

# Howard Cattle Elementary School

13590 Cypress Ave. • Chino, Ca, 91710-4130 • 909-591-2755 • Grades K-6

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Chino Valley Unified School District

5130 Riverside Drive  
Chino, CA 91710-4130  
(909) 628-1200 X1100  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us)

#### District Governing Board

Irene Hernandez-Blair, President

Andrew Cruz, Vice President

Sylvia Orozco, Clerk

Pamela Feix, Member

James Na, Member

#### District Administration

Wayne M. Joseph  
**Superintendent**

Norm Enfield, Ed.D.  
**Deputy Superintendent**

Sandra Chen  
**Assistant Superintendent of Business  
Services Division**

Patricia M. Miller  
**Assistant Superintendent of Student  
Services**

Grace Park, Ed.D.  
**Assistant Superintendent of Human  
Resources**

Greg Stachura  
**Assistant Superintendent of  
Facilities, Planning & Operations**

### School Vision and Mission Statement

We are a school that ensures high levels of learning for all students, we recognize the individuality of every student, provide a safe and supportive environment, and have high academic and social expectations for all.

#### **MISSION:**

Our mission is to ensure high levels of learning for all students in collaboration with parents, community, and staff - whatever it takes!

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 909-591-2755.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	87
Gr. 1	111
Gr. 2	92
Gr. 3	101
Gr. 4	99
Gr. 5	109
Gr. 6	96
<b>Total</b>	<b>695</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.1
Asian	6.5
Filipino	3.6
Hispanic or Latino	62.3
Native Hawaiian/Pacific Islander	0.0
White	22.3
Two or More Races	1.3
Socioeconomically Disadvantaged	48.2
English Learners	10.1
Students with Disabilities	10.9

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Howard Cattle Elementary School	12-13	13-14	14-15
Fully Credentialed	26	26.3	31
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	1259.2
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Howard Cattle Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	97.02	2.98
High-Poverty Schools	95.38	4.62
Low-Poverty Schools	98.75	1.25

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials		Year and month in which data were collected: October 2013	
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
<b>Reading/Language Arts</b>		T-K MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012	
The textbooks listed are from most recent adoption:	Yes	K-6 Houghton Mifflin Company; HM California Reading, 2002	
Percent of students lacking their own assigned textbook:	0		
<b>Mathematics</b>		T-K MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012	
The textbooks listed are from most recent adoption:	Yes	T-K Center for Innovation in Education; Math Their Way, 1995	
Percent of students lacking their own assigned textbook:	0	K-5 Pearson Scott Foresman; enVision Math, 2015	
		6 Carnegie Learning; Math Series Courses 1, 2, and 3, 2011	
<b>Science</b>		T-K MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012	
The textbooks listed are from most recent adoption:	Yes	K-5 Houghton Mifflin Company; Houghton Mifflin California Science, 2007	
Percent of students lacking their own assigned textbook:	0	6 Pearson Scott Foresman; Scott Foresman California Science, 2008	
<b>History-Social Science</b>		T-K MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012	
The textbooks listed are from most recent adoption:	Yes	K-5 Harcourt School Publishers; Reflections: California Series, 2007	
Percent of students lacking their own assigned textbook:	0	6 Holt, Rinehart and Winston; Holt California Social Studies, 2006	

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

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. Funds from the school district's bond measure are utilized to improve educational opportunities, raise student achievement, improve health and safety conditions, replace aging classrooms, provide permanent classrooms, enhance laboratories, improve libraries, provide new schools, provide for structural integrity, acquire furniture and equipment for instruction, conduct athletic/physical education facilities, provide program enhancements, improve energy conservation, and reduce overcrowding.

