



Ord Terrace Elementary School

1755 La Salle Ave • Seaside, CA 93955 • (831) 392-3922 • Grades K-5

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



Monterey Peninsula Unified School District

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School Description

Dear Community Members and Parents,

I would like to introduce you to Ord Terrace Elementary School, a K-5 elementary school in Seaside, California. We are proud of our dynamic and diverse staff, hard-working students, and dedicated families. Staff members are highly trained professionals who promote the school's mission: to provide a positive learning environment, establish high expectations, and work collaboratively with each other, families, and the community to ensure all students achieve academic success and demonstrate social responsibility. Staff is dedicated to the belief that all children can learn and grow in a safe, orderly and positive environment.

Ord Terrace is a school that places social justice front and center. Our school-wide theme is "Our voices shape our world." We believe that all students should feel empowered to share their unique perspectives to make positive changes within our society. Throughout the school year, students are engaged in six elements of inquiry-based learning: understanding of self, understanding of others, understanding social justice issues, understanding social change movements, raising awareness for issues students feel are important, and engaging in social justice actions. Students learn how to use empowering academic language and develop strong social relationships to voice their opinions and become change agents who contribute to civic discourse and actions.

Ord Terrace uses a Multi-tiered System of Supports (MTSS) approach for academic learning and social emotional learning (SEL). All students receive high-quality core instruction, as well as differentiated instruction that targets each student's individual needs. We have several paraprofessional and certificated support staff who assist. We monitor the progress of students in our intensive interventions and adjust the programs as needed. Ord Terrace staff is implementing a school-wide Positive Behavior Intervention and Supports (PBIS) framework. PBIS is a multi-tiered model that teaches students how to respect and value self and others, and integrates and sustains evidence-based interventions to meet the behavior needs of all students. We believe in the importance of providing an environment in which the unique talents, needs, and abilities of every member of our school community are supported. The consistency of this approach benefits the needs of all students at Ord Terrace. As part of PBIS, we implement the Playworks structured recess program. This promotes a fun recess time and prevents bullying.

Most importantly, our school thrives on collaboration. Building a Professional Learning Community (PLC) and collegiality provides the staff with the knowledge, attitudes and skills to provide powerful learning environments for all students. In addition to weekly grade-level data analysis PLCs, staff comes together in various groups to study research-based methods and brainstorm strategies to implement high quality instructional practices.

Major Achievements

- We believe social justice is a critical outcome of education, and we are proud of the work we have accomplished so far to lay the groundwork for this newly adopted school-wide focus.
- We have two Intervention teachers (Intervention and RSP) who provide targeted, intensive interventions to students throughout the school day.
- We use an integrated model to blend our special education programs with our general education programs when possible. Collaboration between special education staff and general education staff enhances the delivery of instruction for all students.
- Our teachers have completed rigorous professional development sessions for common core close reading, math, and English Language Development. All staff have a growth mindset and believe that learning is a continuous process that never stops, even for adult learners.
- We hold family nights every year. During these evenings, families come and participate in activities that help enrich the connections between school and home learning.
- We were the first school in Monterey County to implement Positive Behavior Intervention and Supports (PBIS), and have had a consistent program for more than 9 years.

I invite anybody to visit our school to see the hard work of our students and staff in action! I look forward to seeing you here!

Sincerely,

Joe Sampson

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 Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	1.0
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	1.4
White	2.4
Socioeconomically Disadvantaged	93.2
English Learners	75.9
Students with Disabilities	10.9
Foster Youth	0.0

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	72
Grade 2	82
Grade 3	76
Grade 4	86
Grade 5	85
Total Enrollment	497

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			
Ord Terrace Elementary School	16-17	17-18	18-19
With Full Credential	26	23	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ord Terrace Elementary School	16-17	17-18	18-19
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 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, 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 2018	
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 2017 Textbook and Instructional Materials reviewed August 2018 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 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Hands-on, project-based visual and performing arts The textbooks listed are from most recent adoption: Yes

