



# John H. Eader Elementary School

9291 Banning Ave. • Huntington Beach, CA 92646 • (714) 962-2451, ext.2480 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Huntington Beach City School District

8750 Dorsett Drive  
Huntington Beach, CA 92646  
(714) 964-8888  
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#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
Ann Sullivan  
Diana Marks

#### District Administration

Gregory Haulk  
**Superintendent**  
Cynthia Guerrero, Ed.D.  
**Assistant Superintendent**  
**Educational Services**  
Patricia Hager  
**Assistant Superintendent**  
**Human Resources**

### School Description

Our mission as the Eader School Community is to provide a safe, creative, challenging learning environment for all students. We do this by working as a team, creatively using all of our resources available, and by modeling our expectations. Eader students will reach their full learning potentials and be assets to our society.

Eader Elementary School is a 2016 California Gold Ribbon School, and was the first elementary school in the state to earn the recognition of being a California Civic Learning School of Distinction for teaching democracy and global awareness! Our school program consists of one three-year-old and one four-year-old Preschool Academy class, four Special Day Class (SDC) preschool classes, and nineteen general education classes. Programs are offered for Gifted and Talented Education (GATE) students, Specialized Academic Instruction (SAI) students and English Learner (EL) students supplementing the core curriculum, based on a traditional school calendar. Eader's staff implements Common Core standards-based education while responding to the individual needs of students. Student progress monitoring is reviewed regularly with district benchmarks, curriculum-based measures on a trimester basis, and annually with statewide exams. Programs unique to Eader are the MIND Research Institute's STMath, which is a spatial-temporal reasoning math program, K-5 Music Program, Science Works, Cognitively Guided Instruction (CGI), Thinking Maps, Write from the Beginning, and CATCH-PE which supplement our district-wide adoptions in English Language Arts, Math, Science, and Social Science. Teachers have been trained in DII, (Direct Interactive Instruction) for optimal delivery of instruction. Technology improvements are constantly being made with our second through fifth grade classrooms having 1:1 student to device ratios, and a computer lab for our kindergarten and first grade use, in addition to their individual classroom computer stations. There are Smartboards in every classroom including our conference room and music classroom. Our outstanding parent involvement extends student learning and community building activities such as the Family Fall Festival, Family Tile Night, field trips, assemblies, and Art Masters. Volunteers log in over 15,000 hours to programs such as Surf Tales, math centers, reading centers, organizing school and community fundraisers, and contributing to decision-making committees.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	101
Grade 2	86
Grade 3	98
Grade 4	77
Grade 5	99
<b>Total Enrollment</b>	<b>559</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	6.1
Filipino	0.9
Hispanic or Latino	15.7
White	66.5
Two or More Races	8.8
Socioeconomically Disadvantaged	17.7
English Learners	3
Students with Disabilities	8.1
Homeless	0.5

## 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 for John H. Eader	17-18	18-19	19-20
With Full Credential	24.9	23.75	23.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

### Teacher Misassignments and Vacant Teacher Positions at John H. Eader Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)**

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2019-2020 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	McGraw Hill - My Math Adoption Year 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - History-Social Science Adoption Year 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Eader School, constructed in 1965, consists of nine separate buildings including an administration building with office and library, a multipurpose room, seven classroom buildings with twenty-four classrooms including a computer lab. The site has 8 portable classrooms added in the 1980's and a YMCA portable building used for before and after school child care.

This site has a solar array on the playground that provides shade for students. This site has been retrofit with energy efficient interior and LED exterior lighting.

Improvements completed during the year included installation of security fencing, new electronic marquee, carpet replacement in Rm. 24, kinder playground equipment, repairs made to matting, asphalt in parking lot, new outside speakers and necessary repairs to existing facilities.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: August 21, 2019**

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	77	75	75	50	50
Math	80	78	69	69	38	39

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.6	22.7	45.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	270	267	98.89	76.78
Male	138	137	99.28	72.26
Female	132	130	98.48	81.54
Black or African American	--	--	--	--
Asian	18	18	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	75.61
White	191	188	98.43	76.06
Two or More Races	13	13	100.00	84.62
Socioeconomically Disadvantaged	50	49	98.00	65.31
English Learners	15	14	93.33	71.43
Students with Disabilities	34	34	100.00	55.88
Homeless	--	--	--	--

