



Harrison Elementary

3203 Sanguinetti Lane • Stockton, CA 95205 • (209) 933-7205 • Grades K-8

Christina Katen, Principal

ckaten@stocktonusd.net

<http://www.stocktonusd.net/Harrison>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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District Administration

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Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Principal's Message

Dear Harrison Bear Families,

I am honored to begin my second year as the proud principal of Harrison Elementary School and serve as your child's principal! I want you to know that I continue to look forward to getting to know every child and share in the excitement of their learning experiences each day. As the proud principal I will always advocate for every child. I commit to providing the best learning environment and growth opportunities to ensure that all students have the opportunity to fulfill their potential.

It is very important that your child attends school every day on time. Also, it is critical that your child is ready to learn and give their best effort every single day, because every day counts! It truly takes a strong family and school partnership to ensure our students are successful. So we will continue to grow together, work together, and hold each other accountable.

We will continue to work together to improve and grow in the areas of student achievement and attendance to achieve our mission and vision.

Harrison's Mission: "Learning is our core purpose."

Harrison's Vision: Harrison Elementary provides a well-rounded education including core subjects, technology, fine arts, athletic competitions, academic competitions and other opportunities to excel. Students exit the school performing at grade level or above and are prepared for academic and personal success at the next level.

Regards,

Christina Katen

Proud Principal

Familias de Harrison Estimado oso,

Tengo el honor de comenzar mi segundo año como el principal orgullo de la escuela primaria Harrison y servir como su director. Quiero que sepas que sigo deseando conocer a todos los niños y compartir la emoción de su aprendizaje experiencias cada día. Como el orgulloso Director siempre abogaré por cada niño. Me comprometo a proporcionar las mejores oportunidades de crecimiento y medio ambiente para asegurar que todos los estudiantes tienen la oportunidad de satisfacer su potencial de aprendizaje.

Es muy importante que su niño asiste a la escuela cada día a tiempo. También, es muy importante que su niño está listo para aprender y dar su mejor esfuerzo cada día, porque cada día cuenta! Realmente tiene una familia fuerte y sociedad de la escuela para asegurar que nuestros estudiantes tienen éxito. Así que seguiremos creciendo juntos, trabajar juntos y rendir cuentas unos a otros.

Continuaremos trabajando juntos para mejorar y crecer en las áreas de asistencia para lograr nuestra misión y visión y logros de los estudiantes.

Misión de Harrison: "Aprender es nuestro objetivo fundamental".

Visión de Harrison : Harrison primaria proporciona una educación integral que incluye Materias básicas, tecnología, bellas artes, competencias atléticas, concursos académicos y otras oportunidades para sobresalir. Los estudiantes salir de la escuela realizar a nivel de grado o superior y se preparan para el éxito académico y personal en el siguiente nivel.

Saludos,

Christina Katen

Director orgulloso

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	92
Grade 2	60
Grade 3	56
Grade 4	69
Grade 5	67
Grade 6	66
Grade 7	88
Grade 8	69
Total Enrollment	666

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.0
American Indian or Alaska Native	0.6
Asian	12.3
Filipino	3.0
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.8
White	9.0
Socioeconomically Disadvantaged	84.1
English Learners	34.4
Students with Disabilities	13.1
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Harrison Elementary	16-17	17-18	18-19
With Full Credential	25	23	26
Without Full Credential	3	4	5
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Harrison Elementary	16-17	17-18	18-19
Teachers of English Learners	1	2	0
Total Teacher Misassignments	3	2	0
Vacant Teacher Positions	1	1	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Harrison School opened in 1950 and was remodeled/modernized in 1999. The school has approximately 697 students and 29 classroom teachers. There are 14 permanent classrooms, 16 portable classrooms, a multipurpose room, a library, and an administration building.

