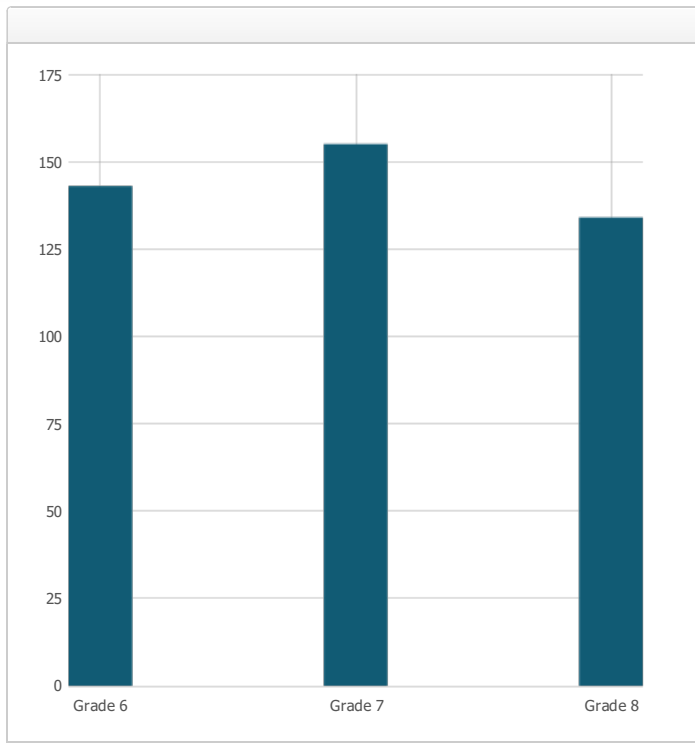
School Contact Information (School Year 2017-18)	
<b>School Name</b>	Nelson Avenue Middle
<b>Street</b>	2255 Sixth St.
<b>City, State, Zip</b>	Oroville, Ca, 95965-3260
<b>Phone Number</b>	530-538-2940
<b>Principal</b>	Mrs. Rochelle Simmons, Principal
<b>E-mail Address</b>	<a href="mailto:rsimmons@thermalito.org">rsimmons@thermalito.org</a>
<b>Web Site</b>	<a href="http://www.thermalito.org">www.thermalito.org</a>
<b>County-District-School (CDS) Code</b>	04615496003354

### 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. Children are the main focus of attention at Nelson Avenue Middle School. Nelson's staff is committed to seeing that every child has a meaningful growing experience. The Nelson family cares, has the skills and understanding, is creative, and has the resources to provide a successful learning environment for all the students, which includes academia and character development alike. Approximately 430 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. Parent involvement is paramount in a successful learning experience for our children, 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 and Pastries with the Principal (a monthly gathering for parents, community members and staff to discuss "all things Nelson"), and family education opportunities. All faculty and staff at Nelson are progressive-minded and use innovative ideas and proven methods in teaching children. It is a pleasure to serve the families in our 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 2016-17)**

Grade Level	Number of Students
Grade 6	143
Grade 7	155
Grade 8	134
<b>Total Enrollment</b>	<b>432</b>



**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.0 %
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 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.0 %
English Learners	11.1 %
Students with Disabilities	12.3 %
Foster Youth	1.2 %

