



Dr. Martin Luther King Jr. Elementary School of the Arts

1713 Broadway Ave. • Seaside, CA 93955 • (831) 392-3970 • Grades K-5
Sam Humphrey, Principal
shumphrey@mpusd.k12.ca.us
<https://king.mpusd.net/>

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



Monterey Peninsula Unified School District

700 Pacific St.
Monterey, CA 93942-1031
(831) 645-1200
www.mpusd.net

District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher, Vice
President Clerk

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

District Administration

Dr. PK Diffenbaugh
Superintendent

Cresta McIntosh
**Associate Superintendent
Educational Services**

Beth Wodecki
**Assistant Superintendent
Secondary**

Dr. Manny Nuñez
**Assistant Superintendent Human
Resources**

Ryan Altemeyer
**Associate Superintendent Business
Services**

Marci McFadden
**Chief of Communications and
Engagement**

Donnie Everett
**Assistant Superintendent Multi
Tiered Systems of Support**

School Description

Dr. Martin Luther King, Jr. School of the Arts will empower students to cultivate a passion for learning through the arts.

In 2015, Dr. Martin Luther King, Jr. School of the Arts joined the Kennedy Center for the Performing Arts program - Turnaround Arts. Turnaround Arts brings arts education resources into priority schools as a strategic tool for targeting larger school challenges and opportunities. Since then, King has re-branded to Dr. Martin Luther King School of the Arts or MLK: SOA. The new vision for Dr. Martin Luther King, Jr. School of the Arts is to empower students to cultivate a passion for learning through the arts. Students have engaged in the Artist Profile which leads students to think as Artists who are Proud, Creative, Inquisitive, Caring, and Open Minded.

Our school is dedicated to ensuring equitable access to the arts through daily classroom arts integration into the core curriculum as well as a positive behavior approach centered on mindfulness and restorative justice practices. Every student at Dr. Martin Luther King, Jr. School of the Arts creates with a Visual Arts Specialist and Music Specialist every week. Additionally, each student utilizes visual and performing arts in the classroom to create an engaging, effective, and fun learning experience for all. Our efforts towards arts equity for our students have resulted in improved school culture as evident by our current Gold Medal status from the California PBIS Coalition as well as recent recipient of the Exemplary Arts Program Award from the California Department of Education, a reflection of our collaboration schoolwide in ensuring we are a school community that encourages the arts as an avenue to promoting expression, identity, and culture for all of our student artists.

Sam Humphrey
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	53
Grade 2	68
Grade 3	61
Grade 4	64
Grade 5	75
Total Enrollment	402

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	1
Filipino	6.7
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	1.7
White	4
Two or More Races	3
Socioeconomically Disadvantaged	90
English Learners	67.9
Students with Disabilities	14.4
Homeless	13.7

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 Dr. Martin Luther King	17-18	18-19	19-20
With Full Credential	22	19	19
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Dr. Martin Luther King Jr. Elementary School of the Arts

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)

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	California Turnaround Arts School; daily hands-on, project-based visual and performing arts embedded in core curriculum areas, guitars, Band, Orchestra 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)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

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: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	22	19	39	37	50	50
Math	12	12	27	26	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	23.7	15.8	7.9

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	202	200	99.01	18.50
Male	115	114	99.13	16.67
Female	87	86	98.85	20.93
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	28.57
Hispanic or Latino	166	165	99.40	17.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	188	98.95	17.02
English Learners	160	159	99.38	20.13
Students with Disabilities	40	40	100.00	0.00
Homeless	42	41	97.62	2.38

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	202	201	99.50	11.94
Male	115	115	100.00	11.30
Female	87	86	98.85	12.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	28.57
Hispanic or Latino	166	166	100.00	10.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	189	99.47	11.11
English Learners	160	160	100.00	12.50
Students with Disabilities	40	40	100.00	0.00
Homeless	42	42	100.00	0.00

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)

MLK School of the Arts offers many opportunities for parent involvement. We have a Family Teacher Organization (FTO) that plans events for families and raises funds to respond to some of the arts material and resource needs of our school. We have parents who volunteer at school in a variety of ways, from working in classrooms and taking materials home, to helping out on picture day, and acting as chaperones on field trips. With our participation in the Turnaround Arts program, families are also involved in planning and assisting with our Arts Night Events (Dia de los Muertos, Winter Music Concert and Art Programs, etc.), as well as beautifying our school with a splash of color during scheduled paint days. Families attend school events such as Back-to-School Arts Night, Open House, Student Artist Award Recognition ceremonies, Read Across America Week, Student-Led conferences, and Parenting Classes (Abriendo Puertas/ Opening Doors). Additionally, we have an ELAC and SSC that meet monthly to work collaboratively with administration to ensure positive academic outcomes and success for our student artists.