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.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	boys/girls restrooms westside: girl RR electrical on westwall missing outlet cover, boys RR sinks missing plugs. P-19: rips on walls, hole on ceiling, stains on carpet, hole on ramp skirt. P-30: rips on walls, hole on ceiling, ramp flooring wood rot needs to be replaced. rm11: walls and cabinets need to be painted. rm14: broken floor tiles, outlet cover on northwest wall needs to be secured, wall behind toilet has cracks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	boys/girls restrooms westside: girl RR electrical on westwall missing outlet cover, boys RR sinks missing plugs. rm14: broken floor tiles, outlet cover on northwest wall needs to be secured, wall behind toilet has cracks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	boys/girls restrooms eastside: Ggirls RR by multi-purpose wall behind toilet has cracks. rm14: broken floor tiles, outlet cover on northwest wall needs to be secured, wall behind toilet has cracks.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	overall: primary and kinder playground lifting and has cracks, barkbox needs weeds removed, replace board on west play ground barkbox, portables have wood rot, ramps need repair and have holes on skirts. P-19: rips on walls, hole on ceiling, stains on carpet, hole on ramp skirt.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	overall: primary and kinder playground lifting and has cracks, barkbox needs weeds removed, replace board on west play ground barkbox, portables have wood rot, ramps need repair and have holes on skirts.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	17.0	22.0	26.0	28.0	48.0	50.0
Math	16.0	16.0	20.0	21.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.8	14.8	4.9
7	31.6	17.7	7.6

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	386	379	98.19	21.90
Male	191	188	98.43	20.21
Female	195	191	97.95	23.56
Black or African American	37	37	100.00	18.92
American Indian or Alaska Native	--	--	--	--
Asian	46	43	93.48	23.26
Filipino	11	11	100.00	63.64
Hispanic or Latino	242	238	98.35	20.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.00	18.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	333	327	98.20	20.49
English Learners	190	184	96.84	14.67
Students with Disabilities	25	25	100.00	20.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	386	384	99.48	16.41
Male	191	191	100	18.32
Female	195	193	98.97	14.51
Black or African American	37	37	100	16.22
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	10.87
Filipino	11	11	100	45.45
Hispanic or Latino	242	240	99.17	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	333	331	99.4	14.5
English Learners	190	189	99.47	10.58
Students with Disabilities	26	26	100	23.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Harrison recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. Harrison offers multiple opportunities and programs to encourage parent involvement, including, but not limited to:

- Annual Teacher-Parent-Student Goal-Setting Conference
- Parent-Teacher Organization
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Annual Open House/Back to School Night
- Monthly Parent Coffee Hours
- Dental Services are provided several times per year
- Influenza Immunizations
- Nurse's services 1 days per week
- Student Assistance Program (SAP)
- STEP-Up After School Program
- Counseling services are available five days per week
- English Learner instruction and support (ELD and SDAIE)

Harrison believes that the parents and guardians can support the learning environment of the school and their students by:

- Encouraging daily student attendance at school
- Monitoring completion of student homework
- Monitoring and limiting television viewing and video games
- Participating in the decision-making process in school organizations and committees
- Planning and participating in Academic Parent-Teacher Team Meetings
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should contact Harrison office (209) 933-7205.

State Priority: School Climate

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

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

School Safety Plan

Harrison School places a strong emphasis on providing a safe environment for all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Table tops, door handles, sinks, and toilets are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs. A site inspection checklist is completed quarterly by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards.

A Comprehensive School Safety Plan, which is reviewed annually by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school’s Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the principal activates the Emergency Response Team, including notification of the appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) guidelines. Parents are contacted in a timely manner through the School Messenger message system to inform them of any important safety announcement.

Every effort is made to ensure students are monitored while on campus throughout the school day. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Harrison School is committed in assuring that our playgrounds are safe for all students. We have a full time assistant principal, a full time campus safety assistant, and four part-time playground supervisors to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.4	5.0	5.3
Expulsions Rate	0.0	0.0	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.4
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	0

* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	21	22	4	2	2	9	8	8			
1	25	24	21	1	1	3	5	5	4			
2	24	23	22	2	2	2	4	4	4			
3	24	24	20	2	2	3	4	4	4			
4	24	25	25	2	2	2	2	4	4	2		
5	20	24	23	3	2	2	6	4	4			
6	27	30	26	1		2	12	20	13			
Other	12	14	27	1	2				2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment tested annually.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Teachers meet every 4-6 weeks for academic conferences with grade levels and life levels to focus on the key questions based on student needs and data. The teachers meet every other week for collaboration and use data to drive the discussion. Professional development opportunities are consistently offered to all staff.

On-going teacher support is provided through site-based Instructional Coaches, Program Specialist, staff PLC collaboration meetings, data team meetings, and academic conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7872.74	2412.79	5459.95	76514.87
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-12.7	10.5
Percent Difference: School Site/ State			-18.5	-3.5

* Cells with ◆ do not require data.

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