

Martin Murphy Middle School

141 Avenida Espana • San Jose, CA, 95139 • 408-201-6260 • Grades 6-8

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

Morgan Hill Unified School District

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School Description

Murphy Middle School is a California Gold Ribbon School that is located in the northern tip of Morgan Hill Unified School District in the southern area of San Jose. Our school is surrounded by the beautiful majestic mountains of Santa Teresa County Park. We have just over 750 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence. With the input of staff, students, and families, we went through the process of updating our mission statement and creating a list of core values last year.

Core Values

E - Enthusiasm
M - Mindfulness
P - Perseverance
O - Ownership
W - Work Ethic
E - Equity
R - Rigor

Succinct Mission Statement:

Empowering our students with the education and values needed for future success.

Mission Statement

Martin Murphy is dedicated, in partnership with parents and the community, to constructing a rigorous learning environment where ALL students are empowered to achieve, use creative and critical thinking skills, develop a global perspective, and to model the core values of respect, responsibility, and safety.

School Vision

Our students will be prepared to succeed in a diverse, global society and to make meaningful contributions to our community. Students will become digitally literate, critical thinkers, collaborators, and problem solvers who can meet the challenges of the 21st Century. The students of Martin Murphy will demonstrate perseverance and grit so that they may achieve success in life and a variety of situations, including college and career.

School Slogan

"Success is no accident!"

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology, and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports (PBIS) to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS, and restorative justice practices. Additionally, we partner with Discovery Counseling services to provide on-site therapeutic one-on-one counseling support. Team members from Discovery Counseling also instruct our students in the Life Skills curriculum which prepares the students with skills they will need for college and career success.

Each of our classrooms is equipped with a projector and all students have access to Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook one-to-one, and the 6th grade students have access to Chromebook carts in their classrooms. In addition to using Chromebooks daily in classes, students can extend their learning from home. Additionally, Teachers use the innovative learning center (I Center) to do projects, host guest speakers, and a variety of other engaging learning tasks. Teachers are equipped with tablets to increase their interaction with all students in class. Also, we fund an after school homework center and math tutoring program in the I Center.

We have expanded the Advancement Via Individual Determination (AVID) Program to include all grade levels at Murphy. The AVID elective teaches the students to learn about higher education and to practice critical thinking that will lead them to success in college. AVID students visit the local high school and two colleges or universities each year to sample life in higher education and to learn the path to success as well as the challenges presented by it.

New for this year and with the funding of the Live Oak Grant and extended day money, we are excited to enhance our Visual and Performing Arts opportunities for our students. We have reconfigured a classroom to be a black box theater, and we have purchased flooring, lighting, sound equipment and other supplies to create a new performing arts program that will include more arts based electives and student performances such as the Snoopy musical.

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 6	250
Grade 7	250
Grade 8	236
Total Enrollment	736

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.0
Asian	15.9
Filipino	3.8
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	0.3
White	27.3
Socioeconomically Disadvantaged	39.5
English Learners	8.6
Students with Disabilities	11.3
Foster Youth	0.1

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			
Martin Murphy Middle School	16-17	17-18	18-19
With Full Credential	25	27	34
Without Full Credential	4	2	1
Teaching Outside Subject Area of Competence	0	1	1
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	388
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin Murphy Middle School	16-17	17-18	18-19
Teachers of English Learners	0	1	2
Total Teacher Misassignments	0	1	2
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, Study Sync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe/McGraw-Hill Science series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI History Alive The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning: Descubre Level 1 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)

Martin Murphy Middle School was built in 1977. Recently the center area of the interior campus was turned into an Innovation Center which allows for multiple classes to join as one and offers break out space. The gym also received new paint, acoustical treatment and a new wood gym floor.

As part of the Measure G Bond funds, Martin Murphy received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. All classrooms also received new ceiling tiles, paint, all remaining carpet was removed and VCT installed and all classrooms received projectors.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC units installed 2011.
Interior: Interior Surfaces	Good	New flooring and paint in all classrooms in 2016.
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	Roof replaced in 2014.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New wood gym floor was installed in 2016.
Overall Rating	Exemplary	

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	55.0	58.0	52.0	52.0	48.0	50.0
Math	43.0	43.0	42.0	43.0	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	19.4	25.4	25.8

* 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	741	722	97.44	58.03
Male	375	363	96.80	52.34
Female	366	359	98.09	63.79
Black or African American	15	15	100.00	46.67
American Indian or Alaska Native	--	--	--	--
Asian	118	118	100.00	80.51
Filipino	29	28	96.55	96.43
Hispanic or Latino	332	321	96.69	41.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	200	97.09	67.50
Two or More Races	23	23	100.00	52.17
Socioeconomically Disadvantaged	291	279	95.88	36.56
English Learners	160	155	96.88	32.90
Students with Disabilities	82	77	93.90	11.69
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	742	720	97.04	43.47
Male	375	359	95.73	42.9
Female	367	361	98.37	44.04
Black or African American	15	15	100	20
American Indian or Alaska Native	--	--	--	--
Asian	118	118	100	76.27
Filipino	29	29	100	75.86
Hispanic or Latino	333	317	95.2	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	200	97.09	55.5
Two or More Races	23	23	100	43.48
Socioeconomically Disadvantaged	292	276	94.52	20.65
English Learners	160	155	96.88	21.94
Students with Disabilities	82	76	92.68	14.47
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)

Parent involvement and communication are essential to our school's success. Martin Murphy Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Parents are encouraged to visit our classrooms and attend various academic and sporting events throughout the year. In addition, we encourage our parents to attend School Site Council and English Learner Advisory Committee meetings in order to provide feedback for making school decisions. Our Home and School Club is very instrumental in fundraising and supporting many school events and student learning. In addition, they provide a community venue for parent communication through monthly meetings.

