

GREEN ELEMENTARY SCHOOL

42875 Gatewood Street • Fremont, CA 94538 • (510) 656-6438 • Grades K-6

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



Fremont Unified School District

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**Assistant Superintendent, Human
Resources**

School Description

Welcome to Harvey Green School! Our school has a long history of serving our neighborhood, and many of the parents of our students were once students at Green themselves. Our school is named for the first teacher in Fremont, honoring the tradition of improving lives through education. All members of the Green community share our school vision: In order to prepare all students for success in college and career, we provide an educational environment that challenges and motivates all students. To achieve this, we believe our mission is to develop students who will learn at high levels of achievement and be compassionate contributors to society by:

- developing a growth mindset
- providing a wide range of meaningful, rigorous and engaging experiences
- encouraging a respectful environment and teach social-emotional skills
- collaboration amongst students, staff and families

Our unique blend of cultures, talents, and support services provides an academically challenging, safe, and nurturing environment, which allows each and every child on our campus to thrive. Our approximately 500 students represent more than two dozen nationalities and a wide variety of languages. Awareness and appreciation of diverse backgrounds and traditions are interwoven into the curriculum and school wide activities. We consider students for whom we have special concerns as individuals with both strengths and needs. Approximately 30 percent of our students are eligible for the free or reduced-price lunch program and 22 percent are English Learners.

Our students with disabilities benefit from a similarly innovative set of programs. Our Resource Specialist Program (RSP) staff uses a collaborative model to help students within the regular classroom setting and in the RSP center. We offer speech and language support services to our elementary students and to eligible preschool students from across the district.

Our counseling enriched program for students diagnosed with severe emotional disturbances operates as a school within a school. The program, a partnership between Fremont Unified School District and Seneca Center blends mental health services with academic instruction for students whose emotional needs interfere with their success in learning in a full-time general education classroom.

We are solidly focused on implementing the California State Standards. We continue to examine and modify our teaching practices to ensure that each student is ready for success in junior high, high school, college, and their career. The excitement around this change is palpable; both students and teachers emerge from lessons energized and excited about the learning that is taking place.

We consider education a partnership between school and home, and we invite parents into the school as volunteers and participants in school decision-making processes. We offer parent education and family nights, and have an active PTA and School Site Council. Programs run by the PTA, such as our Math Club, Debate Club, Science Clubs and more, enrich our students' educations outside the school day. We seek to weave the many strands of our school community into a bright and vibrant tapestry that encompasses the well-being of all our students.

Our school is moving in sustainable directions, taking advantage of technology. Information is shared with families and the community through our school web site and email. Families receive our newsletter electronically, saving hundreds of sheets of paper each year. Email is used extensively to communicate with parents.

We are proud of our school!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	48
Grade 3	70
Grade 4	74
Grade 5	66
Grade 6	93
Total Enrollment	517

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	65.6
Filipino	4.4
Hispanic or Latino	17.6
White	9.1
Two or More Races	2.3
Socioeconomically Disadvantaged	31.7
English Learners	16.2
Students with Disabilities	9.7
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	23	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	1

Notes:

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus buildings were built in 1959. They include the office, the staff room, 18 classrooms, a library, a computer lab, and a dedicated science lab. In addition, there are two portable classrooms on the main campus as well as eight portable buildings that constitute the Counseling Enriched classroom complex.

We have one day custodian and one night custodian who keep our facilities clean. Each first through sixth grade classroom is cleaned every other day. The kindergarten classrooms and all restrooms are cleaned every day. District maintenance tends to the landscaping and maintenance issues on a regular schedule and as needed to address urgent needs.

At the end of the summer of 2014, the computer lab received a new floor. One classroom's floor was partially replaced to address termite concerns. Both the boys and girls bathrooms on our primary playground were renovated to address a problem with a plumbing leak. District painters have been repainting walls, doors, and building exterior trim as needed. We have installed an area for a fresh garden in front of the office over the summer of 2015.