## A. Conditions of Learning

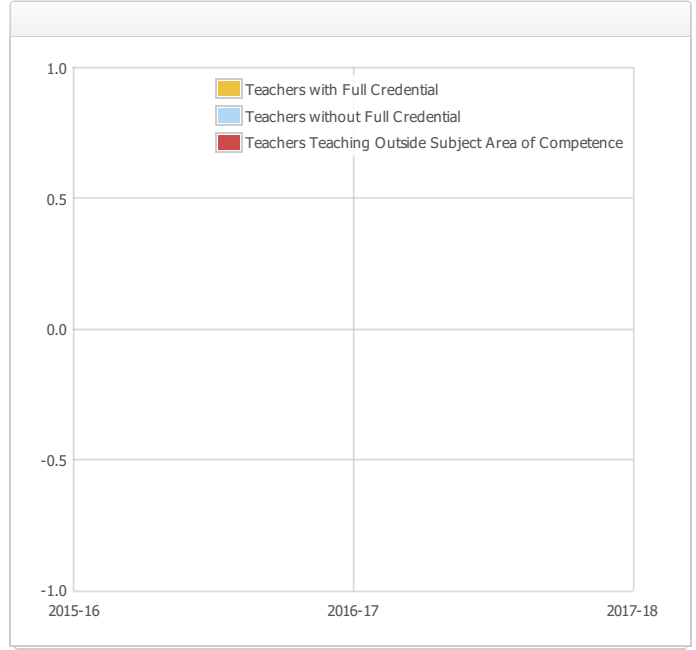
### State Priority: Basic

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

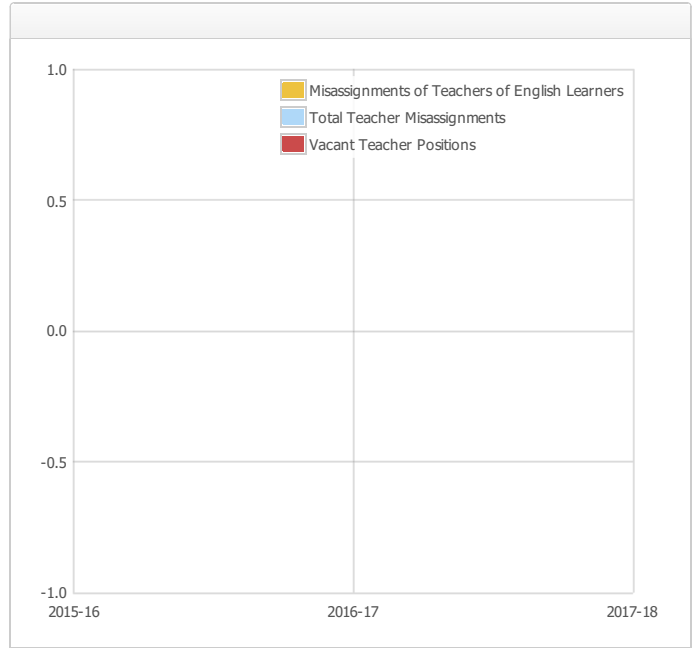
#### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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 the data were collected:

Textbooks and Instructional Materials/year of	From Most Recent	Percent Students Lacking Own Assigned
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<b>Subject</b>	<b>Adoption</b>	<b>Adoption?</b>	<b>Copy</b>
Reading/Language Arts			0 %
Mathematics			0 %
Science			0 %
History-Social Science			0 %
Foreign Language			0 %
Health			0 %
Visual and Performing Arts			0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0 %

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

## School Facility Conditions and Planned Improvements

The Thermalito Union School District takes pride in maintaining clean and safe school facilities. Nelson Avenue Middle School consists of 30 classrooms on site, two multi-purpose rooms, an up-to-date library, 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 learning environment for all. The safety committee performs monthly drills (e.g., fire, lockdown, natural disaster) and inspections of all areas of campus. Nelson's experienced and dedicated custodial staff ensure that pride is reflected throughout the campus via daily cleaning and maintenance. Furthermore, yearly facility inspections are conducted.

## School Facility Good Repair Status

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating
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## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 %	
American Indian or Alaska Native	22	22	100.00 %	
Asian	130	130	100.00 %	29.23 %
Filipino	--	--	--	
Hispanic or Latino	50	50	100.00 %	16.00 %
Native Hawaiian or Pacific Islander	--	--	--	
White	178	170	95.51 %	17.16 %
Two or More Races	23	20	86.96 %	25.00 %
Socioeconomically Disadvantaged	365	354	96.99 %	20.06 %
English Learners	127	125	98.43 %	21.60 %
Students with Disabilities	51	46	90.20 %	
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	424	415	97.88 %	13.98 %
Male	223	216	96.86 %	--
Female	201	199	99.00 %	18.09 %
Black or African American	15	13	86.67 %	
American Indian or Alaska Native	22	22	100.00 %	
Asian	130	130	100.00 %	22.31 %
Filipino	--	--	--	
Hispanic or Latino	50	50	100.00 %	12.00 %
Native Hawaiian or Pacific Islander	--	--	--	
White	178	174	97.75 %	11.49 %
Two or More Races	23	20	86.96 %	
Socioeconomically Disadvantaged	365	358	98.08 %	12.85 %
English Learners	127	127	100.00 %	11.81 %
Students with Disabilities	51	49	96.08 %	
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	Percentage 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)	66.0%	49.0%	46.0%	42.0%	60.0%	56.0%

