



# School Accountability Report Card

A Profile for the Community

## Bautista Creek Elementary School

“A California Distinguished School”

“Title I Achieving School”

www.hemetusd.k12.ca.us

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**2006-07 School Year**

**HEMET UNIFIED SCHOOL DISTRICT**

2350 W. Latham Avenue  
Hemet, California 92545  
(951) 765-5100

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President

**Charlotte Jones**  
Vice President

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**Richard Beck**  
Assistant Superintendent  
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**Mary Wulfsberg**  
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**Introduction**

This “School Accountability Report Card” is an effort to communicate to you, our community, the educational status and accomplishments of your neighborhood school. Under the provisions of Proposition 98, we have developed the necessary elements or categories within which each school in the Hemet Unified School District will be reporting its progress. Most data presented in this report were collected from the 2005-06 school year or from the two preceding years (2003-04 and 2004-05). Due to the certification timelines for fiscal information, the data for these sections of the report were collected in 2004-05.

**Principal’s Message**

It is my pleasure to be the principal of Bautista Creek Elementary School. Bautista Creek has a staff dedicated to excellence in education. Each and every child is cared about and supported in learning. As visitors walk the campus they see happy children engaged in learning and exploring new ideas. Children at Bautista have many special opportunities to enhance their understanding of the world and expand as individuals. They are able to participate in weekly computer instruction, physical education, choral music, band, and art. The staff organizes many unique experiences for them in the classroom and school wide.

Bautista Creek has wonderful community and parent support. We have an active, organized volunteer program with over sixty trained parents and Foster Grandparent Volunteers working regularly in our reading intervention program. We continue to add new volunteers weekly. They are making an incredible difference for children.

Education is greater than just learning to read and write. Our goal is to develop on- going learners for a lifetime who in turn contribute to their community.

Bautista Creek had the highest Academic Performance Index (API) score in the district - 805! I am very proud of how hard our staff and students have worked to achieve this honor. We will be working even harder this year to ensure we remain at the top! Our teachers have set a goal of 825 for this year’s API score. Please do your part in assisting your child with homework completion and daily reading. It is only with your support that we can continue to be successful.

**About This School**

The Bautista Creek Elementary School staff is dedicated to creating “a caring family-like atmosphere.” Our focus throughout the year is to develop and enhance our success in building student self-esteem through responsible behavior, good study skills, and sensitivity to one another. Through this building process we grow together as a school and community.

Bautista Creek Elementary School was recognized by the State of California as a Title I Achieving School again for the 2005-2006 school year. This honor is reflected in our Mission Statement that follows:

By the year 2010 Bautista Creek School will be a fully implemented Professional Learning Community. The environment will be welcoming, clean, safe, and student centered. Students will attend school regularly, be motivated, and engaged in learning. Students and staff will model positive behavior, appropriate interpersonal skills, and respect the diversity of the community. Bautista Creek will be a center of community involvement and develop ongoing partnerships with parents and community. There will be close collaboration among all stakeholders. Training will be provided to stakeholders to support the learning community. All students will learn a standards-based curriculum that is consistent and coordinated across grade levels. Teachers will collaborate and use data to drive instruction with an ongoing improvement cycle. Bautista Creek will have a systematic process for differentiated learning opportunities to support all students. Bautista Creek will provide instruction in technology and visual/performing arts to prepare students to be balanced, life-long learners, and productive community members.

**District Profile**

The Hemet Unified School District serves a growing community with a current enrollment of 22,300+ students. The District is one of the geographically largest in the state, covering 700+ topographically diverse square miles. Hemet Unified School District consists of 26 elementary, secondary and alternative schools, offering a variety of learning opportunities for students of all ages.

**Opportunity for Parent Involvement**

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, David Howland at (951) 927-0822.

