

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Bonita Canyon Elementary	District Name	Irvine Unified
Street	One Sundance	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92603-3608	Web Site	www.iusd.org
Phone Number	(949) 936-5450	Superintendent	Dr. Gwen Gross
Principal	Dr. Robin Beacham	E-mail Address	Webmaster@iusd.org
E-mail Address	Web-bc@iusd.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

At our school we strive to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world. With a team of highly qualified staff, we provide the highest quality educational experience we can envision. We were named a California Distinguished School in 1989 and again in 2006.

Bonita Canyon opened its doors in 1977 and was originally designed to provide flexible classroom space and adjoining common work areas. The physical layout of the school permits teaming and interaction, yet lends a "self-contained" atmosphere to most classrooms. As a neighborhood school, we serve students in our immediate community. We have a very high percentage of parents in professional occupations and the community is stable with a low mobility rate.

Parent involvement contributes significantly to our success. Teachers, students and parents work closely together in an atmosphere of mutual respect and cooperation. Our students have supportive, caring parents who value education, and dedicated, committed teachers who provide continuous high quality instruction for all students. The Parent Teacher Association (PTA) provides outstanding volunteer and financial support for many school programs. The strong partnership between parents and school staff, coupled with our shared commitment to excellence, creates an exceptional learning environment that can be seen and felt at Bonita Canyon School.

English speaking students make up the majority of our student population; however, a number of minority students, representing a variety of ethnic backgrounds and languages, attend our school and enrich our learning community. Bonita Canyon Elementary School, located in the Turtle Rock area of Irvine, enrolled approximately 520 students in grades K-6 during the 2005-2006 school year.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

We greatly value parent participation and know it is the key ingredient for creating successful students and schools. There are numerous opportunities for parent volunteers at Bonita Canyon and we encourage parents to become involved in all aspects of their child's education. Hundreds of parents volunteer in our classrooms, participate in PTA and School

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No data are available for this section

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our students generally show positive problem solving skills on the playground and in the classroom. Our campus supervision is based on district allocations and many of our staff members have taken specific training in conflict resolution and cooperative discipline. We train students to be conflict managers and they mediate peer misunderstandings and model problem-solving strategies daily.

Bonita Canyon has an extensive plan for emergency procedures. We hold regular drills and have updated our emergency procedures and supplies with assistance from our PTA. We participate in district-wide emergency drills and nearly all of the staff has received training in CPR and Medic First Aid.

Bonita Canyon School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the staff and approved by School Site Council. Key elements of the Plan include: 1) Assessing the current status of school crime committed on the school campus and at school-related functions; 2a) Child Abuse Reporting Procedures; 2b) Disaster Procedures - Routine and Emergency; 2c) Policies for Suspension, Expulsion and Mandatory Expulsion; 2d) Procedures for Notification of Staff Regarding Dangerous Students; 2e) Policies on Sexual Harassment; 2f) Policy Relating to School Dress Code (especially gang-related apparel); 2g) Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School; 2h) Procedures that Create a Safe and Orderly Environment Conducive to Learning at School; 2i) Rules and Procedures on School Discipline.

We are proud to say there are few, if any, reportable crimes at Bonita Canyon.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School-wide behavior standards are reinforced throughout the day and data is collected and shared for the purposes of evaluating the success of our program. The staff and parents hold high expectations for student behavior. Classroom and school-wide incentives are implemented to encourage scholarship, responsibility, effort and the spirit of cooperation. Character education is fostered through our STAR STUDENT theme, which includes behavior standards and rewards. The results of these efforts have paid off with miniscule suspension rates. Few serious discipline problems are reported during the year, and Bonita Canyon maintains a very safe and orderly learning environment for all students. Although bullying was not a serious problem, we have recently implemented an Anti-Bully program throughout the school.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.4%	0.5%	0.2%	2.7%	4.0%	3.75%
Expulsions	0%	0%	0%	0.2%	0.1%	0.2%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Bonita Canyon opened its doors in 1977. The physical layout of the school permits teaming and interaction, yet lends a "self-contained" atmosphere to most classrooms. Situated on 9 acres on the top of Turtle Rock, the surrounding views from the playground are breathtaking.