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%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net 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 2018		
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

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	25.0	33.0	38.0	39.0	48.0	50.0
Math	18.0	25.0	27.0	27.0	37.0	38.0

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.9	18.5	17.3

* 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	237	233	98.31	33.05
Male	123	122	99.19	22.13
Female	114	111	97.37	45.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	215	98.62	31.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	225	98.25	31.11
English Learners	196	194	98.98	28.87
Students with Disabilities	23	22	95.65	9.09
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	237	235	99.16	24.68
Male	123	122	99.19	23.77
Female	114	113	99.12	25.66
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	217	99.54	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	227	99.13	23.79
English Learners	196	196	100	20.92
Students with Disabilities	23	22	95.65	4.55
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)

There are many opportunities for family involvement at Ord Terrace. We believe that parents are an integral part of our work and view parents as partners. We have quarterly parent raffles to acknowledge all the hard work of our parents. Family members can volunteer in the classrooms, cafeteria, on field trips, and during special events such as school-wide learning celebrations. We ask for feedback on school programs and initiatives through our active English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC). All of these groups allow parents opportunities to give input about the school's program as well as learn more about how to support their children. Our ELAC is focused on reviewing information about English Learners. Parents also learn about how to support their students' needs as they acquire English language skills. Our SSC parents work side by side with the faculty and staff to help allocate and monitor the use of Title 1 funds. The PTO meets to conduct fund-raisers, plan celebrations, and provide a forum for sharing compliments and concerns. The principal and the bilingual family liaison are the contact people for all questions about parent involvement. We administer a school-wide family survey to measure parent involvement as well as improve our engagement of 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 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.

The Ord Terrace School Safety Plan is revised annually. The School Safety Team updates all aspects of the School Safety Plan, including earthquake evacuation procedures and intruder alerts.

School staff update the school evacuation maps annually and work with district staff to ensure facilities are safe and orderly. Staff also help to revise the student supervision schedule and develop effective safety practices for recess and safety drills.

Ord Terrace conducts monthly safety drills to practice emergency procedures, including intruder drills (aligned to the ALICE - Alert, Lockdown, Inform, Counter and Evacuate protocols), earthquake drills, and fire drills.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.2	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	21	1	1	2	3	3	3			
1	26	25	23				3	3	3			
2	28	24	26				3	3	3			
3	26	21	24		1		3	3	3			
4	28	26	27				3	3	3			
5	21	24	23	1	1	1	3	3	3			
Other		9			1							

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

Professional Development provided for Teachers

All teachers receive ongoing professional development aligned to the school's SPSA and district LCAP. Student achievement data (Smarter Balanced, ELPAC, and curriculum-based assessments) indicated that English Learners had the greatest needs for academic growth, and thus all professional development has been aligned with those needs. Each year, teachers attend 20 hours of on-site after school professional development, as well as 2 full days of district-led training. Topics for the 2018-19 school year include administering and analyzing running records, planning guided reading with English Learner scaffolding, small group math instruction, and Tier 2 reading instruction. Topics for the 2016-17 and 2017-18 school years included systematic academic language instruction, writing instruction for English Learners, and close reading instruction. Throughout all academic years, teachers have received ongoing professional development on PBIS systems, including positive teacher language, Tier 1 supports, and developing positive relationships through daily class meetings.

During professional development cycles, teachers receive ongoing coaching support from a full time academic coach and the principal. Teachers monitor student learning using formative assessments and meet weekly with their colleagues to analyze data and plan instruction that integrates the learning from the professional development.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	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

Ord Terrace uses many different services and programs to support students, including Web-based intervention programs Lexia and Dreambox, the System 44 reading intervention program for 4th and 5th grades, and two full-time intervention teachers who implement the SIPPS reading intervention program. Supplemental Educational Services include Jump Into Math and other district-approved after-school programs. 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,146	\$345	\$4,801	\$66,141
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-55.5	-2.8
Percent Difference: School Site/ State			-39.0	-14.6

* 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.