The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held monthly and disaster drills are held twice a year.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The Chino Valley Unified School District conducted a Facility Inspection Tool (FIT) inspection at Cattle in September 2014. The findings of this inspection rated the school in GOOD working order.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 30, 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	<p>COMPUTER LAB: 1. Stained ceiling tiles(3)</p> <p>GIRLS RESTROOM: 1. Hole in tile</p> <p>KITCHEN: 1. Hole in ceiling for swamp cooler</p> <p>MPR: 1. Stained/broken ceiling tiles MPR and Stage 2. Replace lamps outside and inside 3. Water fountain not working 4. Wheelchair lift blocked 5. Left side of stage handrail is missing</p> <p>ROOM 101: 1. Stained ceiling tiles 2. Replace lamps</p> <p>ROOM 102: 1. Stained ceiling tiles</p> <p>ROOM 103: 1. Stained ceiling tiles (2) 2. Replace lamps 3. Light fixture not working 4. Williams Act not posted</p> <p>ROOM 104: 1. Stained ceiling tiles 2. Replace lamps</p> <p>ROOM 106: 1. Stained ceiling tiles 2. Ceiling access cover needs to be replaced 3. Water pressure inadequate 4. Williams Act not posted</p> <p>ROOM 107: 1. Stained ceiling tiles 2. Cluttered classroom</p> <p>ROOM 108: 1. Stained ceiling tiles 2. Williams Act not posted - Spanish 3. Light fixture not working (2)</p> <p>ROOM 109: 1. Stained ceiling tiles 2. Williams Act not posted</p> <p>ROOM 110: 1. Stained ceiling tiles 2. Williams Act not posted - Spanish 3. Light fixture not working (2)</p> <p>ROOM 111: 1. Stained ceiling tiles (1) 2. Replace lamps 3. Water pressure inadequate</p> <p>ROOM 112: 1. Stained ceiling tiles</p> <p>ROOM 114: 1. Stained ceiling tiles (4)</p> <p>ROOM 115: 1. Williams Act not posted - Spanish 2. Stained ceiling tiles (2) 3. Water pressure inadequate</p> <p>ROOM 117B: 1. Williams Act not posted 2. Stained ceiling tiles 3. T-bar damage</p> <p>ROOM 121: 1. Stained ceiling tiles (3)</p> <p>ROOM 124: 1. Williams Act not posted 2. Stained ceiling tiles (5)</p> <p>ROOM 125: 1. Williams Act not posted 2. Stained ceiling tiles (4)</p> <p>ROOM 126: 1. Williams Act not posted 2. Stained ceiling tiles</p> <p>ROOM 128: 1. Williams Act not posted 2. Stained ceiling tiles (storage room) 3. Fire extinguisher blocked</p> <p>Principal has addressed these deficiencies.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 30, 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	BOYS RESTROOM (BY 105): 1. Cluttered restroom 2. Water pressure inadequate 3. Restrooms smells BOYS RESTROOM: 1. Looks clean but really stinks and foul order LIBRARY: 1. Williams Act not posted 2. Light fixture not working 3. Dirty air vents 4. Cluttered room 5. Steel door jamb loose back door 6. Paint/Stucco around windows peeling ROOM 107: 1. Stained ceiling tiles 2. Cluttered classroom Principal is addressing these deficiencies on an ongoing basis.
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	LIBRARY: 1. Williams Act not posted 2. Light fixture not working 3. Dirty air vents 4. Cluttered room 5. Steel door jamb loose back door 6. Paint/Stucco around windows peeling MPR MENS RESTROOM: 1. Replace lamps MPR WOMENS RESTROOM: 1. Replace lamps 2. Missing cover/lense MPR: 1. Stained/broken ceiling tiles MPR and Stage 2. Replace lamps outside and inside 3. Water fountain not working 4. Wheelchair lift blocked 5. Left side of stage handrail is missing ROOM 101: 1. Stained ceiling tiles 2. Replace lamps ROOM 103: 1. Stained ceiling tiles (2) 2. Replace lamps 3. Light fixture not working 4. Williams Act not posted ROOM 104: 1. Stained ceiling tiles 2. Replace lamps ROOM 108: 1. Stained ceiling tiles 2. Williams Act not posted - Spanish 3. Light fixture not working (2) ROOM 110: 1. Stained ceiling tiles 2. Williams Act not posted - Spanish 3. Light fixture not working (2) ROOM 111: 1. Stained ceiling tiles (1) 2. Replace lamps 3. Water pressure inadequate ROOM 113: 1. Replace lamps 2. Missing cover/lense Principal has addressed these deficiencies.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 30, 2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]		BOYS RESTROOM (BY 105): 1. Cluttered restroom 2. Water pressure inadequate 3. Restrooms smells MPR: 1. Stained/broken ceiling tiles MPR and Stage 2. Replace lamps outside and inside 3. Water fountain not working 4. Wheelchair lift blocked 5. Left side of stage handrail is missing ROOM 106: 1. Stained ceiling tiles 2. Ceiling access cover needs to be replaced 3. Water pressure inadequate 4. Williams Act not posted ROOM 111: 1. Stained ceiling tiles (1) 2. Replace lamps 3. Water pressure inadequate ROOM 115: 1. Williams Act not posted - Spanish 2. Stained ceiling tiles (2) 3. Water pressure inadequate ROOM 119: 1. Cluttered classroom 2. Water pressure inadequate 3. Switches blocked ROOM 120: 1. Williams Act not posted 2. Water pressure inadequate 3. Switches blocked ROOM 127: 1. Water pressure inadequate ROOM 129: 1. Water pressure inadequate ROOM 134: 1. Water pressure inadequate Principal has addressed these deficiencies through the district maintenance process.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		ADMIN OFFICE: 1. Latch broken on door to fire extinguisher OFFICE 1: 1. Fire extinguisher missing/out of date OFFICE 2: 1. Fire extinguisher missing/out of date ROOM 123: 1. Fire extinguisher blocked ROOM 124: 1. Williams Act not posted 2. Stained ceiling tiles (5) ROOM 128: 1. Williams Act not posted 2. Stained ceiling tiles (storage room) 3. Fire extinguisher blocked ROOM 132: 1. Fire extinguisher blocked Principal has addressed these deficiencies.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		LIBRARY: 1. Williams Act not posted 2. Light fixture not working 3. Dirty air vents 4. Cluttered room 5. Steel door jamb loose back door 6. Paint/Stucco around windows peeling MPR: 1. Stained/broken ceiling tiles MPR and Stage 2. Replace lamps outside and inside 3. Water fountain not working 4. Wheelchair lift blocked 5. Left side of stage handrail is missing Principal has addressed these deficiencies.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[ ]	[X]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	67	49	58	66	65	68	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	68	65	62	65	63	54	56	55
Math	73	72	72	56	56	57	49	50	50
HSS				53	56	57	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	7
Similar Schools	6	6	4

