

Cerro Villa 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 | Cerro Villa Middle School |
| Street | 17852 Serrano Avenue |
| City, State, Zip | Villa Park, CA 92861 |
| Phone Number | (714) 997-6251 |
| Principal | Lisa Ogan |
| E-mail Address | logan@orangeusd.org |
| Web Site | http://www.orangeusd.k12.ca.us/schools/middle/cerrovilla/index.asp |
| CDS Code | 30-66621-6058937 |

| District Contact Information | |
|------------------------------|--------------------------------|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| E-mail Address | ghansen@orangeusd.org |
| Web Site | www.orangeusd.org |

School Description and Mission Statement (School Year 2018-19)

Cerro Villa Middle School has a long standing tradition of excellence in the community. We are one of five middle schools in the Orange Unified School District located in the quiet residential community of Villa Park, in northeast Orange County. With six feeder elementary schools, our population is presently 1,000 seventh and eighth grade students for the 2018-2019 school year. The campus, our home away from home, is well-maintained and shows our sense of pride. Guest teachers, visitors and parents consistently comment about the warm, hospitable and professional staff as well as the cheerful and respectful nature of our students.

Our mission statement, "Through collaborative efforts, the staff, students, parents, and surrounding community of Cerro Villa Middle School are dedicated to fostering diverse educational programs in a safe and caring environment where all students have the opportunity to experience academic success and develop the habits of strong character," illustrates our commitment to student learning, achievement and ethical behavior. Now, we have added our PBIS (Positive Behavior Intervention and Support) goals and slogans: "CVMS...A Caring Community. Vikings always make a difference. At CVMS students and staff Choose Respect, Value Yourself and Others, Make it Safe, and Strive for Success. CVMS is a caring community of professional learners. We strive to do our personal best and celebrate each other's success."

CV is a standards-driven school where passionate professionals and supportive community share a common vision and work cooperatively to provide our students with a superior education. CV's talented teachers engage our learners with a variety of motivating instructional strategies in lessons that promote 21st century skills of collaboration, communication, creativity, and critical thinking. We scaffold, modify and intervene to support all student achievement. We work together to align instruction through analysis of achievement data, student work and by sharing best practices. Common expectations and consistent routines in all classes succeed in creating a powerful learning environment and confident middle school adolescents.

With funding from an EETT-c Technology Grant in 2011, Cerro Villa was awarded a laptop classroom consisting of forty-four laptops along with tables and chairs in room 206. Research reports, class projects, document-based questioning and team projects are completed in this lab. Our second lab in room 101 was recently refurbished (Summer 2016) offering 40 desktops available for student use. In addition, 172 iPads, 150 Chromebooks, and 60 HP Stream laptops are currently maintained in carts that serve as labs on wheels to be accessed by all of our students. Our students and teachers are excited to utilize the increase in available technology devices. We continue to strive for all of our students to have technology available throughout the day whenever needed. Therefore in our fourth year, we are encouraging a BYOD (Bring Your Own Device) program. Through this program, students may bring their own device to use in all their classrooms whenever a device is needed for educational purposes. Our students understand what it means to be digitally responsible, how to become digitally literate and how to utilize these tools as 21st century learners who are college and career ready. We are very proud of our staff for their dedication to increased technology use on campus and in serving the needs of our students. With the production of CVTV, a video production class elective, all of the community may get their own look at our talented students on Success TV in the Main Office. This Success TV illustrates through pictures and video all of the things that make CV the best middle school in the district.

CV maintains a positive and nurturing social climate conducive to peer support. Numerous extra-curricular programs, leadership opportunities and over 17 clubs such as after-school sports, Honor Society, Robotics Club, Anime, Math Club, French Club, etc. involve students in cultural and academic extensions as well as physical activities. Character education permeates every aspect of campus life from standards-based lessons with respect, integrity, and responsibility, to daily words of wisdom from the staff. Teachers stand outside during passing periods to greet students as they enter the classroom. Students frequently give back to the community by donating time and resources to philanthropic projects.

CV's paraprofessionals, counselors, classified and nutritional staff, psychologist and nurse add positive support to the academic and social/emotional development of our students with their caring attitudes and selfless dedication. Our program is further strengthened by enthusiastic parental support in virtually every activity on campus including PFSO (Parent, Faculty, Staff Organization), School Site Council, ELAC, Dad's Club, Parent Meetings, classroom assistance, dance chaperons, and fund-raising events.

