



# Serrano Intermediate School

24642 Jeronimo Road • Lake Forest CA, 92630 • (949) 586-3221 • Grades 7-8

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

Saddleback Valley  
Unified School District



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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#### District Governing Board

Suzie Swartz, President  
Dr. Edward Wong, Vice President  
Amanda Morrell, Clerk  
Barbara Schulman, Member  
Greg Kunath, Member

#### District Administration

Crystal Turner, Ed D.  
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Dr. Terry Stanfill  
**Assistant Superintendent, Human  
Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent,  
Educational Services**  
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**Director, Communications and  
Administrative Services**  
Dr. Ron Pirayoff  
**Director, Secondary Education**  
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**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Rae Lynn Nelson  
**Director, SELPA**  
Dr. Francis Dizon  
**Director, Student Services**

### School Description

Serrano Intermediate School maintains a strong school culture that supports achievement for all students. Our goal as a professional learning community is to remain dedicated to student success. We strive to maintain high expectations for each member of our community. We foster a safe, positive, and caring culture that respects and values all students. Serrano students are engaged in a rigorous curriculum based on the Common Core State Standards. Our diversity is one of our greatest strengths, and we value and appreciate our entire community. Our high achieving student population is a direct reflection of our collective and focused efforts. We value parent and community involvement in the education of our students.

At Serrano, we are proud of the programs (curricular and extra-curricular) we offer all of our students. We are committed to the academic, emotional and personal development of our students. Our goal is for students to grow and develop in each of these areas during their two years at Serrano and move on to high school more prepared for the rigor and challenges that school and life will bring their way. Some of the programs we offer are AVID, PAL (Peer Assistance and Leadership), ASB, intramural sports, a vibrant elective program, GMS (TV/Media) and an inclusive PE and sports program. In addition to this, technology is at the center of who we are and what we do. Every student has a dedicated computer device available in each classroom every day (1:1), and Serrano will be at the heart of a K-12 STEAM pathway in SVUSD beginning in 2019.

David Young, Principal

## 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
Grade 7	589
Grade 8	579
<b>Total Enrollment</b>	<b>1,168</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	9.5
Filipino	3.7
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.6
White	44.7
Socioeconomically Disadvantaged	33.5
English Learners	14.2
Students with Disabilities	12.3
Foster Youth	0.4

## 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			
Serrano Intermediate School	16-17	17-18	18-19
<b>With Full Credential</b>	48	51	51
<b>Without Full Credential</b>	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	1,157
<b>Without Full Credential</b>	♦	♦	4
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Serrano Intermediate School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Study Sync Adopted 2016</p> <p>English 3D Adopted 2016</p> <p>Scholastic Read 180 Adopted 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Big Ideas Math Course 2 by Big Ideas Learning Adopted 2014</p> <p>Glencoe Math Accelerated by McGraw-Hill Adopted 2014</p> <p>California Math Course 3 by McGraw-Hill Adopted 2014</p> <p>Algebra 1: A Common Core Curriculum by Big Ideas Learning Adopted 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Prentice Hall CA Science Explorer: Focus/Life Science Adopted 2008</p> <p>Prentice Hall CA Science Explorer: Focus/Physical Sci. Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World His., Med./Early Mod./Holt, Rinehart &amp; Winston Adopted 2007</p> <p>U.S. History, Ind. to 1914 by Holt, Rinehart &amp; Winston Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

Serrano Intermediate School sits on a 52-acre expanse in a eucalyptus grove. Our facility consists of three classroom wings, a gym complete with a stage and a learning center, a state-of-the-art library with 40 computers, and 12 portable classrooms. We educate 1,155 students in 59 classrooms. Our campus includes two locker rooms, an elective wing (which houses art, wood shop, STEAM Academy and multimedia classrooms), an instrumental music room, and a mini theater. In addition, Serrano has a "Good Morning Serrano" daily video broadcast show that uses state-of-the-art video and audio equipment. The campus has undergone modernization, and every classroom was renovated and brought into the 21st century. New construction included a gym with an attached classroom and stage, six additional modular classrooms, additional student and staff restrooms, and a new food service area complete with additional covered seating for the students. In addition, the parking lot was redesigned to increase student safety and traffic flow. Both our upper and lower fields were renovated and the blacktop was resurfaced. Funding for the modernization and new construction came from the Measure B bond. In the summer of 2018, solar panels were installed in our parking lot and upper field. In the fall of 2018, 5 classrooms are slated for an innovation makeover which will include a 75" Samsung monitor, an Extron wall control box, voice amplification system and new student furniture featuring flexible work spaces.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	stained ceiling tile, to be replaced by plant foreman. transition floor reducer loose, to be repaired by maintenance.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

