

Chula Vista 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 | Chula Vista Middle School |
| Street | 415 Fifth Ave. |
| City, State, Zip | Chula Vista, CA, 91910-4305 |
| Phone Number | 619-498-6805 |
| Principal | Julio Alcalá |
| E-mail Address | Julio.Alcala@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 2017-18)

Chula Vista Middle (CVM) has a school population of 850 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 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 7 | 410 |
| Grade 8 | 444 |
| Total Enrollment | 837 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1 |
| Filipino | 1.9 |
| Hispanic or Latino | 88.4 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 3.7 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 78.3 |
| English Learners | 34.2 |
| Students with Disabilities | 13.1 |
| Foster Youth | 0.4 |

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 | 37 | 53 | 41 | 1665 |
| Without Full Credential | 1 | 4 | 6 | 128 |
| 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 | 4 | 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: August 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 |
| Science Laboratory Equipment (grades 9-12) | Not applicable for middle schools. | | 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 \$3,533,950 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

We were part of the 2017-2018 HVAC project. Our 400 building, our auditorium, our adaptive gym, and room 601 had HVAC installations.

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: January 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 | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: January 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | <ul style="list-style-type: none"> • The partition needs to be removed which had been completed during the "Facility Focus and Preventative Maintenance Schedule"the week of 10/16/17. Recently, the partition has been vandalized, along with some missing tiles. W.O. # 1608804 • 400 Building: Paint Exterior WO#1608864 • Auditorium, Adaptive, 701, 708, 402, 405-406 all have roof leaks W.O # 1607596 • Handball Courts: concrete courts have cracks/uneven areas. This was mentioned in the "Middle School Athletic Facilities Inventory"on May 15th, 2017. PO # • Library, Exterior South side walkway: the wood face boards need to be scraped/painted/repared |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: January 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) | 39 | 37 | 53 | 53 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 25 | 25 | 31 | 32 | 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 | 821 | 786 | 95.74 | 37.26 |
| Male | 381 | 357 | 93.7 | 27.32 |
| Female | 440 | 429 | 97.5 | 45.54 |
| Black or African American | 16 | 14 | 87.5 | 28.57 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 15 | 15 | 100 | 86.67 |
| Hispanic or Latino | 722 | 692 | 95.84 | 35.52 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 29 | 96.67 | 51.72 |
| Two or More Races | 15 | 15 | 100 | 53.33 |
| Socioeconomically Disadvantaged | 656 | 632 | 96.34 | 35.67 |
| English Learners | 467 | 451 | 96.57 | 27.01 |
| Students with Disabilities | 119 | 114 | 95.8 | 9.65 |
| 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)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 821 | 783 | 95.37 | 25.45 |
| Male | 381 | 355 | 93.18 | 21.97 |
| Female | 440 | 428 | 97.27 | 28.34 |
| Black or African American | 16 | 14 | 87.5 | 14.29 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 15 | 15 | 100 | 73.33 |
| Hispanic or Latino | 722 | 690 | 95.57 | 23.95 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 29 | 96.67 | 31.03 |
| Two or More Races | 15 | 14 | 93.33 | 50 |
| Socioeconomically Disadvantaged | 656 | 630 | 96.04 | 23.21 |
| English Learners | 467 | 450 | 96.36 | 17.15 |
| Students with Disabilities | 119 | 113 | 94.96 | 6.19 |
| 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 | 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) | 48 | 47 | 53 | 49 | 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.

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 | 19.9 | 24.2 | 18.6 |

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)

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:

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

We are working in tandem with the High School to facilitate as many parent trainings as possible.

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 | 10.4 | 8.5 | 10.9 | 5.7 | 4.6 | 4.2 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. 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: July and August: Kindness; September October/Respect, November/Acceptance, December/Responsibility; January/Resolution; February: Honesty; etc. We scheduled a TQF assembly for both our 7th and 8th graders in August. After our assembly, we scheduled 10 restorative workshops for both our 7th and 8th grade students. They completed the trainings during the first semester of 2017-2018 school year. 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 2017-18)

| 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 | 76 |

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 | 27 | 12 | 16 | 11 | 28 | 14 | 5 | 15 | 24 | 16 | 17 | 10 |
| Mathematics | 31 | 4 | 7 | 17 | 31 | 3 | 11 | 9 | 27 | 6 | 11 | 10 |
| Science | 31 | 2 | 10 | 15 | 28 | 6 | 10 | 12 | 30 | 3 | 13 | 13 |
| Social Science | 32 | 4 | 9 | 13 | 31 | 4 | 8 | 13 | 33 | 3 | 6 | 16 |

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 | 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 2015-16)

| 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 | \$83,046 |
| Percent Difference: School Site and District | N/A | N/A | 169.5 | |
| State | N/A | N/A | \$6,574 | \$82,770 |
| 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)

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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,920 | \$50,221 |
| Mid-Range Teacher Salary | \$77,008 | \$83,072 |
| Highest Teacher Salary | \$100,812 | \$104,882 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$145,114 | \$128,094 |
| Average Principal Salary (High) | \$155,085 | \$146,114 |
| Superintendent Salary | \$235,000 | \$226,121 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| 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)

Chula Vista Middle staff participated in a continuation of the professional development plan from the previous year. Our focus for the 2017-2018 academic school year includes a focus on climate and culture. We have received trainings from Dr. Mendes and the TKF foundation.

Chula Vista Middle has been focusing on the district's LCAP Goals 1 and 2 for the past three years:

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.