We are very proud of Cerro Villa Middle School; our students and staff want to be here which is evident by our energy and hard work. CV's recent selection as a top 10 middle school in the nation with our STEM program, recognition as a California Distinguished School on May 21, 2013, and district and community awards demonstrate our distinction in this community. Our work will never be done as we persistently pursue continuous achievement for our students. In May 2015, Cerro Villa became the recipient of the prestigious Gold Ribbon School of California award. This award set CV apart as a state model program with special emphasis in working with struggling students. We are also very proud to announce that we are the first WASC (Western Association of Schools and Colleges) Accredited Comprehensive Public Middle School (Grades 7-8) in Orange County, receiving the award in June 2014 and again in June 2017. We are accredited through June 2024! Cerro Villa continues to shine with our most recent national and state recognition as a 2018 California Schools to Watch model middle school!

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 491 |
| Grade 8 | 528 |
| Total Enrollment | 1,019 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.4 |
| Asian | 11.1 |
| Filipino | 1.4 |
| Hispanic or Latino | 49.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 32.9 |
| Socioeconomically Disadvantaged | 47.0 |
| English Learners | 12.7 |
| Students with Disabilities | 10.3 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 39 | 41 | 42 | 1246 |
| Without Full Credential | 1 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 13 |

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: October 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts | Pearson myPerspectives ELA/ELD ©2017; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Mathematics | enVision 2.0 Mathematics Program ©2017; Pearson Integrated Mathematics I ©2014; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Science | Holt California: Science Program ©2007; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| History-Social Science | McGraw-Hill IMPACT Social Studies ©2019 Grades 6-8; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Foreign Language | T'es branché? ©2014; ¡Avancemos! ©2013; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Cerro Villa in concert with the district, maintains a safe and clean facility. As noted below, our facility is at least 53 years old and requires continual maintenance and repair due to age and use. Over the past two years over 80% of the school has received new flooring and paint. It is our goal for the remaining rooms on campus to receive paint and flooring in the near future.

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: 7/2018 | | |
|---|----------------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | 201: 4: Old 9x9 tiles (asbestos tile) needs replacement 202: 4: Old 9x9 tiles (asbestos tile) needs replacement 205: 4: Old 9x9 tiles (asbestos tile) needs replacement. Wood and laminate on lab tables is peeling/chipping 301: 4: Some loose ceiling tiles near the center of the classroom, counter tops badly stained 303: 4: Chemical stains have worn down lab tables/sinks 7: Electrical/data chase is broken and needs repair or replacement 600's PE Building Boys Restroom: 4: Tile in poor condition, needs paint, paper towel dispenser falling off wall 600's PE Building Girls Restroom: 4: Tile in poor condition, needs paint 601 Boys PE: 4: Lockers damaged, broken and missing parts, walls need paint 602 Girls PE: 4: Lockers damaged, broken and missing parts, walls need paint Cafeteria MPR: 4: 9x9 Asbestos floor tiles ridging in cafeteria, needs replacement, stage needs refinishing MPR Boys Restroom: 4: Floor tiles chipped and holes 9: sinks stained, auto faucet not working MPR Women's Restroom: 4: Wall tiles cracked behind handicapped toilet Staff Lounge: 4: 9x9 Asbestos floor tiles need replacement |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/2018 | | |
|---|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Grounds and Play Areas: 5: Heavy gum staining on concrete and asphalt areas. Needs removal by heat pressure washing Mechanical Yard: 5: Mechanical yard messy |
| Electrical: Electrical | Good | 303: 4: Chemical stains have worn down lab tables/sinks 7: Electrical/data chase is broken and needs repair or replacement |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | 203A Girls Restroom: 9: Two sink auto faucets not working 203A Men's Staff Restroom: 9: Two sink auto faucets not working 204A Women's Staff Restroom: 9: One sink auto faucet not working 206C Boys Restroom: 9: One sink auto faucet not working 502: 9: Terrazo shop sink is stained and needs polishing MPR Boys Restroom: 4: Floor tiles chipped and holes 9: sinks stained, auto faucet not working |
| Safety: Fire Safety, Hazardous Materials | Good | Kitchen: 10: ANSUL system needs to be serviced |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 103:00:00 MPR Women's Restroom: 4: Wall tiles cracked behind handicapped toilet |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 7/2018 | |
|--|------|
| Overall Rating | Good |