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.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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 valuable information from parents/guardians that may otherwise "slip through the cracks," and it's a great Nelson resource for parents. Nelson is also proud to offer Family Education through Project READ twice per year. 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.thermalto.org](http://www.thermalto.org) (then click on "Schools"), or Like us on Facebook at Nelson Ave Middle School for more information and a schedule of events.

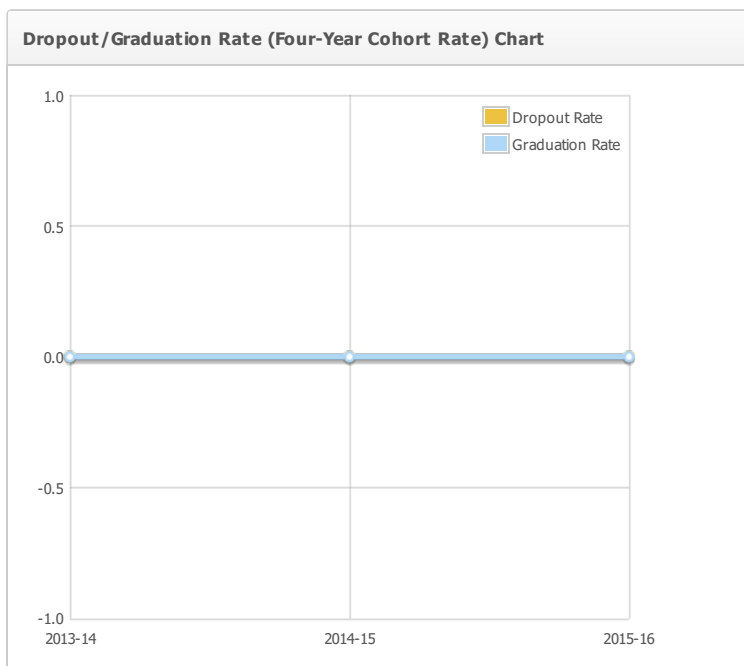
### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	--	--	--