# Bautista Creek Elementary School

## Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African-American	7.3%
American Indian or Alaska Native	1.7%
Asian	1.8%
Filipino	1.5%
Hispanic or Latino	28.8%
Pacific Islander	0.2%
White (Not Hispanic)	57.2%
Multiple or No Response	1.4%
Socioeconomically Disadvantaged	41.3%
English Learners	9.0%
Students with Disabilities	12.0%

## School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2005-06:

Grade Level	Enrollment
Kindergarten	135
Grade 1	147
Grade 2	156
Grade 3	151
Grade 4	166
Grade 5	172
Total Enrollment	927

## Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
Kindergarten	20.0	5	1		20.3	7	1		19.0	7		
Grade 1	20.8	7	1		18.4	8			19.4	8		
Grade 2	19.6	9	1		21.0	6	1		20.2	5	1	
Grade 3	19.7	9			20.8	9	2		20.7	8	1	
Grade 4	33.0		2	3	30.3		4		32.4		3	2
Grade 5	29.2		5		31.2		5		29.8		5	
K-3									19.0	1		
4-5					16.0	1						

## Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

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

## School Climate:

### Safety Plan

#### SB187 Safety Plan

**Date the plan was last updated:** September, 2006  
**Date the plan was last reviewed with staff:** September, 2006

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) schoolwide 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.

## School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following 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:

	School			District		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	6%	6%	7%	19%	18%	18%
<b>Expulsions</b>	0%	.2%	0%	.7%	.6%	.5%



## Climate for Learning

Positive attitudes and productive behaviors are expected of all adults and students at Bautista Creek School. Self-discipline is the primary goal. School discipline is clearly outlined in our student handbook. The school compact defines the roles and responsibilities of each individual in the educational process and is signed by the student, teacher and parents. The suspension process is used when behavior interventions have been exhausted, students do not respond to counseling, and continue inappropriate behaviors. Teachers provide expectations for behavior and academic achievement through posted classroom rules and home/school communication indicating student progress. Students are recognized for achievement in academics, music, citizenship, P.E. and service to their school during monthly awards assemblies.

Information packets, student handbooks and agendas are provided to students and their parents listing rules, regulations and organizational strategies for Bautista Creek students. Monthly/weekly newsletters from the office and classroom offer suggestions, techniques and methods to assist everyone involved on how to help make their children successful in school.

## School Facilities:

### School Facility Conditions Good Repair Status

As part of the school accountability report card, school districts and the county office of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. The certification that a school inspection system has been established to ensure that each of its facilities is maintained in good repair is required in order to participate in the School Facility Program and the Deferred Maintenance Program. On August 17, 2006 the Williams Act facilities validation site visit was conducted at Bautista Creek Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

Items Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Various rooms check EMS for programming—work order issued
Windows/Doors/Gates (interior and exterior)		X	Rooms 412, 416, & 425 adjust door closers—work order issued
Walls, Floors, and Ceilings (Interior surfaces)		X	Various rooms wall paper needs repair—work order issued Various rooms stained/damaged ceiling tiles—work order issued Room 424 repair carpet seam—work order issued
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)		X	Various rooms replace broken outlet plate covers—work order issued Site custodian to replace burnt out bulbs
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	Various rooms repair loose or broken faucets—work order issued
Restrooms	X		Monitored & supplied as needed Restrooms are open during school hours as required
Sewer	X		
Playground/School/Grounds	X		All hard courts are scheduled for Slurry seal Summer of 2007

## Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

## School Facility Conditions and Improvements

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.

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.

## Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district has budgeted \$775,519 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

## New School Construction Projects

New construction is underway for Tahquitz High School, due to open in the fall of 2007; and Rancho Viejo Middle School, due to open in the fall of 2008. State and local bond funds will be used. Growth in student population also increased the need for a new stadium at Hemet High School, a new pool at West Valley High School, and new classrooms at Hamilton School.

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

## Teachers:

### Professional Qualifications of Teachers

Teachers must have a valid California teaching credential with authorization to teach specific subject required. Bilingual/Spanish is desirable.

### 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 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	49	53	50	954
Without Full Credential	1	0	0	72
Teaching Outside Subject Area of Competence	0	0	1	103

### Teacher Evaluation Process

Teachers at Hemet Unified School District are evaluated on a regular basis by the principal who has been identified as qualified per the No Child Left Behind legislation. The evaluation process is based on the progress of students toward the District's standards and on the California Professional Standards for Teachers: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. Tenured teachers are evaluated at least once every two years and probationary (new) teachers are evaluated annually. The evaluations are sent to the Personnel Department. The criteria for the evaluation process is outlined in the Bargaining Unit Contract.