The school is often described as "quaint" and is eligible to receive state renovation funds as those funds become available. Our facility is scheduled for a major renovation during summer 2008. Although our buildings and restrooms are not new, they are clean and well maintained. Our grounds are also well maintained. In addition to the original buildings, the school has nine portable (re-locatable) classrooms. We have maximized our use of shared areas in the library, computer lab, stage, and auditorium to meet the needs of our growing numbers. An additional 3-classroom portable was added to the campus to accommodate class-size reduction.

Although our school was built before the use of computers was commonplace in schools, with help from our generous community and PTA, we have altered our infrastructure to accommodate computer labs, our library media center, and all classrooms with internet access.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	21	25	25	1174
Without Full Credential	1	0	0	18
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.0	4.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	97.0	3.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

When teachers are absent, it is vital that we have the highest quality substitute teachers available. The school district strives to maintain a cadre of highly qualified substitute teachers to meet our needs. We utilize the Irvine Unified School District's substitute pool and frequently retain the same substitutes (a small number of substitute teachers we can call upon who know our school, our students, and our ongoing program) to promote continuity. Because our students are very well-behaved and we have clearly articulated lesson plans and expectations, substitute teachers often request jobs at Bonita Canyon.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Just as students receive feedback regarding their performance, teachers also participate in an evaluation process. Non-tenured staff members are formally evaluated yearly and tenured teachers participate every other year. The purpose of teacher evaluation is to promote quality instruction. Guidelines for teacher evaluation are outlined in the contract between Irvine Teachers Association and the District and are aligned with the California Standards for the Teaching Profession: 1) Engaging and Supporting All Students in Learning; 2) Creating and Maintaining Effective Environments; 3) Understanding and Organizing Subject Matter; 4) Planning Instruction and Designing Learning Experiences; 5) Assessing Student Learning, and 6) Developing as a Professional Educator.

In addition, each teacher works cooperatively with the principal to develop annual goals and objectives for student progress, school program improvement, and individual professional growth. Many Bonita Canyon teachers have been selected as district mentor teachers or lead teachers because of their exemplary work with students and their thorough knowledge of content standards and curriculum.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	---	---
Library Media Teacher (Librarian)	0.6	---
Library Media Services Staff (paraprofessional)	0.58	---
Psychologist	0.3	---
Social Worker	---	---
Nurse	0.15	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0.8	---
Other	---	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2005. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2005. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2005. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2005. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	Not Applicable	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2005. All textbooks purchased are state-adopted, and are standards aligned	0

Science Laboratory Equipment (grades 9-12)	Not Applicable	N/A
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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,647	\$478	\$4,169	\$59,525
District	---	---	\$583	\$64,533
Percent Difference - School Site and District	---	---	86.02%	-8.41%
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---	-13.77%	3.30%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2005-2006, Bonita Canyon Elementary School received special funds in the amount of \$49,943.52. The majority of these funds were spent on personnel and materials to serve students with unique educational needs in the following programs:

Special Programs	Amount
English Language Acquisition Program	\$1,800.00
Economic Impact Aid	\$7,072.08
Gifted and Talented	\$580.00
School Improvement Plan	\$40,491.44

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,619	\$37,540
Mid-Range Teacher Salary	\$63,612	\$59,426
Highest Teacher Salary	\$82,230	\$73,925
Average Principal Salary (Elementary)	\$98,557	\$96,377
Average Principal Salary (Middle)	\$102,539	\$100,144
Average Principal Salary (High)	\$115,476	\$109,130
Superintendent Salary	\$165,528	\$185,251
Percent of Budget for Teacher Salaries	43.5	40.9
Percent of Budget for Administrative Salaries	4.7	5.3

