



Bautista Creek Elementary School

441 Lake St. ♦ Hemet, CA 92544 ♦ (951) 927-0822 ♦ Grades K-5
David Howland, Principal

2008-09 School Accountability Report Card

Published during 2009-10



Hemet Unified School District

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Principal's Message

Bautista Creek, a California Distinguished School, is a K-5 public elementary school embarking on its year 18th of providing high quality education to young people. Our enrollment this year is approximately 960 children. Our mission is to educate each child to their fullest potential in a safe and caring environment, and to have each student contribute positively to our society.

The environment of Bautista Creek Elementary School encourages creativity, innovative thinking, and cooperative problem-solving for students, parents, faculty, and staff. The unique potential and self-esteem of each individual is valued and nurtured. This comprehensive approach to elementary education prepares our young people for success throughout their educational career, and helps them become active participants in our community.

There is an after school program that serve approximately 100 students, providing academic support and enrichment activities. The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and district content and performance standards for all students. The Bautista Creek faculty regularly participates in staff development opportunities to stay current with best practices on instructional strategies. Regular grade level meetings are held to analyze current instructional data and plan for improvement.

At Bautista Creek Elementary Character Counts! The school and uses the six pillars of good character as the base for its behavior plan, which is based on positive reinforcement. The standards for behavior are made clear to teachers, parents and students each year, and the behavior plan is consistently enforced by all staff members.

Bautista Creek has a strong PTA that coordinates many family events and activities throughout the school year to foster a community spirit. There is also strong support from business partners, including the Altura Credit Union. Bautista Creek was recently named a "2009 California Business for Education Excellence Honor Roll School." We are very proud of this honor and appreciate this recognition from the business community.

Opportunities for Parent Involvement

Our PTA continuously lends support and financial assistance to a variety of school programs such as field-trips, books and AR tests for the library, awards assemblies and school agendas. They sponsor family participation through activities like the Fall Family Festival, Movie Nights, Father/Daughter Dance and the Fun Run. The current PTA president is Mrs. Chandra Heath. The English Learner Advisory Committee also provides support in an advisory role. They advise and assist in the development of instruction for English Learners. Other parent groups at the school include School Site Council.

Contact Person Name: Mrs. Terri Ryan, Office Manager

Contact Person Phone Number: (951) 927-0822

District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group	
2008-09 Enrollment: 917	
African American	7.42%
American Indian or Alaska Native	2.94%
Asian	1.20%
English Learners	7.00%
Filipino	0.65%
Hispanic or Latino	36.10%
Pacific Islander	0.33%
White (not Hispanic)	49.73%
Socioeconomically Disadvantaged	54.00%
Students with Disabilities	12.00%
Multiple or No Response	1.64%

Suspensions & 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.

Suspension Rates						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	10.9	5.3	2.7	15.4	14.8	18.4
Expulsions	0.0	0.0	0.0	0.5	0.6	0.4

Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program.

District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel.

Professional Development (continued)

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Class Size and Distribution

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

Average Class Size & Class Size Distribution (Primary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2006-07				
K	19.4	8		
1	21.8	5	3	1
2	20.4	4	3	
3	19.8	8		
4	34.0			4
5	32.4		2	3
2007-08				
K	19.6	6	1	
1	19.3	6		
2	19.5	8		
3	20.1	7	1	
4	32.0		5	
5	31.2		1	4
2008-09				
K	30.5		6	
1	20.2	4	2	
2	19.9	7		
3	19.8	9		
4	29.0		5	
5	30.8		5	

Types of Services Funded

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Title I	\$57,643
EIA	\$17,638
EIA/LEP	\$10,606
ELAP	\$3,216
School & Library Improvement Block Grant	\$13,503
Safe & Drug Free Schools	\$1,041

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 school expenditures and teacher 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/>.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	\$5,745	\$858	\$4887	\$68,498
District	--	--	\$5,473	\$63,697
State	--	--	\$5,512	\$67,049
Percent Difference (School/District)			-11	1
Percent Difference (School/State)			-13	1

Teacher and Administrative Salaries (FY 07-08)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	\$40,147	\$42,065
Mid-Range Teacher Salary	\$66,015	\$67,109
Highest Teacher Salary	\$87,860	\$86,293
Superintendent Salary	\$234,185	\$216,356
Average Principal Salary (Elementary)	\$109,340	\$107,115
Average Principal Salary (Middle)	\$114,758	\$112,279
Average Principal Salary (High)	\$126,437	\$122,532
% of Budget (Teacher Salaries)	41.21%	5.5%
% of Budget (Administrative Salaries)	7.7%	39.4%

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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	100	0
All Schools in District	93.3	6.7
High-Poverty Schools	92.1	7.9
Low-Poverty Schools	77.4	22.6

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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	0
Average # of Students per Counselor	0
Library Media Teacher	0
Library Media Services Staff	1
Psychologist	1
Social Worker	0
Nurse	0
Health Technician	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
Other	0

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/>.

Teacher Credentials				
Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	46	47	44	998
Without Full Credential	4	2	1	34
Outside Subject Area of Competence	1	1	1	81

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Academic Performance Index (API)

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

API Ranks			
	2006	2007	2008
Statewide	7	7	7
Similar Schools	9	6	9

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: October 2009

Date the plan was last reviewed with staff: October 2009

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as, before and after school. Disaster preparedness drills are conducted monthly. The school has a current disaster preparedness and safety plan. School gates are closed ten minutes after school begins and opened five minutes before school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

A clean, safe, and secure teaching and learning environment is the highest priority to Bautista Creek administration and staff. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

Facilities Maintenance

Bautista Creek Elementary School opened its doors in the fall of 1997 and is located on the east side of Hemet in a beautiful facility consisting of 24 permanent and 25 portable classrooms. Every classroom has adequate space and all the materials needed to ensure student success.

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

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Several lights and fixtures out.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	Need to be cleaned more often.
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
Mathematics				
K-5	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
Science				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
Health				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point EI	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	5 of 6	6 of 6
Grade 5	14.7	23.3	40.7

DataQuest and Access to Data

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	47	56	61	39	43	46	43	46	50
Mathematics	57	64	69	34	37	38	40	43	46
Science	39	42	50	32	39	41	38	46	50
History-Social Science				28	31	34	33	36	41

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	64	66	27	
American Indian / Alaska Native	50	67	*	
Asian	69	92	*	
Hispanic or Latino	49	60	27	
Filipino	*	*	*	
Pacific Islander	*	*		
White (not Hispanic)	68	73	64	
Male	58	70	56	
Female	63	67	45	
Economically Disadvantaged	52	60	40	
English Learners	39	43	*	
Students with Disabilities	46	44	50	
Students Receiving Migrant Education				

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for All Students					
Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners				
Subject and Grade Level	SWD Student Participation Rate		EL Student Participation Rate	
	State	National	State	National
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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
AYP Overall	Yes	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	Yes	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	Yes
Number of Schools Currently in PI	N/A	13
Percent of Schools Currently in PI	N/A	46.4

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/>.

Program Improvement Status		
	School	District
PI Status	Not in PI	In PI
First Year of PI		2004-2005
Year in PI		Year 3

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.

API Changes				
Student Group	Actual Change			Score
	06-07	07-08	08-09	2009
All Students at the School	-21	26	25	836
African American				
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-28	43	22	790
Pacific Islander				
White (not Hispanic)	-9	16	22	865
Socioeconomically Disadvantaged	-25	34	25	796
English Learners				
Students with Disabilities				