### 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 Courses 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	89.1	10.9
All Schools in District	72.4	27.6
High-Poverty Schools in District	41.0	59.0
Low-Poverty Schools in District	32.0	68.0

## Substitute Teacher Availability

All substitute teachers hold the appropriate California credential as required by the Commission on Teacher Credentialing. They are required to have a Bachelors Degree and pass the California Basic Skills Test (CBEST). Due to the shortage of substitute teachers; Hemet Unified School District must constantly recruit qualified substitutes. In the 2005-

06 school year there were more than 450 substitute teachers available district-wide. When there are an insufficient number of substitute's available, site administrators and certificated staff members are asked to cover the classes. We were able to supply subs whenever requested with zero impact on the Educational Program during the 2005-06 school year.

## Support Staff:

### Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School
Library Media Services (paraprofessional)	1.0
Psychologist	1.0
Counselor	0.5
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

## Curriculum and Instructional Materials:

### Adopted Textbooks

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. The chart below outlines the adopted textbooks we use in our District.

ADOPTED TEXTBOOKS K-5					
Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Saxon Math	Saxon Publisher, Inc.	2004 2001	July 2004 Dec. 2000
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	Adventures in Time and Place	McGraw Hill	2000	May 2002
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now, V 1.3	LitConn, Inc.	2003	Dec. 2006
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point El Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005

## Instructional Materials

Bautista Creek Elementary School and Hemet Unified School District are committed to a program that provides curriculum and instruction materials that are aligned with the California Content Standards. The district and school site have adopted curriculum that are explicit in their identification and focus on standards. We have implemented the Open Court Language Arts Program in grades K-5. Implementation includes explicit instruction in phonemic awareness and phonics, vocabulary development, reading fluency and comprehension. The staff has developed "Follow-ups" that reinforce skills and standards. Accelerated Reader strengthens reading comprehension and a love of reading. Our math curriculum, Saxon Math, is standards based. Science and Social Studies standards are integrated through out the school day and supported by state adopted texts.

Additional programs are provided for all students in Technology, Enrichment, P.E. and Library. Fourth and fifth grade students may participate in band and chorus and perform at school and in the community. The library program allows students to check out materials for recreational reading and classroom assignments. Instruction is also given in library skills. Audiovisual equipment such as computers, VCR's, film projectors, tape recorders, listening centers and overhead projectors are available for staff members to enhance instruction and learning.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/17/2006 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

## School Finance:

### Pupil Expenditures 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	\$4,657	\$596	\$4,062	\$56,956
District			\$4,503	\$57,178
Percent Difference-School Site & District			(7%)	(.4%)
State			\$4,743	\$57,560
Percent Difference-School Site & State			(12%)	(1%)

### Teacher & 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	\$34,822	\$37,540
Mid-Range Teacher Salary	57,649	59,426
Highest Teacher Salary	76,206	73,925
Average Principal Salary (Elem)	92,537	96,377
Average Principal Salary (MS)	95,663	100,144
Average Principal Salary (HS)	102,599	109,130
Superintendent Salary	166,711	185,251
% of Budget for Teacher Salaries	42.1	40.9
% of Budget for Administrative Salaries	6.9	5.3

## Student Performance:

### California Standards Tests (CST)

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	38	44	51	32	35	39	36	40	42
Mathematics	49	51	59	27	29	34	34	38	40
Science	20	33	32	21	20	28	25	27	35

### 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 Level		
	English-Language Arts	Mathematics	Science
African American	45	49	23
Asian	50	58	*
Filipino	75	83	*
Hispanic or Latino	36	50	23
White (not Hispanic)	60	65	41
Male	47	60	39
Female	56	58	27
Socioeconomically Disadvantaged	41	51	19
English Learners	26	43	15
Students with Disabilities	17	29	6

### 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	44	41	43	42	38	38	43	41	42
Mathematics	56	54	63	48	47	48	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 Proficient or Advanced Level	
	Reading	Mathematics
African American	37	68
Hispanic or Latino	29	50
White (Not Hispanic)	51	67
Male	36	63
Female	49	62
Socioeconomically Disadvantaged	32	54
English Learners	13	40
Students with Disabilities	22	28

## 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/pt/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
5	33.1%

## 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 - 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	7	6	6
Similar Schools	7	8	6

## API Changes by Student Group

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.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students	-14	14	41	805
Hispanic or Latino	-40	25	32	750
White (not Hispanic)	2	5	43	836
Socioeconomically Disadvantaged	-5	19	36	758

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

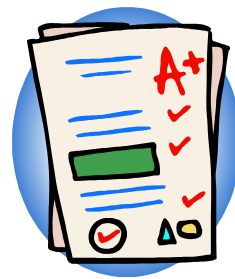
- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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 All Criteria -- Schoolwide

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	No
Participation Rate—English-Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—English-Language Arts	Yes	No
Percent Proficient—Mathematics	Yes	Yes
API	Yes	Yes



## Student Progress

Bautista Creek's API is 805. We met API, AYP, and AMO targets for all subgroups for the 2005-2006 school year.