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 safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of the School Safety Plan for Dr. Martin King, Jr. School of the Arts are detailed below.

We support all efforts in the development of a positive school climate that emphasizes nonviolent solutions to problems and that builds respect, responsibility, and safety for all students and staff. We faithfully implement the Positive Behavior Intervention and Support (PBIS) program school-wide as well as are establishing a partnership with Restorative Justice Practices. Throughout the site, you will see our expectations posted and recited: Be respectful, be responsible, and always be safe along with the traits of our Artist Profile (Caring, Proud, Open-Minded, Creative, Inquisitive).

School site monitoring and supervision is done throughout the school day, including prior to the school start time and after dismissal. Our school staff monitors the cafeteria before school and we have yard supervisors and staff who supervise students during recess, lunch, and school dismissal. The Principal and PBIS team members hold conflict resolution meetings with students when needed and engage in Restorative Justice practices in supporting students.

We continue to implement a progressive discipline policy aimed at decreasing suspending and non-suspending school offenses.

Visitors to campus must come to the office first, sign in, and receive a visitor name tag. If any staff member notices an unknown adult on campus, they direct them to the office to sign in.

We have a PBIS committee and safety committee. The School Safety Plan is updated annually. We have monthly emergency drills (fire, earthquake, ALiCE). All staff have clipboards and safety kits that they have been taught how to use in case of an emergency. The key elements to our safety plan are procedures and responses to all types of emergencies, methods for creating a safe school environment conducive to learning, and crisis intervention procedures.

The steps we have taken to prepare for emergencies are: updating the School Safety plan; holding monthly emergencies drills; and equipping each classroom with emergency procedures bulletins describing procedures for emergencies and placed on a clipboard next to the door, class rosters with clipboards to ensure all students are present in an emergency, a two-sided card (one red side, one green side) on each clipboard for an easy visual check by administrators and emergency response teams to determine if all students and visitors are present and accounted for, and a limited first-aid kit and other emergency supplies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.4	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		19	3	1		20	3	1	
1	29		2		22		3		25		2	
2	18	3			25		2		22		3	
3	25		3		28		2		29		2	
4	27		3		24		3		29		2	
5	26		3		27		3		21	1	3	
Other**	8	2			8	2			10	1		

*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	24	32

We are committed to providing professional development and support for our staff towards our goal of excellent first instruction through arts integration and a positive learning experience to improve outcomes for all students. At Dr. Martin Luther King Jr. Elementary School of the Arts, we hold professional development sessions focused on the following initiatives: PBIS/School Culture, Arts Integration, Balanced Literacy, small group Math instruction, Guided Language Acquisition & Design (GLAD) and StemScopes held 3-4 times per month as well as Professional Learning Communities on a weekly basis focusing on planning, data analysis, and corrective instruction opportunities. Our staff also participates in Instructional Rounds as well as individual observation-debrief cycles with the Principal, Academic Coach, and Arts Instructional Leadership Team (AILT).

Teachers participate in both district and site-based professional development opportunities. At the district level, teachers have attended professional development in English Language Arts, Mathematics, and English Language Development including an increase to 100% of teaching staff members certified as GLAD trained (Guided Language Acquisition Design). At the site level, teachers have participated in grade level Data & Differentiation Days, technology training, arts integration whole school strategies such as Acting Right, Curriculum Based Tableau, and Visual Thinking Strategies as well as instructional coaching. Specific training is leveraged on a bi-weekly basis focusing on the priorities of Arts Integration, small group instruction, and Positive Behavior Interventions and Support; professional development opportunities also involve site visits from professionals at Visual Thinking Strategies and Focus Five, Inc. to support efforts in vocabulary development, critical analysis, peer discourse, collaboration, and student discourse through structure, routines, and facilitation as well as viewing protocols with artwork - providing staff the opportunity for observation-debrief cycles, targeted modeling, and instructional coaching through the professional development cycle.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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	6,599	978	5,621	65,649
District	N/A	N/A	8,757	\$67,601.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.6	-3.3
School Site/ State	-29.9	-15.1

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.