

# Canyon View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Canyon View Elementary School
<b>Street</b>	12025 Yale Court
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-6900
<b>Principal</b>	Christine Miller
<b>E-mail Address</b>	christinemiller@iusd.org
<b>Web Site</b>	<a href="https://canyonview.iusd.org/">https://canyonview.iusd.org/</a>
<b>CDS Code</b>	30-73650-6115455

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2018-19)**

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 25% 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 "learning." 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	90
<b>Grade 1</b>	92
<b>Grade 2</b>	93
<b>Grade 3</b>	113
<b>Grade 4</b>	88
<b>Grade 5</b>	94
<b>Grade 6</b>	94
<b>Total Enrollment</b>	664

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	59.9
Filipino	1.2
Hispanic or Latino	8.0
Native Hawaiian or Pacific Islander	0.0
White	17.3
Socioeconomically Disadvantaged	11.7
English Learners	27.4
Students with Disabilities	10.1
Foster Youth	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30.60	28.20	26.20	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	R-8: 4. CEILING TILE IS LOOSE IN CORNER OF ROOM 15. DOOR DOES NOT CLOSE PROPERLY WRK RM: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	CC 1: 6. RAT DROPPINGS ARE APPARENT CC 2: 6. RAT DROPPINGS ARE APPARENT 7. PRONG IS STUCK IN ELECTRICAL SOCKET
<b>Electrical:</b> Electrical	Good	CC 2: 6. RAT DROPPINGS ARE APPARENT 7. PRONG IS STUCK IN ELECTRICAL SOCKET
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	BOYS RR: 8. WATER DAMAGE AT FIRST URINAL
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	BOYS RR: 11. PAINT IS CHIPPING ON HAND DRYER
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	13: 15. DOOR DOES NOT CLOSE PROPERLY 14: 15. DOOR DOES NOT CLOSE PROPERLY R-8: 4. CEILING TILE IS LOOSE IN CORNER OF ROOM 15. DOOR DOES NOT CLOSE PROPERLY

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/10/2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	80.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	80.0	82.0	74.0	74.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	396	99.25	79.80
Male	195	193	98.97	76.17
Female	204	203	99.51	83.25
Black or African American	--	--	--	--
Asian	236	234	99.15	86.75
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.00	55.56
White	78	77	98.72	71.43
Two or More Races	40	40	100.00	85.00
Socioeconomically Disadvantaged	51	51	100.00	60.78
English Learners	128	125	97.66	70.40
Students with Disabilities	31	30	96.77	63.33

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	397	99.25	81.86
Male	196	194	98.98	82.99
Female	204	203	99.51	80.79
Black or African American	--	--	--	--
Asian	236	235	99.58	93.19
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3	55.56
White	78	77	98.72	70.13
Two or More Races	40	40	100	70
Socioeconomically Disadvantaged	51	51	100	68.63
English Learners	128	126	98.44	84.92
Students with Disabilities	32	30	93.75	60

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.4	26.5	35.7

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.

## 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 2018-19)

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, nannies, 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.1	0.9	0.4	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Our students and staff will continue to be safe in the event of a crisis. The School Safety Committee wrote a comprehensive Safe School Plan that includes clearly defined emergency procedures. This plan is updated on an annual basis. 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 Safety Committee 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. We have organized the Canyon View Express Valet to assist the effective drop-off of students in the school parking lot and ensure the safety of pedestrians in and around our campus. 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."

Based on student learning results, Canyon View School has distinguished itself each and every year. Canyon Views a top performing school among elementary schools in Irvine Unified School District. Canyon View contributes the largest number of elementary science projects at the district science fair. School artists and musicians are regularly featured in I.U.S.D. Honor Orchestra and chorus performances, as well as numerous art shows, such as the Laguna Beach Festival of Arts, the Imagination Celebration, City Hall and local merchant displays. Our most recent School Climate Survey indicates that 93% of Canyon View parents state that "My child feels safe at this school." It is our goal to have 100% of our parents and students believe that Canyon View is a safe place to be.

Our dedicated staff has carefully addressed various learner needs, including students in special education programs and limited English students representing twelve ethnic and language groups, through our standards-based system of education. Our 669 students get along well with each other and follow the school rules. In the 2017-2018 school year, there was 5 formal suspensions and no expulsions. Our students attend school regularly; the average daily attendance for the 2017- school year was 94.51%. 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. 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.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		16	3	2		23	1	3	
1	30		3		22	1	3		29		3	
2	29		4		21	1	4		29		3	
3	23	1	4		28		3		23	1	4	
4	30		4		31		3		29		3	
5	33		1	3	34			3	31		3	
6	33		1	3	24	1	4		31		3	
Other	5	1			9	1			8	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.24	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.625	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,499	\$243	\$5,256	\$86,682
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-5.7	5.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-30.2	7.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Professional Development (Most Recent Three Years)

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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.