Students are assessed frequently using multiple measures for performance. Curriculum embedded assessments are administered every six weeks. The data collected from assessments is analyzed to adjust instruction to meet individual students' needs. Teachers meet with parents and students to formulate learning goals based upon current assessment data. Grade levels work together to plan and deliver interventions based upon current performance results. Mid year and end of year data results are entered into the EADMS system to record student progress. STAR data and CELDT results are also available on EADMS. Student Study Teams are held to monitor the progress of at-risk students and ensure that interventions are in place.

Parents are mailed the results of the STAR testing in the summer. Local newspapers share school data with the community. The principal reviews STAR data with our school staff, the School Site Council, and parents at school events. Data from curriculum embedded assessments as well as STAR data is shared with parents at fall parent/teacher conferences. Progress reports and report cards are sent home throughout the school year. Spring parent/teacher conferences are held to communicate student progress toward grade level standards.

## Instructional Planning and Scheduling:

### Professional Development, Training and Curriculum Improvement

The school district provides all teachers 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 AB466/SB472 Language Arts and Mathematics, AB75/AB430 Administrative Training, AB 2913 English Learner Authorization, 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, four BTSA induction support providers, six academic coaches in language arts and mathematics, and four Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and a four-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2006-07 school year.

School administrators receive regular training on skills such as evaluation, change process, interpersonal skills, curriculum standards and instructional practice.

### Quality of Instructional Leadership

Bautista Creek Leadership Team meets monthly to discuss issues that surface in the individual teams or on a school wide level. Each vertical and horizontal team has the task to constantly improve their assigned parts of the school system. The Leadership Team is composed of grade level leaders, facilitators for the Curriculum, Property, and Community Committees, an English learner specialist teacher, a special education representative, the GATE coordinator, and the Student Success Team coordinator. These teachers are all experienced teachers and leaders. The members of the leadership team are the leaders of all the school

teams and direct the ongoing improvement process for all projects and programs. All teams make recommendations to the staff. The staff then makes recommendations to the School Site Council for final approval. Information is exchanged back and forth among all stakeholders during the decision making process.

Expectations for quality instruction and student success in behavior and academics are in place at Bautista Creek School. Staff, committee, and grade level meetings are held to analyze and improve instruction collaboratively. Regular visitations by site administrators are made to classrooms and formal observations provide support and suggestions for improvement. The administrators and teachers work as a team to improve instruction.

Yearly school goals are developed to support district goals and are supported through specific action plans to be implemented through out the school year. These actions are evaluated through leadership team, grade level meetings, committees, and school site council.

Students on academic probation or those who have been retained receive addition interventions during the school day and/or extended day programs. English Language Learners receive English language development during the instructional day and additional support in an extended day program. The Gifted and Talented Program is open to qualified third through fifth grade students. These students receive a differentiated and enriched curriculum to meet their needs through out the school day. Teachers are trained in specific strategies to give all students access to the core curriculum.

### Instructional Minutes and Minimum Days

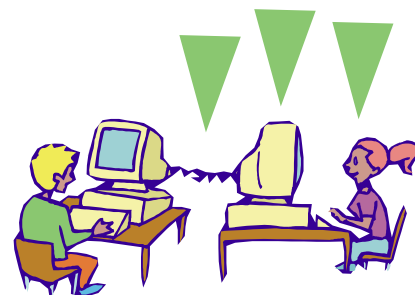
The California Education Code establishes a required number of minutes per year for each grade. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law. Hemet Unified School District offers 180 instructional days per year. This meets or exceeds the state minimum requirements for instructional minutes. There are ten scheduled minimum days during the year.