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.7	27.9	30.6

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

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	58
Male	58
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	56
Native Hawaiian/Pacific Islander	
White	64
Two or More Races	
Socioeconomically Disadvantaged	58
English Learners	
Students with Disabilities	33
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-5	14	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	15	-16
Native Hawaiian/Pacific Islander			
White	-6	-1	-14
Two or More Races			
Socioeconomically Disadvantaged	-18	28	-20
English Learners		34	
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents are encouraged to join and participate in the School Site Council, ELAC, the PTA, to work as assistants in the classroom, to participate in the Art Palette program, to attend field trips, and the numerous family involvement nighttime activities.

### State Priority: School Climate

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

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

### School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.1	1.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.5	4.0	3.8
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		93.3

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	29.7	31	29	0			3	3	3	0		
Gr. 1	29.3	24	28	0	1		4	3	4	0		
Gr. 2	27	26	18	0	1	2	4	3	3	0		
Gr. 3	30.3	24	25	0	1	1	3	3	3	0		
Gr. 4	33	23	25	0	2	1	0	1	3	3	2	
Gr. 5	27.8	20	22	1	3	2	2		3	2	2	
Gr. 6	32.7	26	24	0	1	1	1	1	3	2	3	
Other	0			1			0			0		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,844	\$41,761
Mid-Range Teacher Salary	\$71,194	\$66,895
Highest Teacher Salary	\$89,709	\$86,565
Average Principal Salary (ES)	\$107,531	\$108,011
Average Principal Salary (MS)	\$113,257	\$113,058
Average Principal Salary (HS)	\$124,086	\$123,217
Superintendent Salary	\$200,000	\$227,183
Percent of District Budget		
Teacher Salaries	44	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,358	\$2,212	\$5,146	\$79,438
District	♦	♦	\$7,696	\$76,599
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-33.1	3.7
Percent Difference: School Site/ State			9.7	12.3

### **Types of Services Funded at Howard Cattle Elementary School**

The 2013-2014 budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

The 2013-2014 Budget Act provides \$2.1 billion for school districts and charter schools to support the first-year implementation of the LCFF. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012-2013 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA equivalent to \$7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Provides an adjustment of 10.4 percent on the base grant amount for kindergarten through grade three (K–3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007–08 state funding levels (adjusted for inflation) and also guarantees a minimum amount of state aid to LEAs.

The budget maintains Home-to-School Transportation and Targeted Instructional Improvement Block Grant funding as add-ons to the LCFF. The budget requires LEAs to maintain 2012-2013 expenditure levels on transportation out of funds received for this purpose.

As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The Chino Valley Unified School District's LCAP can be accessed on the district webpage at [www.chino.k12.ca.us](http://www.chino.k12.ca.us)

### **Professional Development provided for Teachers at Howard Cattle Elementary School**

The Chino Valley Unified School District is committed to increasing the instructional capacity of teachers and leaders. Staff development programs are aligned with the District's commitment to increase student achievement, provide safe schools, and promote a positive learning environment.

The principal and assistant principal attend monthly staff development sessions and monthly feeder group meetings to develop skills in instructional supervision, data analysis, budget and finance, technology, and school culture and have for several years. Teachers have many opportunities for professional development and growth provided through the site and District.