



Will C. Wood Middle School

6201 Lemon Hill Avenue • Sacramento, CA 95824 • 916.395.5380 • Grades 7-8

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<http://willcwood.scusd.edu/>

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



Sacramento City Unified School District
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School Description

Will C. Wood – Our Vision Statement: Students are actively preparing to become academically and socially capable of meeting the challenges of high school and the 21st century. Our Mission: High School Readiness for Every Student.

At Wood Middle School, students are grouped into classrooms based on current placement, teacher recommendations, and common assessment test results, and data from the district's SQII. This allows instruction and planning to occur at both a broader range and depth of the academic content. Academic discourse and high quality tasks are also academic goals for instruction.

Reading continues to be a primary focus of our school. Every Wood classroom has an array of reading books for their classroom libraries. In addition, we provide a "little library" that remains open to students throughout the day. We use the Reading Counts Computer program to test students' comprehension on the books they've read and to keep track on the number of books and words they have read during the school year. Our goal is to have every Wood student read over 250,000 words and as a school to read over 15,000 books. Students that read 1,000,000 words or more during the school year are rewarded with an end of the year pool party and they and their families are invited to the Wood Literacy Night Celebration held in May.

Our students are provided an intensive academic program by Highly Qualified Teachers (HQT) staff as determined by the State of California. They are trained in providing Direct Instruction following the High Quality First Instruction teaching model provided by SCOE. We have an active student council that focuses on building leadership skills, school pride, SEL, PBIS, and Restorative Practices. Will C Wood also has the GEAR UP program that provides our students with additional interventions and support.

The use of technology is emphasized throughout our curriculum. We have two fully equipped computer labs that allow students to have easy access to computers. We also have six laptop carts, five iPad carts, and four iPod carts that are available for teachers to use to compliment their instruction. The new student information system, Infinite Campus, is also a valuable tool to engage students and parents.

Our students and teachers continue to address the instructional shifts that are crucial for learning and teaching the new common core standards.

We encourage you to come to our school for a visit and be active participants in your child's education.

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 7	360
Grade 8	333
Total Enrollment	693

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.4
Asian	33.0
Filipino	0.6
Hispanic or Latino	45.6
Native Hawaiian or Pacific Islander	3.5
White	3.9
Socioeconomically Disadvantaged	90.0
English Learners	32.6
Students with Disabilities	13.9
Foster Youth	0.3

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			
Will C. Wood Middle School	16-17	17-18	18-19
With Full Credential	27	25	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	2007
Without Full Credential	♦	♦	116
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Will C. Wood Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

* 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)

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: February, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Inside the USA Level: Newcomer 2009 Adopted 2018 Inside Phonics 2009 Adopted 2018 Inside Fundamentals 2014 Adopted 2018 Inside Reading and Language Level A 2017 Adopted 2018 Inside Writing Level A 2017 Adopted 2018 Inside Reading and Language Level B 2017 Adopted 2018 Inside Writing Level B 2017 Adopted 2018 Myperspectives English Language Arts 7th 2017 Adopted 2018 Myperspectives English Language Arts 8th 2017 Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mathematics I Integrated Pathway [Replaced by Publisher, adopted 2015] 2017 Adopted 2014 Big Ideas Math Course 2 2015 Adopted 2015 Big Ideas Math Course 3 2015 Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Life Science 2007 Adopted 2008 Focus on Physical Science 2007 Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Medieval World and Beyond 2005 Adopted 2006 United States Through Industrialism 2006 Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	High Point, Hampton Brown English Language Development 2001 Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Will C. Wood Middle School, built in 1960, received Facility Inspection Tool (FIT) overall repair rating score of "good" from its most recent facility inspection in May 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district's 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district's wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 6/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Gym: Repaint interior - W.O. #124189; Replace tile on walls - W.O. #124190.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Quad: Replace 3 light ballast - W.O. #123915.
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	Fair	
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	34.0	31.0	39.0	40.0	48.0	50.0
Math	24.0	21.0	31.0	32.0	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	17.2	27.2	14.5

