



# Kimball Elementary School

301 W 18th St • National City, CA 91950 • 619 336 8300 • Grades K 6

Luz Vicario, Principal

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<http://nsd.us>

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



### **National School District**

1500 N Ave.

National City, CA 91950

(619) 336 7500

<http://nsd.us>

### **District Governing Board**

Alma Sarmiento, President

Barbara Avalos, Clerk

María Betancourt Castañeda,  
Member

Brian Clapper, Member

Maria Dalla, Member

### **District Administration**

Dr. Leighangela Brady  
Superintendent

Dr. Sharmila Kraft  
Assistant Superintendent  
Educational Services

Chris Carson  
Assistant Superintendent  
Business Services

Dr. Leticia Hernandez  
Assistant Superintendent  
Human Resources

### **School Description**

Kimball School was built in 1941 on the west side of National City. It is surrounded by a community that is supportive of the success of our students. In 2012, Kimball School launched the first year of a 50:50 Dual Language Spanish and English Program. Our expectation is to have our students reading, writing and speaking in both languages. Upon entering Kimball you will notice a welcoming atmosphere as well as an aesthetically pleasing building. There are hardwood floors in the main building and a state of the art kitchen. There are two separate playgrounds one for primary and upper grade students. The school currently has a population of 400 students. This school year we will have our first cohort of students promoting to middle school who have been in a dual language immersion program since first grade.

### **School's Mission Statement & Core Values**

In a community of shared values, we the parents, staff, and community of Kimball School strive to create lifelong learners, of high character who meet the district and state standards through quality standards-based instruction. Our formal vision statement is One Child, Two Languages, A World of Possibilities. At Kimball, we believe that each individual child has unique talents, gifts, and needs. We strive to provide a rigorous educational experience in both English and Spanish. We believe that providing instruction in two languages builds metacognition on key concepts, allows transference of skills learned and lays the foundation for a long term academic future. We believe that the possibilities for an ever-changing global society are limitless. We are preparing our children to thrive.

### **Message from Principal, Luz Vicario**

The teachers, staff, and parents of our school community believe that all students can be successful when provided a challenging and engaging curriculum. Kimball School is committed to forging new pathways in education to create confident bilingual, bi-literate students, who will lead the way in developing a strong economic community. The Dual Language Program was established in 2012 and is offered to kindergarten through sixth-grade children. Other benefits include increased teacher capacity through high-quality, focused staff development and coaching, increasing instructional capacity by developing collaborative practices focused on student achievement, access and strategic use of technology by all students to improve academic progress, and ongoing improvement of school facilities. In addition, we are committed to providing academic support networks and intervention strategies so that all our students have an opportunity to succeed. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering. As a community of learners, we are always investigating and implementing best strategies on a school-wide basis to ensure our students achieve and succeed. We have received various awards for our outstanding programs and have been recognized by the Springboard Association for our Best Practices.

## 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
Kindergarten	72
Grade 1	61
Grade 2	65
Grade 3	60
Grade 4	50
Grade 5	49
Grade 6	74
<b>Total Enrollment</b>	<b>431</b>

2017 18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	1.9
Hispanic or Latino	95.4
Native Hawaiian or Pacific Islander	0.0
White	0.7
Socioeconomically Disadvantaged	75.2
English Learners	67.3
Students with Disabilities	7.7
Foster Youth	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			
Kimball Elementary School	16 17	17 18	18 19
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	16 17	17 18	18 19
With Full Credential	♦	♦	224
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kimball 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)

Textbooks and Instructional Materials	
Year and month in which data were collected: January 10, 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt GO MATH! 2015/2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	English Language Development E. L. Achieve - Systematic ELD 2014/2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

Kimball's main campus was built in 1940. Since our opening the following major renovations or improvements have been addressed:

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

Summer 2006 – Rooms 21, 22, and 23 were removed and replaced with new relocatables. The auditorium was newly renovated with new curtains, mini-blinds and refinished hardwood floors.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Major renovations occurred in 1987 and in 2001. The first major renovation in 1987 was a complete modernization of the existing facility and portable buildings. During this time one regular classroom was reconfigured into a kindergarten classroom to accommodate student growth. The second major improvement was a "face lift" to the office and lounge. This included dropping the ceilings, updating the lighting to new fluorescent lights, newly installed blinds, new carpeting, and purchasing new furniture. In 2006, the hardwood floors in the main hallway, stage and cafeteria were completely refurbished. Glass security doors were installed in the main entrance and a security gate was installed by the library to provide additional perimeter security. Kimball currently has 22 regular classrooms and 9 relocatable buildings.

