Canyon View Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.
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.

2023-24 School Contact Information

School Name	Canyon View Elementary School
Street	12025 Yale Court
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-6900
Principal	Christine Miller
Email Address	christinemiller@iusd.org
School Website	https://canyonview.iusd.org/
County-District-School (CDS) Code	30-73650-6115455

2023-24 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2023-24 School Description and Mission Statement

Canyon View School serves the children of Northwood Pointe and Orchard Hills, residential areas in the northernmost part of Irvine. Many of the residents have moved to this community from other areas of the city, and there is a high percentage of parents in professional occupations. There is a strong interest among our parents and our staff to provide a neighborhood school that is a primary focus of community activity. The partnership between the school, families, and community is the backbone of our success, and we are committed to maintaining and strengthening our high level of family engagement. We have a diverse community, and while English speaking students make up the majority of the student population, we have a number of students who represent a variety of ethnic backgrounds and speak many languages. Currently 28% of our student population is considered EL, and there are more than 26 identified languages spoken by our families. Canyon View's second language population provides a rich source of cultural diversity.

Canyon View has been fortunate in gathering a very competent, dedicated staff that is committed to creating a caring, learning community and an educational program for the 21st century. With the partnership of our students and parents, we work to accomplish the primary mission of Canyon View, which is "high levels of learning for all." We are proud to be a high performing school with an outstanding educational program. Our students consistently outperform the average for both Orange County and the state of California on English Language Arts and math state assessments, and our community recognizes that our teachers support high levels of learning for all students. Our school utilizes a Multi-Tiered System of Supports, which allows us to address the needs of all students through high quality instruction, interventions, and enrichment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	96
Grade 2	121
Grade 3	108
Grade 4	99
Grade 5	101
Grade 6	107
Total Enrollment	734

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Asian	65.1%
Black or African American	0.4%
Filipino	1.2%
Hispanic or Latino	8.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	8.3%
White	15%
English Learners	15.9%
Foster Youth	0.3%
Socioeconomically Disadvantaged	10.9%
Students with Disabilities	6.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.40	100.00	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	13.40	100.00	1371.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	91.90	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	4.01	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	1.00	4.05	83.80	5.82	15831.90	5.67
Total Teaching Positions	24.60	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	6.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Canyon View enjoys a state-of-the-art school facility to support its educational program. Completed in 2000, the school was the first in Irvine to include infrastructure to support technology-based teaching and learning. We continue to update our technology yearly with a current emphasis on providing Chromebook Carts and iPad carts for classroom use. An Information Resource Center (IRC) serves as an electronic hub for the school, providing information access and communication throughout the building, community and world. The facility includes science, art and music specialist rooms, in addition to classrooms for special education class use. The multi-purpose room functions as a large theatre, with a raised stage and sound system that facilitate integration of the performing arts with other curricular areas. There is a safety alarm system that is supported by a modern, multi-option phone system. A lift provides access to the multi-purpose stage area for the handicapped. T-line connections and a LAN with a fiber optic spine ensure timely exchange of information. In summer, 2018, our seven modular units adjacent to the permanent facility were replaced by permanent building with eight classrooms. This building is fully air conditioned, offers full internet access to students and provides an attractive learning environment for our students. In 2022, portions of our building were renovated to provide updated Music Classrooms, Design Lab, Innovation Lab, and conference room. New carpeting was added throughout the school.

Year and month of the most recent FIT report	10/30/2023

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			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			12: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) 13: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) 14: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) 15: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) CC 1: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) CC 2: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) CC 3: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) CC 4: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	82	75	75	47	46
Mathematics (grades 3-8 and 11)	81	82	68	69	33	34

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	434	414	95.39	4.61	81.88
Female	205	196	95.61	4.39	85.20
Male	229	218	95.20	4.80	78.90
American Indian or Alaska Native	0	0	0	0	0
Asian	295	279	94.58	5.42	84.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	27	93.10	6.90	59.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	43	100.00	0.00	86.05
White	57	55	96.49	3.51	81.82
English Learners	59	43	72.88	27.12	44.19
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	85.71
Socioeconomically Disadvantaged	51	50	98.04	1.96	72.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	40.00

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	434	431	99.31	0.69	81.90
Female	205	203	99.02	0.98	81.28
Male	229	228	99.56	0.44	82.46
American Indian or Alaska Native	0	0	0	0	0
Asian	295	294	99.66	0.34	85.03
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	27	93.10	6.90	59.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	43	100.00	0.00	86.05
White	57	57	100.00	0.00	75.44
English Learners	59	59	100.00	0.00	61.02
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	78.57
Socioeconomically Disadvantaged	51	51	100.00	0.00	64.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	44.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	78.13	75.73	61.37	64.04	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	108	98.18	1.82	72.22
Female	59	57	96.61	3.39	77.19
Male	51	51	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	76	75	98.68	1.32	68.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	92.86
White	13	13	100.00	0.00	76.92
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	64.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	65.74%	65.74%	95.37%	65.74%	96.30%

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.