**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

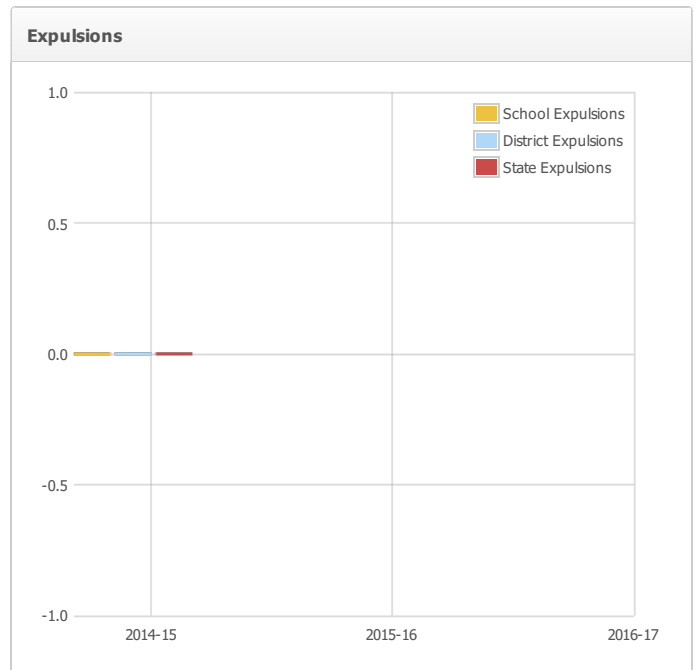
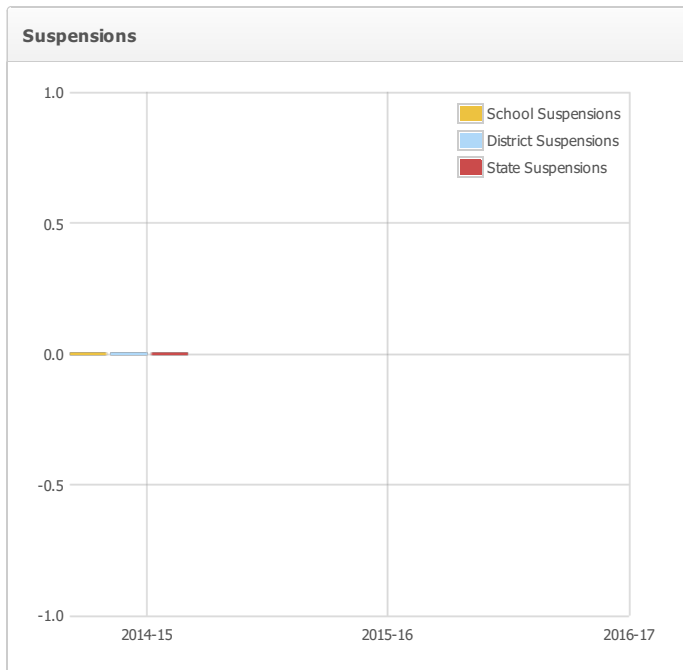
# State Priority: School Climate

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	--	--	--	--	--	--	--	--	--
Expulsions	--	--	--	--	--	--	--	--	--



## School Safety Plan (School Year 2017-18)

The Thermalito District-wide Comprehensive School Safety Plan 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 grow academically, socially, and emotionally. We will provide an environment which allows for the development of attitudes that promote healthy physical, social, academic, and mental habits. This will be accomplished by encouraging pride in self-achievement, responsibility and respect of self and toward others, recognition of students and staff, and positive relationships with young people.

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. The Safety Plan, a District-wide endeavor (updated in the 2016-17 school year) provides a comprehensive structure to various safety issues that affect all aspects of the school. Monthly meetings are held to report and review safety issues; in addition, various safety drills are performed school-wide on a monthly basis. Also, a yearly safety assessment is conducted to determine the school community's perception of safety topics as they pertain to students in school as well as when they are traveling to and from school.

At Nelson, we have several clear, consistent, and fair policies to ensure a great learning environment. A clear, 9-Step Discipline plan and Dress Code are clearly implemented, as are policies pertaining to harassment, emergencies, and safe comings and goings from the campus. Parent/guardian input is vital to this plan; consequently, parent/guardian input is consistently solicited to help continually improve the school. The school and parents also hold safety meetings at the District level to ensure site and District safety plan integrity. The school safety plan is developed with input from teachers, staff, and parents with a goal of making the school safer for our students and community. It is reviewed yearly with changes made toward improvement of the plan with input from parents/guardians/community, School Site Council, Student Leadership, and Site Leadership. Each year, the safety plan is also sent to the Board of Trustees for their final approval.

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.

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 physical 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	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

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

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	21.0	11	23	0	24.0	6	21	0	25.0	4	23	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* 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					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	7	6	1	17.0	12	8	0	17.0	13	8	0
Mathematics	22.0	4	6	2	19.0	8	6	1	20.0	5	9	0
Science	24.0	3	8	0	24.0	3	4	4	24.0	3	9	0
Social Science	22.0	6	4	2	22.0	4	8	0	22.0	4	9	0

\* 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)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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 2015-16)**

Figures below are for 2015-16 school year.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$75121.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$74194.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