* 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	694	673	96.97	30.91
Male	344	336	97.67	25.60
Female	350	337	96.29	36.20
Black or African American	58	56	96.55	17.86
American Indian or Alaska Native	--	--	--	--
Asian	229	220	96.07	44.09
Filipino	--	--	--	--
Hispanic or Latino	323	316	97.83	24.68
Native Hawaiian or Pacific Islander	28	25	89.29	16.00
White	24	24	100.00	41.67
Two or More Races	22	22	100.00	31.82
Socioeconomically Disadvantaged	615	598	97.24	29.60
English Learners	366	351	95.90	23.08
Students with Disabilities	94	91	96.81	5.49
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	695	688	98.99	20.64
Male	344	340	98.84	20.59
Female	351	348	99.15	20.69
Black or African American	59	58	98.31	12.07
American Indian or Alaska Native	--	--	--	--
Asian	229	228	99.56	37.72
Filipino	--	--	--	--
Hispanic or Latino	323	319	98.76	11.91
Native Hawaiian or Pacific Islander	28	27	96.43	3.7
White	24	24	100	20.83
Two or More Races	22	22	100	13.64
Socioeconomically Disadvantaged	616	609	98.86	19.7
English Learners	366	363	99.18	14.05
Students with Disabilities	95	92	96.84	2.17
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)

We openly welcome parents to participate in their children's education through a wide variety of opportunities. Parents are encouraged to volunteer in classrooms, make classroom visitations, patrol hallways with hall monitors, assist in parent participation projects like the School to Work Program for Resource Specialist Program students. Parents are also recruited for their participation on committees such as the Leadership Team, School Site Council, School Advisory Council, and the Bilingual Advisory Council. Parents are invited through the parent newsletter, fliers and phone calls to our monthly Parent/Principal breakfast meetings where information is shared and parent input is encouraged. Wood has several community partners including CSUS Ethnic Studies department, the Sacramento Kings, the Sacramento Tree Association, and the California Endowment. Together with CSUS, we host an all-day parent field trip to CSUS where parents are met by college staff and students. Wood parents and students are provided with a tour of the campus, workshops, lunch, and a question/answer session. Additionally, they provide our parents with information on college admissions, financial aid, and how parents can help prepare their children for college. We are also very fortunate to have two full-time counselors to support our students and parents to assure high school readiness for all of our students.

For more information, contact the school at (916) 395-5380.

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

Sacramento City Unified School District
Comprehensive Safe School Plan 2018-2019

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter

(e) Chemical Accident

(f) Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

Section 4..... Site Level Use of Schools as a Community Shelter **

Section 5.....District Policies Related to Safety and Missing Student Protocol:

(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting

(c) Suicide Risk Assessment

(d) Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

** To be determined by The American Red Cross and the Office of Emergency Services

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team

Section 12..... Site Level Communication Procedures

Section 12 (a)Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15...Site Level Family Reunification Plans

Section 15(a)..... Reunification Logs

Section 16..... * Site Level Provisions for Students/Staff with Special Needs

Section 16(a).....Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18...Staff / School Handbook

Section 19.....Site Map (Please Label All Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

- Confidential

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.1	9.5	5.7
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.8	6.3	6.2
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	1.8
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1.0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	415

* 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	24.0	23.0	26.0	10	19	3	24	10	22		4	3
Mathematics	26.0	26.0	26.0	5	6	7	15	18	17	5	1	3
Science	29.0	28.0	27.0	3	2	4	13	14	14	7	7	8
Social Science	28.0	27.0	28.0	3	6	4	15	15	19	7	4	6

* 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

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,472	\$47,903
Mid-Range Teacher Salary	\$62,117	\$74,481
Highest Teacher Salary	\$93,765	\$98,269
Average Principal Salary (ES)	\$120,748	\$123,495
Average Principal Salary (MS)	\$127,364	\$129,482
Average Principal Salary (HS)	\$139,247	\$142,414
Superintendent Salary	\$290,000	\$271,429
Percent of District Budget		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Will C. Wood Middle School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 7th & 8th Grade Counseling
- Professional Development
- Support Staff, instructional assistants and academic counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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	\$8,602	\$1,981	\$6,622	\$75,967
District	◆	◆	\$6,048	\$72,113
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			2.4	9.2
Percent Difference: School Site/ State			-6.0	-2.7

* 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.