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) | 55.0 | 53.0 | 54.0 | 57.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 39.0 | 42.0 | 40.0 | 43.0 | 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 | 1019 | 1012 | 99.31 | 53.46 |
| Male | 499 | 497 | 99.60 | 47.28 |
| Female | 520 | 515 | 99.04 | 59.42 |
| Black or African American | 12 | 12 | 100.00 | 50.00 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 113 | 113 | 100.00 | 87.61 |
| Filipino | 13 | 13 | 100.00 | 92.31 |
| Hispanic or Latino | 512 | 508 | 99.22 | 37.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 332 | 329 | 99.10 | 62.92 |
| Two or More Races | 18 | 18 | 100.00 | 66.67 |
| Socioeconomically Disadvantaged | 468 | 463 | 98.93 | 36.07 |
| English Learners | 251 | 250 | 99.60 | 17.60 |
| Students with Disabilities | 96 | 92 | 95.83 | 9.78 |
| 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 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1,019 | 1,009 | 99.02 | 41.72 |
| Male | 499 | 496 | 99.4 | 42.54 |
| Female | 520 | 513 | 98.65 | 40.94 |
| Black or African American | 12 | 12 | 100 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 112 | 112 | 100 | 82.14 |
| Filipino | 13 | 13 | 100 | 69.23 |
| Hispanic or Latino | 512 | 508 | 99.22 | 24.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 333 | 327 | 98.2 | 54.13 |
| Two or More Races | 18 | 18 | 100 | 55.56 |
| Socioeconomically Disadvantaged | 468 | 462 | 98.72 | 23.38 |
| English Learners | 251 | 250 | 99.6 | 10 |
| Students with Disabilities | 97 | 92 | 94.85 | 6.52 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject | Percentage of Students 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 |
| 7 | 13.7 | 20.2 | 45.2 |

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The parents of Cerro Villa play a very active and supportive role in the success of the school and the students. The School Site Council and English Language Advisory Council is the elected governance body that oversees the School Plan for Student Achievement, its goals and related expenditures. The Parent Faculty Student Organization (PFSO) provides support in the form of many volunteer hours, procurement of equipment and materials to improve the education program, campus beautification projects, and much needed financial support. All parents and staff are encouraged to join the PFSO and to get involved. Parent volunteers have been valuable additions to the education program through their work in the library, office, classrooms, instrumental music, and many other areas.

The Cerro Villa community actively supports our fund-raisers and all school events. Opportunities such as English Language Learner Orientation, Back-to-School Night, Parent/Student/Teacher Conferences, AVID Night, EL Parent Nights, ELL Celebration, Open House, Incoming 7th grade Parent Orientation, School Dances, Instrumental and Choral showcases, Coffee with the Counselors, and parent education night opportunities are always well attended.

We actively support community programs such as Villa Park Little League, NJB Basketball, club soccer, Boy Scouts, Girl Scouts, and several elementary schools through the use of our facilities after school and on weekends. We appreciate the school material donations from the Assistance League of Orange. We are thankful for the yearly financial and volunteer support from the Villa Park Rotary and the Villa Park Women's League.

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 | 4.6 | 5.6 | 5.8 | 3.1 | 3.1 | 2.8 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Student and Community Services (SCS) provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Cerro Villa provides a safe, orderly, and secure environment conducive to learning. In compliance with SB187, the safety committee annually reviews our Comprehensive School Safety Plan which includes internal security procedures and safety strategies for fostering positive pupil relationships, deterring at-risk behaviors, and maintaining a safe physical environment. This document is on file in the school office and is available for perusal upon request. A comprehensive disaster/emergency plan is in effect and fire and/or earthquake drills are conducted monthly practicing different scenarios. In 2007, the Orange County Grand Jury Safe School Investigation recognized Cerro Villa as one of seven school in Orange County with an above expectation rating. All schools in the district are linked through an emergency radio contact system. Providing a safe environment for our students is of paramount concern at Cerro Villa. In our continued effort to maintain the highest level possible for safety and security, we lock our perimeter fencing and require all visitors to check in at the front office. Safety cameras are in place around the campus. The Orange County Sheriff's Department responds promptly when dispatched. We actively enforce our school uniform policy. With 1,000 students, the ability to adequately supervise is greatly increased with extra teacher supervision provided before & after school, nutrition, and lunchtime along with our implementation of a full-day campus security employee.