Communication is further enhanced through regular newsletters, letters home, the Home and School Club Facebook page, the Student/Parent handbook, school website, student report cards, Blackboard Connect automated phone calls and email. Our Community Liaison regularly provides translation in Spanish for written and in person communication. In addition, we hold a Back to School Night and Open House to further promote our school programs, student achievement, and school success.

Parent Education Nights are each semester and cover topics such as Common Core, cyber safety, school technology, drugs and alcohol prevention, and college and high school readiness. There are principal coffee walks to give elementary parents tours and information about Martin Murphy starting in January each year. A 6th grade orientation night is held annually in January or early February to preview school programs and academics for incoming students.

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 of students and staff is a primary concern of Martin Murphy Middle School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. We have a closed campus; students are not allowed off campus during the school day.

The comprehensive school safety plan has been designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last revised in August 2018. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff is properly trained throughout the year. We practice fire drills and active shooter drills throughout the year. An updated copy is available to the public at the school office.

School Discipline Practices and Positive Learning Environment

A positive learning environment is essential for student success. Martin Murphy Middle School works diligently to create the conditions that will allow students to reach their highest potential. Key areas of emphasis that promote a positive learning environment include: progressive discipline, student support programs, and social skill building and academic-driven rewards activities. We have three school rules: Be Safe, Be Respectful, and Be Responsible. Our staff follows the School Wide Behavioral Expectations Teaching Method to support the school rules. In addition, we have a Peer Mediators program that teaches students conflict resolution skills. Martin Murphy is committed to the OLWEUS bullying prevention program which focuses on how bystanders can make a difference. Students spend time learning about bullying prevention in their history classes and at school assemblies. In conjunction with OLWEUS, students and staff participate in Restorative Justice practices such as community building circles. Martin Murphy is a PBIS school where there are multi-tiered support systems.

Students also participate in a variety of academic reward-based events throughout the year. The end-of-year field trip, dances, science fair, Career Day, academic rally's and awards assemblies are incorporated to support the academic effort of students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.6	9.6	8.3
Expulsions Rate	0.6	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
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	1.2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	742

* 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	20.0	25.0	24.0	12	9	8	11	3	3	4	10	11
Mathematics	16.0	14.0	26.0	3	2	5		1	7			7
Science	29.0	32.0	29.0	3	1	3	6	4	2	7	11	13
Social Science	31.0	32.0	30.0	1	1	2	9	4	3	5	10	11

* 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

Professional development at Martin Murphy Middle School is designed to meet the individual needs of teachers as well as broader school goals. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state goals.

The professional development program is ongoing and clearly reflects the vision and mission of our school. Our leadership team members and teachers are committed to the ongoing practices of a Professional Learning Community. Our teachers analyze formative and summative assessment data to ensure accurate reflections of student academic growth. This information is in turn utilized to inform decisions on learning strategies and best practices to increase levels of student content mastery.

Current trainings include: PLC yearly book study to research best practices. This year, our book is A Repair Kit for Grading: 15 Fixes for Broken Grades, by Ken O'Connor.

Our teachers observe each other during peer-to-peer visits and use these opportunities to improve on their teaching practices, gain support from their peers, and share ideas. The site technology coach leads technology trainings user groups based on the needs of our staff.

Additional training on the use of online learning tools and literacy supports have been scheduled throughout the school year.

All teachers are also receiving professional development on Constructing Meaning. This 5 day institute will provide teachers with the lesson building skills and instructional tools needed to effectively support English Language Learners. Teachers can volunteer to pilot Restorative Justice in their classroom and attend paid after school trainings by the school's Restorative Justice Coordinator. Martin Murphy's PBIS Team attends quarterly meetings at the county office of education and meets regularly to reflect on the program refine our practices and create documents or plan staff and student trainings.

All teachers were trained on the OLWEUS bullying prevention program over the summer before school started and are given support throughout the school year by Martin Murphy's OLWEUS coordinator.

Additionally, a team of teachers and the principal conduct three instructional rounds each school year to focus on a specific theme to examine teacher's pedagogy and provide feedback. This year, the instructional rounds team is focusing on rigor. The team consists of four teachers and the principal, and they conduct three rounds per year. After each round, the team reports out their findings and suggestions to the teaching staff during a staff meeting.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

We receive funding for school improvement and curriculum through state and federal programs. The Live Oak Foundation of Morgan Hill offers grants and a local city foundation supports our athletic programs. Home and School Club raises funds through fundraisers, donations, and school events. Parents with businesses donate both funds and services to our school community.

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	4579.39	23.89	4555.50	70227
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-55.6	-7.6
Percent Difference: School Site/ State			-44.0	-8.6

* 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.