## 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	71.0	65.0	64.0	65.0	48.0	50.0
Math	54.0	53.0	51.0	52.0	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
7	14.2	20.8	45.4

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1140	1124	98.60	65.00
<b>Male</b>	615	603	98.05	60.63
<b>Female</b>	525	521	99.24	70.06
<b>Black or African American</b>	24	24	100.00	45.83
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	113	108	95.58	87.04
<b>Filipino</b>	34	34	100.00	79.41
<b>Hispanic or Latino</b>	398	397	99.75	47.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	504	494	98.02	72.62
<b>Two or More Races</b>	53	53	100.00	79.25
<b>Socioeconomically Disadvantaged</b>	387	385	99.48	47.01
<b>English Learners</b>	260	253	97.31	39.53
<b>Students with Disabilities</b>	125	122	97.60	13.93
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1,143	1,128	98.69	52.8
<b>Male</b>	617	606	98.22	54.55
<b>Female</b>	526	522	99.24	50.77
<b>Black or African American</b>	24	24	100	37.5
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	113	111	98.23	81.98
<b>Filipino</b>	34	34	100	61.76
<b>Hispanic or Latino</b>	399	397	99.5	33.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	506	495	97.83	60.73
<b>Two or More Races</b>	53	53	100	58.49
<b>Socioeconomically Disadvantaged</b>	389	384	98.71	32.55
<b>English Learners</b>	261	256	98.08	31.64
<b>Students with Disabilities</b>	128	121	94.53	8.26
<b>Foster Youth</b>	--	--	--	--

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)**

Serrano is fortunate to have parents who play an active role in school activities. Volunteers chaperone dances and field trips, help with fundraisers, and participate in school events such as the Renaissance Fair and International Week. Three parents serve on our School Site Council (SSC), which meets to review the school plan and budgets. We have an active and growing English Language Advisory Committee (ELAC) as well as an active Parent Teacher Student Association (PTSA) which meet on a regular basis to support school activities and student academic success. We encourage all parents to call our main office at (949) 586-3221 for additional information about volunteering or check our Web page for the contact person from the ELAC and PTSA.

#### **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**

Serrano has positive and proactive policies in place that establish expected behaviors for our students and enhance the classroom learning environment. We have a balanced approach to student behavior and expectations, and we are dedicated to recognizing and rewarding the positive things our students do. We were recently awarded the Gold Seal for our PBIS (Positive Behavioral Interventions and Supports) program. We employ a part-time campus supervisor, and our entire staff also maintains both general and direct supervision of our closed campus. In addition to this, we utilize the Raptor visitor management system where all visitors are required to check in at the office and will have their driver's license or government issued ID scanned for safety and security clearance. This system ensures that everyone entering our campus and spending time around our children has been cleared. We have a comprehensive school safety plan that is updated and reviewed with our staff and School Site Council annually. At Serrano, we conduct regular emergency drills including fire, earthquake, and lock-downs.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	2.6	4.1	4.5
Expulsions Rate	0.2	0.5	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
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	1.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.49
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	550

\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	17.0	26.0	25.0	41	12	12	33	30	35	3	6	1
Mathematics	14.0		27.0	6		8			28			7
Science	31.0	32.0	30.0	3	2	4	15	11	12	22	23	22
Social Science	30.0	32.0	32.0	4	2	2	18	15	13	19	20	21

\* 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.

**Professional Development provided for Teachers**

Our staff development goals fall in line with our school and district goals of intentional lesson design, engaging strategies and developing innovative practices. Our leadership team and entire staff has reviewed student achievement data, and we have developed a plan for professional growth to improve student success.

In 2018-19, we have four staff development days scheduled. In addition, a number of conferences will be available for individual and teams of teachers including the CUE conference, Adobe Max conference, Google Summits and trainings as well as professional development workshops in Saddleback and at Serrano. A team of teachers attended AVID Summer Instituted and the national conference, and all teachers have received training in Kagan engagement strategies. We have an academic coach who supports teachers before, during and after professional learning opportunities. Teachers further enhance their instructional leadership by participating in PLC training. This process informs instructional decisions with an emphasis on the effective collection and analysis of student achievement data.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- Provide appropriate, current instructional materials.
- Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- Support continued implementation of strategies for Designated and Integrated ELD.
- Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- Expand Advancement Via Individual Determination (AVID).
- Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- Expand Counseling Services.
- Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

### 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	5858.26	100.68	5757.58	101032.06
District	◆	◆	5757.58	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	19.6
Percent Difference: School Site/ State			-21.2	22.3

\* 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.