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 | 25.0 | 15 | 17 | 11 | 26.0 | 18 | 10 | 19 | 28.0 | 8 | 12 | 21 |
| Mathematics | 28.0 | 9 | 7 | 20 | 29.0 | 9 | 5 | 25 | 28.0 | 7 | 17 | 13 |
| Science | 35.0 | 1 | 2 | 26 | 34.0 | 2 | 1 | 29 | 33.0 | 1 | 11 | 19 |
| Social Science | 33.0 | 3 | 7 | 21 | 33.0 | 4 | 3 | 26 | 33.0 | 1 | 15 | 15 |

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 | 1.75 | 545 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 1 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .8 | N/A |
| Speech/Language/Hearing Specialist | .6 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$4355.59 | 0 | \$4355.59 | \$56,193.31 |
| District | N/A | N/A | \$6,246.38 | \$82,084 |
| Percent Difference: School Site and District | N/A | N/A | -35.7 | -37.4 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -48.2 | -35.9 |

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)

Cerro Villa operated the following categorical programs for the 2017-2018 school year:

AVID tutoring, Homework Help , EL tutoring, supplemental instructional materials.

*Local Control Funding Formula (LCFF) following our Local Control Accountability Plan (LCAP) assists our English Learners, Low Income and Foster youth students. Our English Learners are provided after-school tutoring. Assistance is also provided to parents through a community liaison.

*Gifted and Talented Education Program (GATE) provides supplementary materials for identified high ability students.

Cerro Villa Middle School also provides:

*Special Education classes: RSP, SDC, Co-teaching, Autism (S.U.C.S.E.S.S.)

*Credit Recovery, Saturday School

*Free and reduced breakfast and lunch programs to qualifying families.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,001 | \$47,903 |
| Mid-Range Teacher Salary | \$77,520 | \$74,481 |
| Highest Teacher Salary | \$104,334 | \$98,269 |
| Average Principal Salary (Elementary) | \$124,320 | \$123,495 |
| Average Principal Salary (Middle) | \$130,865 | \$129,482 |
| Average Principal Salary (High) | \$150,755 | \$142,414 |
| Superintendent Salary | \$240,000 | \$271,429 |
| Percent of Budget for Teacher Salaries | 34.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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)

Life-long learning and growth is important to our staff. We promote staff enrichment opportunities through seminar and conference attendance, as well as on-site, district, county, and state trainings and visitations. Our new staff members are supported through our on-site "Effective Teacher" program. Staff development opportunities were provided through teacher-to-teacher mentoring programs such as CTIP (California Teacher Induction Program) and PAR (Peer Assessment and Review), staff meetings, conferences, school-based in-service meetings, and district seminars. CTIP, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

Student achievement data continues to drive our professional development and provide our school focus. Special attention is being given to students whom significantly decreased on state testing therefore we continue to utilize the following strategies for improving student achievement:

- 1) Structured collaborative time for departments to continue Professional Learning Communities with common agreements, alignment of standards/framework with the pacing guides, common formative assessments and paced summative assessments
- 2) "Writing across the curriculum" which utilizes a formulaic approach to address the writing process.
- 3) Emphasis on the Collaboration Cycle for Effective Instruction/CCSS Instructional Strategies.
- 4) Response to Intervention/Positive Behavioral Intervention Strategies.
- 5) Emphasis on Academic Language/CV Word of the Week.

Presentations and practice sessions around AVID strategies such as cooperative grouping, Marking the Text, Cornell note taking, Costa's Levels of Questions, lessons with embedded communication objectives, response frames, plans for purposeful grouping and plans for active student engagement and Dr. Marzano's Effective Teaching Strategies were emphasized. The Smarter Balanced Assessments in English Language Arts and Math were administered in 2017-2018. We also advocate for student ownership of their own learning. Every three weeks students reflect on their goals and progress. Sharing best practices and looking at student work are recurring themes at each professional development meeting and each Professional Learning Community (PLC) meeting.