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	87	91	90	70	74	75	36	40	42
Mathematics	89	89	92	70	75	74	34	38	40
Science	76	75	85	52	55	72	25	27	35
History-Social Science				62	63	66	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	97	98	94	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (Not Hispanic)	86	90	78	*
Male	89	94	89	*
Female	90	90	80	*
Economically Disadvantaged	*	*	*	*
English Learners	79	100	*	*
Students with Disabilities	62	81	*	*
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	85	84	78	76	74	73	43	41	42
Mathematics	92	95	94	84	84	83	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	88	100
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	74	91
Male	74	97
Female	81	91
Economically Disadvantaged	*	*
English Learners	67	92
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	---	92%	94%	---	---	---	---	---	---
1	92%	88%	82%	---	---	---	---	---	---
2	86%	87%	84%	---	---	---	---	---	---

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	61.3

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	10	10	10

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	7	12	5	962
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	17	17	15	997
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	---
Pacific Islander	---	---	---	---
White (not Hispanic)	-2	15	-4	946
Socioeconomically Disadvantaged	---	---	---	---
English Learners	---	---	---	---
Students with Disabilities	---	---	---	---

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement Implementation	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Community surveys report high marks for the school in major areas affecting school performance, such as safe learning environment, well-managed school, clear goals, standards and expectations, and effective teaching practices.

The adults on campus act as role models for students. There is strong evidence of shared decision-making among school leadership, staff, parents and community. All work harmoniously to provide an enriched and challenging instructional program. We strive to constantly improve our program by focusing on staff development activities that assist in improving and sustaining excellence. Staff and student morale is high, and there is strong community support for our school.

Bonita Canyon has a history of success and of special recognition. Our school was recognized in 1989 as a California Distinguished School, in 1992 for providing exemplary educational programs and for preparing students for the future. In 1994 Bonita Canyon was awarded a state technology grant for research strategies and multimedia presentations. In 1996 the school received a Goals 2000 grant to facilitate an improvement process focused on increasing student performance across the curriculum. During the 1999-2000 school year, we were awarded grant funds to implement Early Intervention for School Success and Peer Mediation to further our work in early literacy development and student character education. In 2000-2001 we received a state grant to support our efforts in School Safety. The past three years, we have received Innovative Teaching Grant awards to supplement instructional materials and Peer Assistance and Review (PAR) grants to further our staff development goals in the area of standards-based instruction and reporting. In 2006 we were once again named a California Distinguished School, the only school in Irvine to earn this award twice.

The school enjoys a teaching staff of exceptional quality and professionalism. We have teacher leaders with special

expertise in science, literacy, language arts, math, social studies, spelling and technology. The entire staff makes strong commitments to continuous professional development, with the goal of providing excellence in K-6 education. Students from Bonita Canyon typically score high on standardized tests and other state-wide measures of student success.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Bonita Canyon is committed to providing professional improvement opportunities for staff. Within our district, staff development workshops and professional development opportunities abound. Staff development sessions focus on implementation of new curriculum, refinement of instructional strategies, technology training, school improvement planning, effectively working with children, and emergency preparedness training.

Each year, our school reviews data to identify targeted areas of need for the following year and then solicits staff development opportunities to help us reach our targeted goals. Our continuous improvement efforts were focused in the areas identified. For the 2005-06 school year, our 3 major goals were to: 1) Modify instruction in reading comprehension, writing and grammar; 2) Identify and implement models of intervention for students not yet achieving standards; and 3) Analyze student work for evidence students are meeting standards. A minimum of two district staff development days and three district/site staff development afternoons were devoted to these topics in addition to several early dismissal days.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Based on total minutes of instruction, Bonita Canyon "earns" a number of minimum days per year. These are clearly marked on our yearly calendar. On modified days (1 day per week) the instructional day is shortened to allow for staff planning, however, instructional time is made up on other days.