

Cerro Villa Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 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	Madeline Morrison
Email Address	mmorrison@orangeusd.org
School Website	www.cerrovilla.org
County-District-School (CDS) Code	30-66621-6058937

2021-22 District Contact Information

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

2021-22 School Overview

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 837 seventh and eighth grade students for the 2021-2022 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 eighth 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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	439
Grade 8	408
Total Enrollment	847

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	9.4
Black or African American	1.4
Filipino	2.1
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	26.9
English Learners	13.8
Foster Youth	0.5
Homeless	0.9
Socioeconomically Disadvantaged	42.9
Students with Disabilities	11.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018; 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	Positive Prevention Plus ©2018; selected from the most recent list of standards-based materials adopted by the Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

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 57 years old and requires continual maintenance and repair due to age and use. Over recent years, 80% of the school has received new flooring and paint and the student restrooms were recently renovated in 2021. We are looking at different means to update and improve such as 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.

Year and month of the most recent FIT report

10/7/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys Restroom by 201: 2. Exhaust grills painted shut Girls Restroom by 201: 2. Exhaust grills painted shut
Interior: Interior Surfaces		X		500 Electrical Room 1: 4. Ceiling damage 500 Electrical Room 2: 4. Wall Damage Main Office: 4. Loose ceiling tiles Room 205: 4. Floor tiles Room 301: 4. Hole by phone Staff Restroom 204A: 4. Wall Damage Wellness Center Portable: 4. Ceiling tiles damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			602 Girls PE: 7. lights out P-803: 7. Gangbox cover missing Room 117: 7. Light fixture missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			MPR: 9. Faucet not working Room 303: 9. Faucet leak. Sink peeling
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			601 Boys PE: 12. Stucco damage P-801: 12. Skirting damage P-806: 12. Skirting damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 102: 15. Door Damage Room 103: 15. Door Damage Room 109: Missing coverplate 15. Door damage Room 110: 15. Door damage Room 114: 15. Door Damage

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	862	4	0.46	99.54	--
Female	413	1	0.24	99.76	--
Male	449	3	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	82	1	1.22	98.78	--
Black or African American	12	0	0	100	--
Filipino	18	0	0	100	--
Hispanic or Latino	491	2	0.41	99.59	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	0	0	100	--
White	232	1	0.43	99.57	--
English Learners	106	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	24	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	359	1	0.28	99.72	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	4	4	96	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	862	4	0.46	99.54	--
Female	413	1	0.24	99.76	--
Male	449	3	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	82	1	1.22	98.78	--
Black or African American	12	0	0.00	100.00	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	491	2	0.41	99.59	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	0	0.00	100.00	--
White	232	1	0.43	99.57	--
English Learners	106	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	24	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	359	1	0.28	99.72	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	4	4.00	96.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	861	545	63.30%	36.70%	62.75%
Female	413	272	65.86%	34.14%	62.50%
Male	448	273	60.94%	39.06%	63.00%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	82	67	81.71%	18.29%	82.09%

Black or African American	12	9	75.00%	25.00%	66.67%
Filipino	18	15	83.33%	16.67%	66.67%
Hispanic or Latino	491	278	56.62%	43.38%	49.28%
Native Hawaiian or Pacific Islander	2	2	100.00%	0.00%	100.00%
Two or More Races	25	17	68.00%	32.00%	70.59%
White	157	157	67.97%	32.03%	77.07%
English Learners	105	69	65.71%	34.29%	2.90%
Foster Youth	4	2	50.00%	50.00%	100.00%
Homeless	15	6	40.00%	60.00%	50.00%
Socioeconomically Disadvantaged	366	197	53.83%	46.17%	42.64%
Students with Disabilities	102	63	61.76%	38.24%	25.40%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	861	494	57.38%	42.62%	41.09%
Female	413	250	60.53%	39.47%	40.40%
Male	448	244	54.46%	45.54%	41.80%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	82	54	65.85%	34.15%	70.37%
Black or African American	12	9	75.00%	25.00%	55.56%
Filipino	18	14	77.78%	22.22%	64.29%
Hispanic or Latino	491	257	52.34%	47.66%	29.18%
Native Hawaiian or Pacific Islander	2	2	100.00%	0.00%	0.00%
Two or More Races	25	15	60.00%	40.00%	40.00%
White	157	143	61.90%	38.10%	48.95%
English Learners	105	63	60.00%	40.00%	3.17%
Foster Youth	4	2	50.00%	50.00%	50.00%
Homeless	15	4	26.67%	73.33%	0.00%
Socioeconomically Disadvantaged	366	177	48.36%	51.64%	20.90%
Students with Disabilities	102	62	60.78%	39.22%	8.06%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	412	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	215	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	45	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	221	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	117	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	873	867	31	3.6
Female	419	417	10	2.4
Male	454	450	21	4.7
American Indian or Alaska Native	0	0	0	0.0
Asian	83	83	1	1.2
Black or African American	13	13	1	7.7
Filipino	20	20	2	10.0
Hispanic or Latino	496	492	20	4.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	16	16	1	6.3
White	236	234	5	2.1
English Learners	124	122	10	8.2
Foster Youth	6	6	1	16.7
Homeless	15	15	2	13.3
Socioeconomically Disadvantaged	373	370	24	6.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	105	8	7.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.50	0.23	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.82	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.24	0.00
Male	0.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.42	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2021-22 School Safety Plan

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 840 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	12	19
Mathematics	27	8	20	10
Science	36		3	25
Social Science	34	1	3	25

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	13	16
Mathematics	33	9	12	16
Science	35	2	12	16
Social Science	40	4	12	15

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	5	5	21
Mathematics	35	5	7	17
Science	42		5	20
Social Science	45	2	6	19

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	282.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	\$87,379
Percent Difference - School Site and District	N/A	N/A	-29.3	-32.9
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-52.6	-29.8

2020-21 Types of Services Funded

Cerro Villa operated the following categorical programs for the 2020-2021 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 "New Crew" 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 problems 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.