

Norman L. Sullivan 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	Norman L. Sullivan Middle School
Street	7350 West Lilac Rd.
City, State, Zip	Bonsall, CA 92003-5112
Phone Number	760.631.5209
Principal	Joseph Clevenger
E-mail Address	joseph.clevenger@bonsallusd.com
Web Site	www.bonsallusd.com
CDS Code	37768516108567

District Contact Information	
District Name	Bonsall Unified School District
Phone Number	760.631.5200 x1001
Superintendent	David Jones
E-mail Address	david.jones@bonsallusd.com
Web Site	www.bonsallusd.com

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

Sullivan Middle School is located in the rolling hills of North County, San Diego. Serving grades 6- 8, Sullivan Middle is committed to providing all students with a safe and academic environment as well as access to a high quality academic experience. Sullivan Middle School is a STEAM school. We value and promote student participation in Science, Technology, Engineering, Arts, and Mathematics. Our Arts program includes performing arts including Show choir and Band as well as traditional Art classes as well as 3D Art. Our STEM programs include Engineering and Bio-Medical through Project Lead the Way. We also have Computer Science, Digital Photography, Yearbook, and our daily news TV show. We also promote leadership through our ASB class.

The Mission of Sullivan Middle School is to:

- Prepare students for success in college and career
- Inspire students to contribute to their community in a meaningful way
- Empower all students to achieve at their highest potential

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

Grade Level	Number of Students
Grade 5	2
Grade 6	161
Grade 7	212
Grade 8	206
Total Enrollment	581

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	7.4
Asian	2.1
Filipino	1.7
Hispanic or Latino	34.4
Native Hawaiian or Pacific Islander	0.2
White	48.5
Two or More Races	1.2
Socioeconomically Disadvantaged	39.2
English Learners	13.9
Students with Disabilities	14.8
Foster Youth	0

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	30	30	30	126
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 2016

All of our textbooks except for those in the following subject areas are the most recently approved by the State Board of Education or our Local Governing Agency:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt - Lit. and Language Arts Intro Adopted 2003 Holt - Holt Handbook Introductory Course Adopted 2003 Holt - Holt Lit. and Lang. Arts Course 1 and 2 Adopted 2003 Holt - Holt Handbook Course 1 and 2 Adopted 2003	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Glencoe-McGraw - California Algebra 1 Concepts, Skills, and Problem Solving Adopted 2008 Glencoe-McGraw - California Mathematics 7 - Concepts, Skills, and Problem Solving Adopted 2008 Glencoe-McGrawl - California Mathematics 6 - Concepts, Skills, and Problem Solving Adopted 2008	Yes	0
Science	Holt - Earth Science Adopted 2001 Holt - Life Science Adopted 2001 Holt - Physical Science Adopted 2001	Yes	0
History-Social Science	Houghton Mifflin - World History: Ancient Civilizations CA. Adotped 2005 TCI - History Alive! The Medieval World and Beyond Adopted 2005 TCI - History Alive! The U.S. Through Industrialism Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sullivan Middle School was opened in 1994. The buildings and grounds are all well maintained. We take great pride in having a safe and beautiful school and the grounds reflect that. The new classrooms for Bonsall High School have been completed and are a beautiful addition to the campus.

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: September 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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 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)	62	61	60	62	48	48
Mathematics (grades 3-8 and 11)	54	55	54	57	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	588	575	97.79	61.04
Male	298	290	97.32	56.55
Female	290	285	98.28	65.61
Black or African American	--	--	--	--
American Indian or Alaska Native	43	42	97.67	33.33
Asian	14	14	100	85.71
Filipino	--	--	--	--
Hispanic or Latino	201	199	99	45.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	278	97.54	73.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	222	96.94	41.89
English Learners	103	102	99.03	36.27
Students with Disabilities	86	84	97.67	22.62
Students Receiving Migrant Education Services	35	34	97.14	32.35

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	587	572	97.44	54.72
Male	298	289	96.98	53.98
Female	289	283	97.92	55.48
Black or African American	--	--	--	--
American Indian or Alaska Native	43	42	97.67	16.67
Asian	14	14	100	92.86
Filipino	--	--	--	--
Hispanic or Latino	200	198	99	39.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	276	96.84	66.67
Two or More Races	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	228	221	96.93	36.65
English Learners	102	101	99.02	30.69
Students with Disabilities	84	82	97.62	12.2
Students Receiving Migrant Education Services	35	34	97.14	29.41

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)	87	82	81	76	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	9.5	16.9	50.2

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)

Parents are encouraged to proactively be involved with their students and the school throughout the middle school year. We feel that parental involvement improves student outcomes as well as helps create a positive and safe school climate and culture. We encourage volunteering from our parents. In addition to helping in a classroom, office, or around campus, we hold meaningful community events throughout the year.

