

Canyon View Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | 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 |
| Website | https://canyonview.iusd.org/ |
| County-District-School (CDS) Code | 30-73650-6115455 |

District Contact Information (School Year 2020-2021)

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

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

Canyon View School serves the children of Northwood Pointe, a residential area 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.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 109 |
| Grade 1 | 82 |
| Grade 2 | 92 |
| Grade 3 | 106 |
| Grade 4 | 91 |
| Grade 5 | 104 |
| Grade 6 | 98 |
| Total Enrollment | 682 |

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

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 1.6 |
| Asian | 59.5 |
| Filipino | 1.5 |
| Hispanic or Latino | 7.5 |
| White | 18.3 |
| Two or More Races | 10.6 |
| Socioeconomically Disadvantaged | 11 |
| English Learners | 28.4 |
| Students with Disabilities | 6.2 |
| Foster Youth | 0.1 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 26.20 | 31 | 14 | 1663.99 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 80.58 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

| 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, 2020. 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. 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% |

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

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 provide an attractive learning environment for our students.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/7/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | MEDIA CENTER: 4. WATER STAIN CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | CC 1: 11. PAINT IS CHIPPING ON SIDING CC 2: 11. PAINT IS CHIPPING ON SIDING CC 3: 11. PAINT IS CHIPPING ON SIDING, RAMP, AND SKIRTING CC 4: 11. PAINT IS CHIPPING ON SIDING, RAMP, AND SKIRTING |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 84 | N/A | 78 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 80 | N/A | 74 | N/A | 39 | N/A |

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 68 | N/A | 64 | N/A | 30 | N/A |

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 Fairs: Book fairs are organized by parent volunteers not only promote reading, but writing as well.

100 Mile Club: Parents coordinate Running Club at Canyon View. Students run and we keep track of their mileage. They earn awards and medals. The school also encourages the Canyon View community to sign up for local runs in the community and fun runs on campus before and after school.

Other: Parents are encouraged to serve as classroom volunteers, and to participate in many other school wide events such as the 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

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

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.4 | 0.0 | 1.2 | 1.0 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

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

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2 | 277 | |
| Expulsions | 0 | 5 | |

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

School Safety Plan (School Year 2020-2021)

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 15 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. In the 2018-2019 school year, there were no formal suspensions and no expulsions. Our students attend school regularly; the average daily attendance for the 2018-2019 school year was 93.56%. 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

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 23 | 1 | 3 | | 21 | 2 | 3 | | 15 | | 6 | |
| 1 | 29 | | 3 | | 25 | | 3 | | 31 | | 2 | |
| 2 | 29 | | 3 | | 32 | | 3 | | 23 | 3 | | 1 |
| 3 | 23 | 1 | 4 | | 30 | | 3 | | 32 | | 3 | 1 |
| 4 | 29 | | 3 | | 34 | | | 3 | 29 | | 6 | |
| 5 | 31 | | 3 | | 31 | | 3 | | 35 | | | 6 |
| 6 | 31 | | 3 | | 34 | | | 3 | 33 | | 2 | |
| Other** | 8 | 1 | | | 9 | 1 | | | 16 | 2 | 1 | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.5 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,684 | \$335 | \$5,350 | \$90,656 |
| District | N/A | N/A | \$5,857 | \$84,323 |
| Percent Difference - School Site and District | N/A | N/A | -9.0 | 7.2 |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -36.6 | 8.8 |

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

Types of Services Funded (Fiscal Year 2019-2020)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,234 | \$50,029 |
| Mid-Range Teacher Salary | \$87,931 | \$77,680 |
| Highest Teacher Salary | \$113,662 | \$102,143 |
| Average Principal Salary (Elementary) | \$138,075 | \$128,526 |
| Average Principal Salary (Middle) | \$150,886 | \$133,574 |
| Average Principal Salary (High) | \$171,949 | \$147,006 |
| Superintendent Salary | \$330,377 | \$284,736 |
| Percent of Budget for Teacher Salaries | 33.0 | 33.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 9 | 7 |

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 EngageNY Math, CGI (Cognitively Guided Instruction), Daily 5, and STEM & NGSS - Next Generation Science Standards (district-wide), technology integration.

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 relevancy 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:

- Intellectual Risk Taking and Growth-Mindset- To encourage intellectual risk taking, the admission of error as a central part of the learning process for students and staff, and foster self-reflection for students and staff.
- 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.
- Technology Integration - "Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions - as accessible as all other classroom tools." – National Educational Technology Standards for Students, International Society for Technology in Education.
- 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.

Common Core Curricular Area Focal Points:

- Math: Teams will align CCSS Math standards & mathematical practices with curriculum, instruction, and assessments. Teams will begin to support students in shifting from a fixed mindset to a growth mindset in math.
- Writing: Teams will align NGSS (Next Generation Science Standards), curriculum, instruction and assessments.

Another area of focus will be to continue the Positive Behavior Interventions and Support (PBIS) system which will enable students to achieve academic, behavior, and social success. The staff will continue to receive training in PBIS with the mission to have an overall positive school climate and improve the academic culture through increased instructional time by identifying, teaching, and reinforcing the expected behaviors.