CALIFORNIA

CERRO VILLA MIDDLE SCHOOL

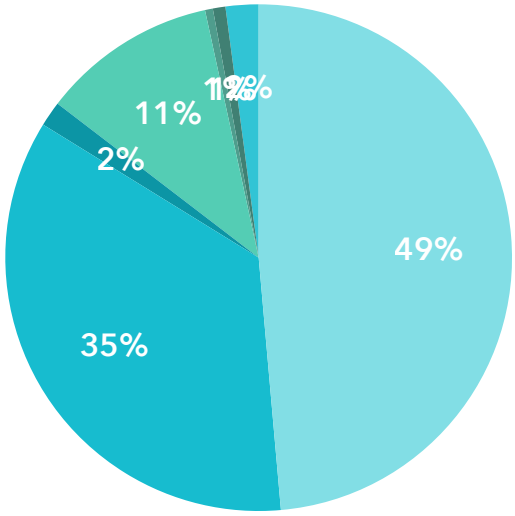
2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Suburban
School Enrollment - 1032
Grade Levels - 7, 8
School Calendar - Traditional
Free and Reduced Lunch 38%
English Learners 13%
Students With Disabilities 9.4%

Cerro Villa Middle School
Orange Unified School District
17852 Serrano Ave Villa Park, CA 92861
Tel (714) 997-6251
Principal - Lisa Ogan
www.cerrovilla.org

2017-2018 School Demographics



- Hispanic 48.6%
- White 35.2%
- African American 1.6%
- Asian 11.2%
- Native American 0.5%
- Pacific Islander 0.8%
- Filipino 0%
- Two or More 2.1%
- Other 0%

School Characteristics and Replicable Practices

Academic Excellence

All students are expected to meet high academic standards. Our highly qualified teachers bring to the classroom a level of rigor and expectation for high quality work. Teachers begin their lessons with the objectives clearly stated. Expectations are clear to students and parents through various methods: teacher websites to post student assignments, class syllabi, verbal statements, and exemplars of high quality assignments such as interactive notebooks, final STEM

projects and teacher samples.
Our nationally ranked STEM (Science Technology Engineering Math) elective course is designed specifically to make the connections between disciplines come to life through project-based learning. We currently have over 200 students in this class actively participating in 19 different modules.
● Through implementing a variety of cloud-based applications focused on enhancing the skills already being taught in content classes, CV prides itself on its ability to engage students in the learning process through innovative instructional practices. A few of the applications enhancing our instruction are Class Dojo, Kahoot!, Padlet, Plickers, and Sway. ● Professional Development sessions are devoted to reviewing and reinforcing
strategies utilized school-wide such as Thinking Maps, Cornell Notes, and Marking the Text. Additionally, more than nineteen staff members have been trained in AVID strategies, assisting in the implementation of schoolwide AVID strategies.
● For the past five years, we have been showcasing our signature practice of *Gear N Up* intervention classes for our at-risk population who receive no other services. We were recognized in 2015 as a Gold Ribbon School on account of this program.
● Most students with IEPs, aside from students requiring modified instruction (Mod/Severe), are mainstreamed in both history and science classes in a co-teaching model.
● A school-wide collaborative effort generated our ESLOs (Expected School-wide Learning Outcomes) that we currently follow.
● Teachers utilize peer observations during individual conference times to support and share best practices (called Viking Visitations). A triplicate form, generated collectively by staff, is used and shared with the teacher and administration for positive feedback.
● Various forms of instructional strategies are visible in classrooms: direct instruction, cooperative learning, co-teaching, and integrated learning.

Developmental Responsiveness

● Students who are considered EL or English Language learners have courses and programs such as *READ 180* , *ELD Companion* and *A VID* as core and elective classes. Students considered at-risk needing not only academic but social/emotional supports, and intensive intervention may be part of our *GEAR N UP* , *Math 180* , and *E LD Companion* classes.
● Cerro Villa staff prides themselves on being mentors, advisors, and advocates for student success with a strong, personalized environment supporting educational goals.
● School culture is empowered through our PBIS (Positive Behavior Intervention and Supports) program. The schoolwide PBIS plan is supported by students touring campus and discussing rules for each area (behavior matrix), and the consistent implementation of a schoolwide positive point system (HERO school-wide management system).
● 18 various clubs on campus: robotics, Science Olympiad, French, German, & Spanish club, Honor Society, After-school sports, Kindness, Anime, Math Club, and Book club to name a few, there are truly endless possibilities for our students to connect with the community and develop citizenship skills.

