

Norman L. Sullivan 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)

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 2018-19)

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, and Yearbook. 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 2017-18)

Grade Level	Number of Students
Grade 6	185
Grade 7	218
Grade 8	192
Total Enrollment	595

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	7.2
Asian	3.0
Filipino	2.0
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	0.2
White	47.4
Socioeconomically Disadvantaged	39.0
English Learners	9.4
Students with Disabilities	15.3
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	30	30	123
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 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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 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
English Language Arts/Literacy (grades 3-8 and 11)	61.0	61.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	55.0	53.0	57.0	55.0	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
All Students	594	573	96.46	61.43
Male	301	290	96.35	56.90
Female	293	283	96.59	66.08
Black or African American	11	10	90.91	60.00
American Indian or Alaska Native	39	39	100.00	20.51
Asian	18	17	94.44	88.24
Filipino	11	11	100.00	90.91
Hispanic or Latino	197	190	96.45	48.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	283	273	96.47	72.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	227	97.42	47.14
English Learners	104	100	96.15	41.00
Students with Disabilities	77	73	94.81	16.44
Students Receiving Migrant Education Services	24	23	95.83	56.52

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	594	568	95.62	53.35
Male	301	285	94.68	54.74
Female	293	283	96.59	51.94
Black or African American	11	10	90.91	60
American Indian or Alaska Native	39	38	97.44	15.79
Asian	18	17	94.44	88.24
Filipino	11	11	100	81.82
Hispanic or Latino	197	188	95.43	33.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	283	271	95.76	66.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	226	97	35.4
English Learners	104	100	96.15	29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	77	72	93.51	16.67
Students Receiving Migrant Education Services	24	24	100	12.5

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
Science (grades 5, 8, and 10)	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

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)

Parents are encouraged to proactively be involved with their students and the school throughout the middle school years. 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. All parents of Sullivan Middle School students are encouraged to attend Parent Bootcamp where all key dates for the year, emails for all teachers, and best practices to help a student have a successful year are provided.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	5.3	5.6	1.3	1.6	1.5	3.7	3.7	3.5
Expulsions	0.2	0.5	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 2018. Student expectations regarding the plan are shared by their classroom teacher regularly as well as all school assemblies and other reminders. 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.

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	22.0	13	22	4	20.0	8	14		19.0	10	10	3
Mathematics	8.0	4			4.0	5			22.0	6	11	2
Science	23.0	6	10	2	25.0	3	14		24.0	3	11	3
Social Science	23.0	5	7	6	26.0	2	11	3	25.0	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	14	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	\$8,365	\$2,772	\$5,593	\$68,254
District	N/A	N/A	\$8,079	\$67,986
Percent Difference: School Site and District	N/A	N/A	-36.4	0.4
State	N/A	N/A	\$11,548	\$71,392
Percent Difference: School Site and State	N/A	N/A	-69.5	-4.5

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)

Sullivan Middle School offers a variety of programs to support student learning and social emotional needs. At-risk students have access to additional time and resources both before and after school through out Tier 3 intervention programs. In addition at risk students receive support during the school day through use of para-professionals inside the general education setting. The school also provides a pull period of academic support 4 times per day. Students social and emotional needs are met through school wide initiatives such as our anti-bullying efforts as well as individually through the use of our mental health team.

- 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$45,681
Mid-Range Teacher Salary		\$70,601
Highest Teacher Salary		\$89,337
Average Principal Salary (Elementary)		\$110,053
Average Principal Salary (Middle)		\$115,224
Average Principal Salary (High)		\$124,876
Superintendent Salary		\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
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/>.

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.

2018-19: 90 minutes of Staff PD time allocated per week. 2 full days for PD for all teachers. 4 full days for PF for math team. 4 full days for PD for ELA team. 3 full day for ELD PD for 4 staff members.

2017-18: 90 minutes of Staff PD time allocated per week. 3 full days for PD for all teachers. 4 full days for PD for math team through SDCOE. 3 full day for ELD PD for 2 staff members.

2016-17: 60 minutes of Staff PD time allocated per week. 3 full days for PD for all teachers.