2023-24 Opportunities for Parental Involvement

A major factor in school success is the high degree of parent involvement in every aspect of their child's school life. Hundreds of moms, dads, and other relatives volunteer in classrooms, participate in School Site Council and PTA activities, and enrich school life through service on nearly 40 special committees. The Canyon View parent community significantly augments school programs and services through fundraising. They provide richly enhanced curricular materials and programs, conduct legislative action activities, and support the Irvine Public Schools Foundation. Decision making is shared among parents and staff in the School Site Council and PTA Board as well as through a variety of volunteer leadership opportunities open to parents. In addition to the enormous role parent volunteers play in our communication system, parents are given leadership roles for curriculum and enrichment support in the following ways:

Art Masters: The PTA supplements our district art program by providing Art Masters. Primary students receive five lessons per year and upper grade students receive three lessons. This enrichment program offers art lessons to all students based on the works of famous artists.

Book Club: Book Club is organized by the PTA to promote a community that shares a love of reading.

Innovation Lab: PTA funds weekly lessons for all students in our Innovation Lab, a class in which students creatively explore solutions and designs in every day contexts.

Other: Parents are encouraged to serve as classroom volunteers, and to participate in many other school wide events such as the Fall Festival, Winter Wonderland, Family Fun Night and Taste of Canyon View.

Parent-school dialogue is encouraged through participation in parent leadership groups, program focus nights, community service activities, regular school newsletters, the school website, e-mail communications, parent conferences, individual student contracts, and student organizer notes.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	799	785	114	14.5
Female	371	365	54	14.8
Male	428	420	60	14.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	532	521	56	10.7
Black or African American	5	4	1	25.0
Filipino	11	11	0	0.0
Hispanic or Latino	63	63	18	28.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	61	61	9	14.8
White	115	114	29	25.4
English Learners	145	140	19	13.6
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	98	98	24	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	22	37.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.25	0.41	0.50	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.5	0
Female	0	0
Male	0.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.75	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.69	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

Our students and staff will continue to be safe in the event of a crisis. The School Safety Committee has created a comprehensive Safe School Plan that includes clearly defined emergency procedures, and this plan is updated annually. Staff members are trained in CPR and Medic First Aid, and the school regularly practices safe school procedures, including fire drills, duck and cover drills, unauthorized person/lock-down procedures, reunification drills, and full earthquake emergency response drills. The Canyon View PTA strongly supports the school's emergency preparedness program and assists in annually replenishing needed equipment and water supplies. The School/PTA Safety Committee addresses all safety considerations at school. Teachers also help to monitor the schools grounds 10 minutes before and after school. In addition, primary teachers walk their class to the front of the school at dismissal to help ensure student safety. Collaboration with the Irvine Police Department and the Irvine Traffic Department has facilitated a more safe and efficient traffic route to school. They have also helped numerous times to facilitate more effective and safe parking at and around Canyon View School. The most recent Maintenance and Operations School Site Inspection Report, indicated that Canyon View "was clear of any safety problems requiring site level correction," and that custodial services in all areas were "above normal."

Canyon View is a place where students follow school expectations. Through our Positive Behavior Intervention Supports (PBIS) System, staff develop and maintain programs to support students' social growth and awareness. Through our Multiple-Tier System of Supports (MTSS) staff support the learning of all students based on their individual needs -- both academic and behavioral. This proactive approach to supporting student behaviors has resulted in a decrease in suspensions and an increase in the number of students who report positive interactions with others at school. No students were taken to the School Attendance Review Board (SARB). One hundred percent of 6th grade students participate in the DARE program, and the Great Body Shop health curriculum is used at all grade levels to educate students about health, nutrition, safety and the dangers of drug use.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	4		
1	20	2	1	
2	18	3		
3	13	3		
4	16	4		
5	12	5		
6	19	2	1	
Other	19	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6		
1	25		3	
2	23		3	
3	30		2	1
4	21	1	3	
5	29		3	
6	30		3	
Other	11	4	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	8	0	0
1	30	0	3	0
2	30	0	4	0
3	34	0	3	1
4	32	0	2	0
5	32	0	3	0
6	35	0	0	3
Other	7	3	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$6,288	$257	$6,031	$90,703
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	-2.6	4.2
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	0.2	6.1

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

Canyon View and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. Staff is continuing to work on methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. Other professional development that Canyon View has been involved in includes Trauma-Based Instruction, Second Step for SEL, Standards Based Grading, and Equity and Inclusion.

This year's school-wide goals for improving student achievement include efforts to bring our instruction into alignment with the CA Common Core Standards to ensure the development of the essential capacities. The essential capacities are knowledge, communication, problem solving, and relationship/interpersonal skills. This will be measured by accessing and navigating large quantities of information and evaluating the validity and relevance of this information. Educators will collaborate to determine what students must learn, gather evidence of the learning by examining both formative and summative assessment data, and use the evidence to better meet the needs of students through systematic instruction and enrichment. Areas of focus will be to investigate best practices for data driven decision making. In addition, we will research, develop and utilize progress monitoring tools for tier 2 and tier 3 interventions. Our goals include:

- The Learning Cycle and Professional Learning Communities - Teams will be engaging in The Learning Cycle in order to unpack standards, develop learning targets, analyze common assessments and determine next steps. Teams will analyze evidence of student learning in order to make decisions about how best to meet students needs.

- MTSS: PLC Teams will unpack standards, design learning targets, develop common assessments, and analyze student work/data in order to improve teaching and learning. Teams will implement strategies/interventions/extensions and collaborate with MTSS team to improve student outcomes.

Teachers will participate in 3 full days of professional development and 6 partial days.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9