● The first day seventh grade students step foot on campus, they are greeted by WEB Leaders (Where Everyone Belongs) composed of eighth grade student leaders who serve as positive role models and peer mentors for all incoming seventh graders. These peer mentors provide incoming seventh graders with the confidence they need to succeed in middle school, while helping them learn about their own personal strengths and competences in the process.
● Staff and administration pride themselves on creating an “open-door” atmosphere on campus. Students feel comfortable sharing and participating with staff who are actively and visibly seen on campus all times of day, especially during nutrition and lunch. Through an “Availability Matrix” of teacher office hours, students know that support and additional assistance is available when needed.
● Students share their goals with their parent/s during the fall Student-Led Conference, entitled, *A Taste of CV* . Individual academic and personal goals are established and then parents and students are invited to attend three workshops such as study skills, growth mindset, and “What’s up on Campus” to maintain that level of involvement and further these connections.

Social Equity:

● In all core content area classes, teachers use a variety of approaches to learning to ensure success of all students regardless of learning style. Instructional strategies such as Socratic seminar, Marking the Text, Thinking Maps, Cornell Notes, direct instruction, and strategic grouping help differentiate instruction in order for each student to comprehend the standards-based curriculum.
● 18 interest-based clubs for student connectedness.

● Cultural awareness is an integral part of all foreign language programs.
● Families participate in the intricacies of the school by serving on committees such as School Site Council (provided input and decisions on school plan), ELAC (English Learner Advisory Council), DELAC, PFSO (parent volunteer group) and DAC (District Advisory Council).
● Through *HERO* , our student behavior management software, staff awards points to students when deemed appropriate for following the guidelines of the school. By giving points for homework completion, class rules followed, or random acts of kindness, positive behavior is promoted from all students.

● A unique course offering specific to our at-risk population is *GEAR N UP* (Guidance, Education, Awareness, Resiliency, Nobility, Unity, and Purpose). This non-traditional academic wrap around focuses on Personal Growth, Life Skills, Daily Academic Goals, and Community Leadership. Students are chosen having an overall GPA of less than 2.0 and identified as having behavior or social concerns. Through a teaching method that focuses on the ability to adapt, this course requires a level of accountability from students and provides them an outlet where students feel comfortable sharing struggles and transform such hardships into motivation for attaining success.

Organizational Support:

- A shared vision drives every staff member each and every day. From administration, to our school psychologist, counselors, office staff, custodian, kitchen staff, and teachers, we continually work together as a team to ensure academic, social, emotional, and college & career goals with our students. Staff worked and contributed on developing ESLOs (Expected School-wide Learning Outcomes) to explicitly state and formalize our vision into attainable goals. These outcomes are posted in every classroom and office on campus as a reminder of expectations and actions demonstrated daily.
- Department lead teachers meet with the principal before school begins and throughout the year in “ILT” department meetings to discuss and plan how the structure of implementation and refinement to meet common goals for the year will occur.
- Professional growth is ongoing at Cerro Villa along with strong district support for contractual professional development time. Every Wednesday for two hours, teachers work collaboratively on relevancy of materials and best practices utilized to bring content alive to students. This time block is referenced as PLCs or Professional Learning Communities.
- Active participation in high interest district-created professional development programs such as iTeach, iLearn, and eBadge.
- Collecting, analyzing and using data is on-going. Formal assessments such as SBAC, Interim assessments, RI, MI, common benchmark assessments, teacher generated assessments and informal assessments are utilized and guide instruction.
- Communication is shared of school happenings through various means: school website, school newsletter, school-to-home phone and email messaging system, local paper, flyers, Viking Planner (individual student organizational tool) and through various organizations.
- Maintaining a very active parent organization called PFSO and a newly reinvigorated ELAC parent group. Students have a very active voice as well through ASB representatives, Leadership and WEB class leaders. Various club memberships provide all students a place to be. Spirit assemblies each trimester allow for celebration and reflection on all Cerro Villa offers.