Chula Vista Middle
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Chula Vista Middle
Street	415 Fifth Ave.
City, State, Zip	Chula Vista, CA, 91910-4305
Phone Number	619-498-6805
Principal	Julissa Gracias, Principal
E-mail Address	julissa.gracias@sweetwaterschools.org
Web Site	cvm.sweetwaterschools.org
CDS Code	37684116059760

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Chula Vista Middle (CVM) has a school population of 830 students and includes both seventh and eighth grades. The school is located in central Chula Vista, a culturally rich region in south San Diego County.

Staff, parents and students collaboratively developed the Chula Vista Middle School mission: to ensure each student will fulfill his or her potential for success through a system of learning distinguished by the following district LCAP goals:

Goal 1: Quality First Instruction
Goal 2: Climate & Culture
Goal 3: Parent Involvement
Goal 4: Systems of Excellence

Chula Vista Middle ensures a quality, standards-based curriculum for all students with access through special education, accelerated courses open to all students. Additional skill-building instruction is offered through math and English support classes for students in need.

To enhance literacy skills, CVM has a 30-minute Sustained Silent Reading (SSR) and Accelerated Reader program. School-wide incentives encourage students to become readers and achievers. In addition, Chula Vista Middle provides interventions and supports designed to accelerate reading skills. These supports include Accelerated Reader, Achieve 3000 and ALD Designated classes. A variety of specialized reteaching programs and writing programs are specially designed to support English Language Learners.

Chula Vista Middle is also home to the Creative and Performing Arts Program (SCPA) which attracts talented students from across San Diego county. Students strengthen their skills by participating in performance-based curriculum including dance, visual arts, guitar, drama, chorus, band and orchestra. CVM's arts program also gives the entire student body and community an opportunity to appreciate and learn from the creative and artistic talents of its students.

A comprehensive before and after-school program—Club TC—offers CVM students opportunities for academic support linked with recreational activities. Clubs, high-interest classes and athletic teams provide safe and secure alternatives for students during school hours.

Through District Office Resources Chula Vista Middle also collaborates with the BEACON Family Resource Center, a community outreach program serving the families of Vista Square Elementary and Chula Vista Middle. BEACON's goal is to involve parents as partners in the social development and education of their children, as well as to enhance parenting skills for local families.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	376
Grade 8	425
Total Enrollment	801

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	1.6
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.2
White	3.5
Two or More Races	2
Socioeconomically Disadvantaged	85.5
English Learners	36.2
Students with Disabilities	11.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	37	53	1847
Without Full Credential	1	1	4	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	4	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.2	10.8
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-15. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings
The school has an adaptive room, an administration building, a cafeteria, 54 classrooms and a library. The main campus was built in 1929. Additions were constructed in 1937, 1944, 1950, 1954, 1962, 1969, 1982, 2001 and 2003. No portable classrooms were constructed. Forty-three permanent classrooms have been constructed.

The school opened in 1929 with an administration building, an auditorium, 40 classrooms and a library.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted $3,533950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

No new construction is planned for the 2016-17 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/24/2017				
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			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			100B LDG: Leaking roof in storage room WO#1506611 400 Building: Hall Roof Leaking WO#1607596 402: Leaking roof, WO#1506611 403: Leaking roof, WO#1506611 404: Leaking roof, WO#1506611 406: Leaking roof, WO#1506611 601: Leaking Roof WO#1607596 701: Leaking roof, WO#1506611 702: Leaking roof, WO#1506611 708: Leaking roof, WO#1607596 Auditorium: Roof Leak WO#1607596 WOMEN'S RESTROOM: Leaking roof WO#1607596
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/24/2017				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	26	39	47	53	44	48
Mathematics	18	25	29	31	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	397	382	96.2	39.1
	8	432	419	97.0	39.1
Male	7	194	183	94.3	28.0
	8	197	188	95.4	29.8
Female	7	203	199	98.0	49.3
	8	235	231	98.3	46.8
Black or African American	7	14	11	78.6	20.0
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	345	336	97.4	37.2
	8	382	372	97.4	37.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	18	17	94.4	52.9
	8	16	15	93.8	26.7
Two or More Races	7	--	--	--	--
	8	11	11	100.0	63.6
Socioeconomically Disadvantaged	7	323	316	97.8	38.4
	8	345	338	98.0	36.4
English Learners	7	121	116	95.9	5.2
	8	128	121	94.5	5.8
Students with Disabilities	7	48	48	100.0	8.3
	8	40	40	100.0	
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	397	383	96.5	26.4
	8	430	418	97.2	24.4
Male	7	194	184	94.8	22.3
	8	196	188	95.9	21.3
Female	7	203	199	98.0	30.3
	8	234	230	98.3	27.0
Black or African American	7	14	12	85.7	
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	345	336	97.4	25.4
	8	381	372	97.6	23.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	18	17	94.4	35.3
	8	16	15	93.8	33.3
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	323	317	98.1	26.6
	8	343	337	98.3	22.9
English Learners	7	121	116	95.9	2.6
	8	127	121	95.3	
Students with Disabilities	7	48	48	100.0	6.3
	8	39	39	100.0	
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	67	48	47	63	53	49	60	56	54