All incoming students and parents are brought to an open house evening event to prepare students and parents for success prior to beginning of their school year.

Throughout the year there are many opportunities for parents to be involved through major events and groups.

Our annual career day brings local leaders, professionals, and business owners to our campus to inspire and prepare students to be successful both now and in the future. Each year every 8th grade student completes a 10% project, which is a community service project that each student develops, organizes, and carries out. To help student identify where and how they can make a difference in the community, we hold a Community Tea event in which parents and local business owners come and work with the students to connect the students interests and passion to a need in the local area. There are regular opportunities to meet and speak with the principal at the regularly scheduled Conversation and Coffee with the principal. Sullivan Middle School has an active Parent Teacher Student Association (PTSA), English Language Acquisition Committee (ELAC), and School Site Council (SSC). Each of these organizations welcome parent involvement. If you are interested in participating in any of these events or volunteering at SMS, please contact our main office at 760-631-5209.

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	0	3.69	5.29	1.79	1.26	1.58	3.79	3.65	3.65
Expulsions	0.38	0.16	0.5	0.13	0.03	0.09	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Sullivan Middle School places an emphasis on providing a clean, safe and orderly environment for all of our students. SMS has a comprehensive disaster plan; fire and disaster drills are conducted regularly. The disaster plan was updated in the fall of 2017. Student expectations regarding the plan are shared by their classroom teacher regularly as well as all school assemblies and reminders using our daily video broadcasts. All staff members are involved with discussion regarding implementation of the plan. Students are supervised throughout the school day. Teachers, noon duty workers, and the administration supervise before school, at nutrition, lunchtime and at bus arrivals and departures. All visitors are required to sign in at the office and wear a visitor's pass while on campus. Significant efforts to increase communication have showed very positive results in student achievement and prepare us to communicate in emergency situation.

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		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

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	24	10	12	12	22	13	22	4	20	8	14	
Mathematics	6	3			8	4			4	5		
Science	22	7	9	3	23	6	10	2	25	3	14	
Social Science	20	9	4	8	23	5	7	6	26	2	11	3

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	0	0
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	0	N/A
Other	9.5	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	\$7,647	\$2,418	\$5,229	\$69,054
District	N/A	N/A	\$6,936	\$67,986
Percent Difference: School Site and District	N/A	N/A	-24.6	1.6
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-20.5	-0.9

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

Types of Services Funded (Fiscal Year 2016-17)

Sullivan Middle School is proud of the AVID and Language Arts and Math support programs. Both of which are paid for using categorical money. We were also able to bring iReady to all of our students to support them in Math and Reading.

Programs and supplemental services paid for using state and federal monies or other funds include the following:

- Special education (programs offering appropriate individualized education to students with special needs)
- Gifted and Talented Education (specialized learning assistance for students with high ability, achievement or potential)
- Special projects – monies from agencies (e.g. state or federal) earmarked for specific services
- General operations (services, materials, and support to general education)
- Transportation
- Maintenance and Operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Trustees’ policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,839	\$44,144
Mid-Range Teacher Salary	\$67,796	\$69,119
Highest Teacher Salary	\$93,875	\$86,005
Average Principal Salary (Elementary)	\$94,894	\$106,785
Average Principal Salary (Middle)	\$99,784	\$111,569
Average Principal Salary (High)	\$122,034	\$121,395
Superintendent Salary	\$178,029	\$178,104
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	8%	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)

Staff Development is strongly supported as evidenced by weekly early release days for students, so that teachers have set times to meet with one another to update their teaching skills. The staff meet regularly to review student data to determine how to improve student achievement. This includes both academic and behavioral achievement. The weekly meetings are planned to discuss student progress, curriculum, interventions, staff training on technology, and effective teaching of the Common Core State Standards within their curricular area. Decisions regarding curriculum are based on achievement data including benchmarks, iReady assessments and data, and CAASPP results. Teachers are also encouraged to attend training and workshops outside the district to remain up to date with the new changes to education and lesson delivery. Teachers are supported during the implementation of these practices by having assessment data available to them instantly through the technology programs that are used.