2005-06 Instructional Minutes		
Grades	Required	Actual
Kindergarten	36,000	36,000
Grades 1-3	50,400	52,210
Grades 4-5	54,000	54,080

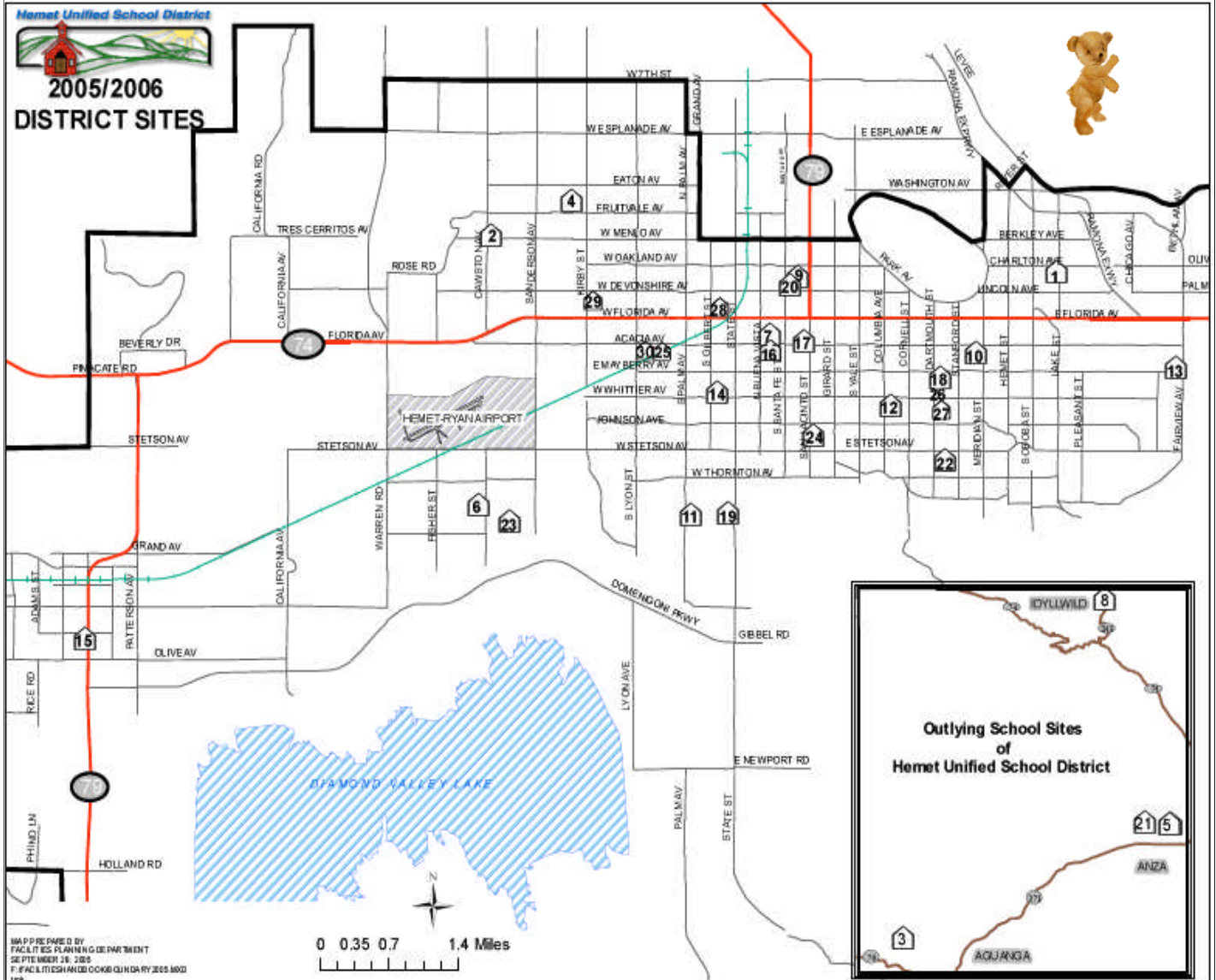
### Other Programs

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

- School Improvement Program
- Gifted and Talented Education (GATE)
- Title 1
- Special Education
- Lottery Allocation



# School Accountability Report Card



Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeny	11
Ramona	12

Site	Number
Valle Vista	13
Whittier	14
Winchester	15
Preschool Office	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
Santa Fe MS	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24

Site	Number
Alessandro HS	24
Esperanza Teen Mother	25
Family Tree Center	26
Helen Hunt Jackson	27
H.E.L.P. School	28
District Office	29
Nutrition Center	30