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	432	411	95.1	47.0
Male	198	186	93.9	46.2
Female	234	225	96.2	47.6
Hispanic or Latino	383	367	95.8	45.2
White	16	13	81.3	46.2
Socioeconomically Disadvantaged	345	332	96.2	46.1
English Learners	129	120	93.0	13.3
Students with Disabilities	39	38	97.4	21.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.9	22.2	21.7

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 Parental Involvement State Priority (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 2016-17)

Opportunities for parent involvement include the parent volunteer program, membership on site and district committees, open campus visits, and participation in the following CVM opportunities:

San Diego County District Attorney Parent Workshops	District Parent Advisory Committee (DPAC)
English As A Second Language (ESL) Classes	Parent-Teacher-Student Association (PTSA)
Tech Mondays for Parents	CVM Garden Volunteers
Scripps Healthy Living Classes	CVM Parent Patrol
English Language Advisory Committee (ELAC)	SMART Food Distribution (Every 3rd Monday)
District English Language Advisory (DELAC)	Southbay Community Group Cooking Class
School Site Council (SSC)	Coffee With The Principal

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.0	10.4	8.5	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by Octoberm15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:
Continue with Anti-bullying initiatives: Monthly Social Skills: October/Respect, November/Kindness, December/Gratitude; January/Acceptance, etc. Kaiser Permanente Anti Bullying Drama Play/Presentation December 1, 2016. Comply with safety drills; Fire Drill & regular evacuation site on campus 2 per semester; Earthquake Drill & regular evacuation site on campus, 1 per year; Clear room drill; Heightened Security Drill & Lock-down Drill, 1 per semester.
Create emergency folders update each semester
Provide security updates at Faculty meetings once a month as well as Security updates once a month via Principal's Newsletter to staff.
Continue to recruit Parent Volunteers; traffic, campus patrol

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	27	16	9	18	27	12	16	11	27	12	16	11
Mathematics	31	6	7	20	31	4	7	17	31	4	7	17
Science	32	4	6	20	31	2	10	15	31	2	10	15
Social Science	32	4	6	20	32	4	9	13	32	4	9	13

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	367.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	3.4	N/A
Other	0.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5212.0	$518.0	$4694.0	$78759.0
District	N/A	N/A	$1742.0	$79,715
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	$5,677	$77,824
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 2015-16)

General Operations - services, materials, and support to the general education program

Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential

Categorical Programs - monies from State and Federal sources and from grants are earmarked for specific services. Supplemental resources and services are targeted to enhance the acquisition of student literacy skills. Designated funds are used to support and promote safe and healthy learning environments, and to support an extensive after school program (tutoring, support groups, and structured recreational opportunities) in collaboration with community-based agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,986	$46,184
Mid-Range Teacher Salary	$73,692	$75,179
Highest Teacher Salary	$96,471	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$138,060	$124,243
Average Principal Salary (High)	$151,325	$137,939
Superintendent Salary	$235,000	$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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)

For the 2012-13, 2013-14 and 2014-15 school years, Chula Vista Middle staff participated in a continuation of the professional development plan from the previous year. The new professional development training included: Marilyn Tabor Coaching Training, AVID Institute, Achieve 3000, Destination Math, Read 180, QTEL Lesson Plan Development, and SEI trainings.

For the 2015-2016 and the 2016-2017 school years, Chula Vista Middle focused on the district's LCAP Goals 1 and 2:
Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.

Our District has provided guidance and training through SLT's, cohort, and Zone meetings. These are specialized trainings for departments.

We have also sent teachers to SEI, AVID, Specific Arts Workshops (we are the School for the Creative and Performing Arts School), STEAM, Dual Language, Creative Writing, and the Write Institute Conferences.

We are the pilot school for restorative practices and have sent half of our staff to the restorative practice training.

We support our teachers by in-class coaching, teacher-principal meetings, PLC meetings, and review of data.