

Cerro Villa Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	logan@orangeusd.org
Website	http://www.cerrovilla.org
County-District-School (CDS) Code	30-66621-6058937

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2020-2021)

Cerro Villa Middle School has a long standing tradition of excellence in the community. Located in the quiet residential community of Villa Park, in northeast Orange County and fed by six elementary schools, CV's population is presently 853 seventh and eighth grade students for the 2020-2021 school year. The campus, a home away from home, is well-maintained and shows a great 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 its 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. "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 a supportive community share a common vision and work cooperatively to provide its students with a superior education. CV's talented teachers engage learners with a variety of motivating instructional strategies that promote 21st century skills of collaboration, communication, creativity, and critical thinking. Aligned instruction, continual data analysis, and utilizing best practices helps promote student achievement. Common expectations and consistent routines in all classes succeed in creating a powerful learning environment of confident middle school adolescents.

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. As with the production of CVTV, our nationally renowned video production class elective, we continuously illustrate 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. In its seventh year of implementation, CV Leadership students mentor and facilitate the transition of students from elementary to middle school. These 8th grade school leaders facilitate positive connections on a weekly basis. Numerous extra-curricular programs, leadership opportunities and over 15 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. 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. Understanding this, Cerro Villa is proud to share the creation of a Wellness Center on campus (December 2019), the first in our district, presenting resources and information targeted to the emotional well-being of our students! 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, 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 continued national and state recognition as a 2021 California Schools to Watch model middle school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	414
Grade 8	490
Total Enrollment	904

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	9.8
Filipino	1.7
Hispanic or Latino	53.8
Native Hawaiian or Pacific Islander	0.8
White	29.5
Two or More Races	2.8
Socioeconomically Disadvantaged	44.6
English Learners	13.2
Students with Disabilities	7.5
Foster Youth	0.7
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	42	39	38	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Pearson Elevate Science Program ©2019; 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%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

School Facility Conditions and Planned Improvements

Cerro Villa in concert with the district, maintains a safe and clean facility. As noted below, our facility is at least 56 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. We are looking at different means to update and improve such as repairing and refacing student bathrooms and creating shelter over the school amphitheater and lunch eating areas. Work orders have been created/addressed for all items noted in need of repair with our custodial staff and/or district maintenance department.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/9/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	203A Staff restroom: 4: Wall damage 204A Restroom: 4: Wall damage 500 Electrical room 1: 4: Ceiling damage 500 Electrical room 2: 4: Wall damage, 14: Walkway damage Copy Room: 4: Ceiling tile missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 110: 7: Daisy chain of electrical cords and surge protectors
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MPR: 8: Faucet not working
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	601/boys PE: 12: Stucco damage, 14: Walkway damage P-801: 12: Skirting damage P-806: 12; Skirting damage Room 402: 12: Stucco damage, 14: Asphalt damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	500 Electrical room 2: 4: Wall damage, 14: Walkway damage 601/boys PE: 12: Stucco damage, 14: Walkway damage Room 102: 15: Door damage Room 103: 15: Door damage Room 111: 15: Window chalking damage room 112: 15: Door damage Room 114: 15: Door damage Room 115: 15: Door damage Room 118: 15: Door damage Room 401: 14: Asphalt damage Room 402: 12: Stucco damage, 14: Asphalt damage Room 502: 15: Gate damage
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	41	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	31	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 Back-to-School Night, Parent/Student/Teacher Conferences, AVID Night, EL Parent Nights, Family Fun Nights, Open House, Incoming 7th grade Parent Orientation, School Dances, Instrumental and Choral showcases, Wellness Center Workshops 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.8	7.5	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.70	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 approximately 900 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	28	8	12	21	30	7	12	19	29	10	13	16
Mathematics	28	7	17	13	27	8	20	10	33	9	12	16
Science	33	1	11	19	36		3	25	35	2	12	16
Social Science	33	1	15	15	34	1	3	25	40	4	12	15

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4925.58	0	\$4925.58	\$62716.33
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	-29.3	-32.2
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-44.6	-27.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Cerro Villa operated the following categorical programs for the 2019-2020 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

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.

Monthly, our ILT (Instructional Leadership Team) reviews our Early Release calendar for one time a month devoted to Professional Development. Our problem of practice this year, is centered around reading. Therefore, as a school reflecting on state-wide assessment data, we are focused on training specific to improving reading. Utilizing WICOR strategies school-wide is one approach.

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 and currently are struggling with learning due to the pandemic. 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 (during Phase 3) .

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 are emphasized. The Smarter Balanced Assessments in English Language Arts and Math were administered in 2018-2019. 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.