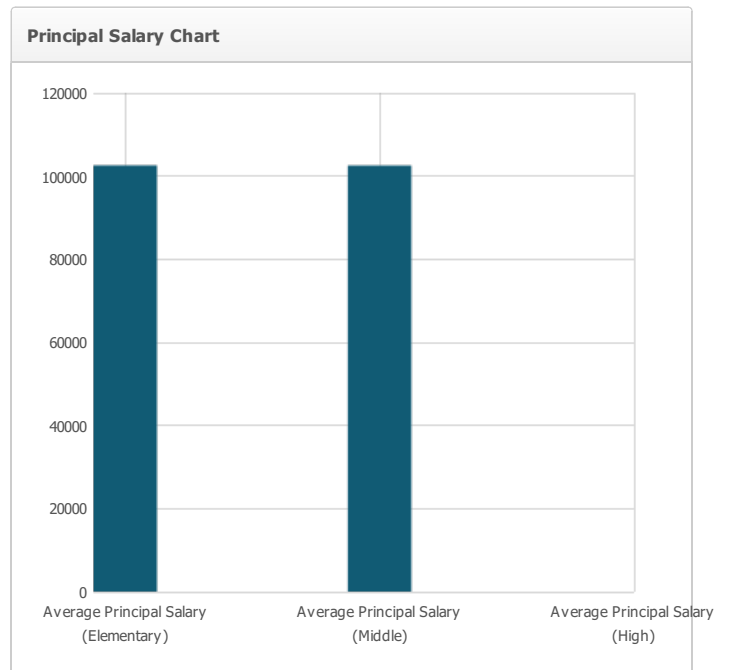
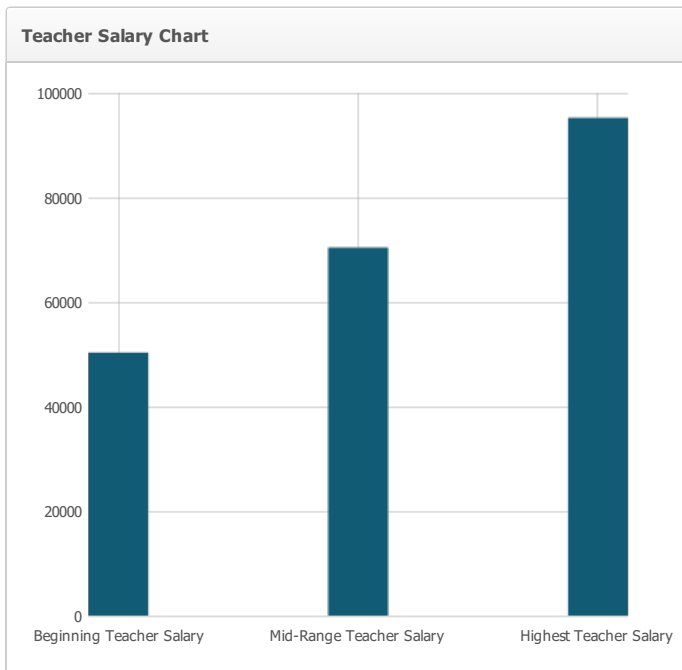
### Types of Services Funded (Fiscal Year 2016-17)

Nelson Avenue Middle School receives and uses federal funds in the following manner: English language development support; reading intervention program during the school day; after-school math, reading and ELD interventions; and Credit Recovery Program, which provides extra assistance to students performing below grade level. Additionally, these funds are used to provide professional development support to teachers. Nelson students also benefit from a grant from Project READ, which is used for supporting literacy in *a//*content areas.

### 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	38.0%	37.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

**Professional Development**

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 Common Core, English language development, math, literacy, Next Generation Science Standards, Chromebooks for classroom use, Google Classroom, classroom formative assessments, and the arts. We are in year four of a five-year Project READ grant, 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 needs and goals. Additionally, the District calendar provides 36 minimum days in order to provide teachers the time to collaborate and perfect their trainings and daily pedagogy. Collaborations consist of sharing research and best practices, workshops, on-site trainings, instructional strategies, etc.

For more information, please contact Rochelle Simmons, principal, at 530-538-2940 or rsimmons@thermalito.org.