During the summer of 2016, Kimball's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

#### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No Findings.
<b>Interior:</b> Interior Surfaces	Good	School Health Office RR: Ceiling has two small holes. Girls RR: Chipped paint by sky light. Walls/flooring need repairs. Rm 24: Carpet stained. Rm 28: Particleboard coming off. Water leak by the teacher's desk. Work order submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No Findings.
<b>Electrical:</b> Electrical	Good	Rm 22: Light out. Work order submitted for repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No findings.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No findings.
<b>Structural:</b> Structural Damage, Roofs	Good	Rm 5: Ceiling leak. Rm 24 and 26: Ramp needs repairs. Work order submitted for repairs.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No Findings.
<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

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	36.0	38.0	41.0	43.0	48.0	50.0
Math	29.0	27.0	31.0	33.0	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	34.2	13.2	7.9

\* 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	223	94.09	38.12
Male	121	116	95.87	30.17
Female	116	107	92.24	46.73
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	223	209	93.72	37.32
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	160	92.49	36.25
English Learners	183	170	92.90	35.29
Students with Disabilities	26	26	100.00	0.00
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	237	100	27
Male	121	121	100	26.45
Female	116	116	100	27.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	223	223	100	26.01
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	173	100	23.12
English Learners	183	183	100	26.23
Students with Disabilities	26	26	100	3.85
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)

Contact Person Name: Luz Vicario, Principal

Phone Number: (619) 336-8350

Home/School Partnership:

Weekly Parent Newsletter

Parent Volunteer Workshops

Parent Literacy Workshops

Parent Content Night

School Site Council

English Language Learners Committee

District Parent Advisory Committee (DPAC)

CA Association for Bilingual Education (CABE)

Adelante Mujer

Coffee with the Principal

Back to School Night

### 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

Date the plan was last updated: December 2018

Date the plan was last reviewed with the staff: December 2018

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification to teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. Throughout the school year, we hold ten (10) fire drills, four (4) lockdown drills and (4) earthquake drills. Portions of our safety plan have been reviewed by parents during our parent meetings and we work closely with our local police and fire department to provide a safe environment.

Suspensions and Expulsions			
School	2015 16	2016 17	2017 18
Suspensions Rate	0.2	2.8	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015 16	2016 17	2017 18
Suspensions Rate	1.0	2.6	1.5
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)**

<b>Academic Counselor</b>	
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	1.0
<b>Psychologist</b>	1.0
<b>Social Worker</b>	1.0 District
<b>Nurse</b>	1.0 District
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0 Language Arts Specialist

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	
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\* 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
<b>K</b>	21	22	24	1	1		2	2	3			
<b>1</b>	24	21	20			2	2	3	1			
<b>2</b>	22	21	22		1		3	2	3			
<b>3</b>	22	24	20			2	2	2	1			
<b>4</b>	28	21	31				1	2	1			
<b>5</b>	29	33	30				2		2		1	
<b>6</b>	26	21	21	1	2	2	2	2	2			
<b>Other</b>	10			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**

During the 2018-19 school year all teachers at Kimball School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. Kimball Elementary, being a dual - language immersion school has also received staff development on GLAD (Guided Language Acquisition Design) in order to assist students in becoming bilingual/biliterate. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students.



FY 2016 17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,161	\$50,084
Mid-Range Teacher Salary	\$67,240	\$80,256
Highest Teacher Salary	\$100,634	\$100,154
Average Principal Salary (ES)	\$136,874	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$46,801

LCAP Supplemental and Concentration Funds \$205,660

Total: 252,461

### 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	\$5,488	\$935	\$4,553	\$65,511
District	◆	◆	\$4,571	\$74,205
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-0.4	-4.4
Percent Difference: School Site/ State			-19.8	-12.8

\* 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.