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 2018-19 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	270	268	99.26	77.61
Male	138	138	100.00	80.43
Female	132	130	98.48	74.62
Black or African American	--	--	--	--
Asian	18	18	100.00	94.44
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	65.85
White	191	189	98.95	79.37
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	50	50	100.00	62.00
English Learners	15	15	100.00	66.67
Students with Disabilities	34	34	100.00	55.88
Homeless	--	--	--	--

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 2019-20)

Parents and the community are very supportive of the educational programs at Eader Elementary School. The PTA and the McKenna Claire Foundation have made generous contributions of time and money to numerous programs and activities. PTA organizes many community events such as Family Movie Night, Skate Night, and the Fall Festival. They also supplement curricular programs in art, (Art Masters) and reading, (Accelerated Reader and STAR Reading.) Classroom learning experiences are also enriched through PTA and donations which provide assemblies, field trips, and instructional supplies. Parents volunteer in classrooms, coordinate student events such as the 100 Mile Club and Ecology Recycling Club, and parents are invited to participate in school governance through School Site Council, as well as participate on district committees such as District Advisory Committee (DAC). PTA sponsors educational and social awareness opportunities for parents and the community, such as Traffic Safety, Common Core Standards, and other topics of interest as they arise from the community. Parent Education Nights have been offered free of charge, from Phoenix House Counseling, on pertinent topics such as "Strengthening Families".

### 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

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other	.8

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		4		25		4		28		4	
1	29		3		28		3		29		3	
2	28		3		30		3		29		3	
3	32		2	1	30		3		29		3	
4	31		3		31		3		30		3	
5	27		4		31		3		33			3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Twenty professional development days were available and held during the school year which involved curriculum based training for ST Math, Mimio Studio Notebook, OC STEM Science training, Write from The Beginning, Stop the Bleed, Modernization Overlook training, data analysis through Professional Learning Communities and an additional fifteen days of teacher release time per site.

Based on the most recent trend of multiple assessments, Eader is implementing staff development to improve our ELA instructional practices and learning. Teachers have been given release time for curriculum mapping of the new ELA adoption, devising common writing prompts, and corresponding standards-based lessons. Release time has been used for aligning (to standards) the writing rubrics and norming each others' student essays, observing each others' lessons (on lowest performance standards of benchmark data) and vertical collaboration, observing and analyzing grade levels below and above. Selected teachers are given additional release time to observe peers' classroom practices and instruction. Professional Development has also been incorporated into staff meetings, and early release days on Thursdays. Teachers have had the same observation and collaboration opportunities in the math content area, being facilitated by our site math coaches, and principal, as well. Teachers new to the profession are supported by peer coaching and participate in the Beginning Teacher Support and Assistance program (BTSA) through the Orange County Department of Education. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$45,741
Mid-Range Teacher Salary	\$91,223	\$81,840
Highest Teacher Salary	\$111,275	\$102,065
Average Principal Salary (ES)	\$136,839	\$129,221
Average Principal Salary (MS)	\$125,857	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	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/).

#### Types of Services Funded

A significant portion of Eader School's categorical program budget is allocated for professional development to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Teachers have been trained in Cognitively Guided Instruction (CGI), STMath, and Number Talks, Thinking Maps, Mimio Studio Notebook and Write from the Beginning, for language development, reading, and writing. The Kindergarten and 1st Grade teachers have also had training in Developmental Reading Awareness (DRA), to target specific areas of strength and weakness in early reading skills. Intervention programs such as Read Naturally are used for intervention for students who are below proficient, and before school intervention classes are offered.

Each year a portion of Eader's Local Control Funding Formula (LCFF) funds are used to enable staff members to attend professional development opportunities to enhance instructional practice and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members. In 2018-2019, a portion of Eader's LCFF funds were used to provide before-school and after-school intervention programs for students who were not proficient on state and district assessments; the program continues with the current school year as well. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. For all teachers, the district utilizes experienced teachers to provide professional development choice sessions for staff development district wide. Gifted and Talented Education (GATE) Program cluster classes are provided for grades 2-5 for GATE identified students. GATE teachers have been given the opportunity to attend the California Association of GATE Educators (CAG) conference. All staff members are committed to creating and maintaining an environment in which students grow physically, emotionally, and intellectually into healthy, contributing citizens.

#### 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 6,784.35	\$1,991.79	\$ 4,792.56	\$ 90,346
District	N/A	N/A	\$ 2,179.48	\$ 91,912
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	74.3	-200.0
School Site/ State	-31.1	-200.0

Note: Cells with N/A values 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.