In 2012-2013, the district installed a robust, campus-wide wireless internet system. Many classrooms held fundraising drives to add computers and iPads. In 2013-2014, we added two mobile carts of laptop computers that teachers check out and use in their classrooms. All teachers received an updated laptop computer. All classrooms have working document cameras and projectors; some also use Apple TV to project from our wireless devices. In 2018 with the partnership of PTA we were able to increase the amount of technology by providing a chromebook cart per grade level. We continue to update and improve our technology as funding permits.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we have answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/8/2019

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	78	77	78	50	50
Math	77	74	73	74	38	39

Notes:

- 1) 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.
- 2) ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.2	24.2	28.8

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	303	99.02	77.74
Male	160	158	98.75	73.72
Female	146	145	99.32	82.07
Black or African American	--	--	--	--
Asian	200	198	99.00	89.29
Filipino	12	12	100.00	83.33
Hispanic or Latino	49	49	100.00	34.69
White	33	33	100.00	69.70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	97	98.98	58.76
English Learners	111	108	97.30	71.70
Students with Disabilities	43	42	97.67	30.95
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	305	99.35	74.10
Male	161	161	100.00	74.53
Female	146	144	98.63	73.61
Black or African American	--	--	--	--
Asian	200	198	99.00	90.91
Filipino	12	12	100.00	83.33
Hispanic or Latino	50	50	100.00	28.00
White	33	33	100.00	39.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	99	100.00	49.49
English Learners	112	111	99.11	73.87
Students with Disabilities	43	42	97.67	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement in daily school operations and decision-making processes is a fundamental part of our success. Our parent participation on the PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), GATE Advisory Committee, and Disaster/Safety Committee ensures that our programs and resources are aligned with our priorities.

The almost 200 members of our PTA form the backbone of our close-knit community. By sponsoring school wide assemblies, they help expand our students' awareness about important issues such as personal safety, literacy, conservation, and social responsibility. In addition, they host a variety of community-building events, such as our Fall Festival, Cookies and Cocoa with Santa, Bedtime Story Hour, and Family Dinners Out at local restaurants. Science and Young Authors fairs are opportunities for parents to see their students' inquiring minds in action. This year, PTA will continue its very popular and successful Math, Debate and Science Clubs. In addition, the PTA brought Music for Minors to our school which is run by training parents as docents. The PTA's efforts support our instructional program by providing supplies and resources to supplement our stressed budgets. Often they close the gap, helping out with assembly funds or costs associated with fifth grade science camp. They have provided generous support for technology purchases and other school improvements such as our marquee. Student safety is another area that is important to our PTA, and they purchase our earthquake supplies and update our classroom safety backpacks.

While the PTA focuses on daily activities and direct support for students, members of our School Site Council (SSC) monitor academic programs and selected school budgets. Subcommittees within the SSC oversee the programs for our students who are learning English as their second language, those who have been identified as gifted learners, and programs that support our school library. SSC meets almost every month and all members of the Green community are invited to attend. Because members of the SSC oversee some budgets, they have an opportunity to offer input on the expenditure of funds at the school level.

There are also many opportunities for families to be involved in their students' education, including volunteering in classrooms and at special events like our annual Walk-a-Thon, supporting fundraisers, and attending Back to School Night and Open House. Please contact our school office if you are interested in getting involved!

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

Safety is a top priority at Green. Staff monitors the school grounds for 10 minutes before and 15 minutes after school as well as at all recesses and at lunchtime. Grade-level assemblies held in October introduce and review the school's Good Citizenship Plan, which details the rules for safe, responsible behavior in school and on the playground. Teachers also review the plan within their classes throughout the year. Parents receive a copy of the plan and return a Statement of Support once they have reviewed it with their children. Visitors must sign in at the office, where they receive a sticker to wear throughout their stay. Anti-bullying programs and conversations focus on the right of all students to feel physically and emotionally safe at school every day.

We revise our School Safety Plan annually; it was last reviewed in November 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school web site and keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice fire drills monthly and earthquake or other safety situation drills four times a year, and participate in the statewide Great Shakeout drill in October. The school's Disaster/Safety Committee meets three times each year, and volunteers updated our emergency supplies and our classroom safety backpacks.

We have a storage container of supplies for use in the event of a prolonged disaster, such as an earthquake. The entire school regularly practices our response to a disaster, including how we will deal with medical issues, feeding students who need to stay at school for a long time, and releasing students to authorized adults.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.8
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	24		3		24		4		24		4	
1	24		2		24		2		24		3	
2	20	1	2		24		2		24		2	
3	28		3		23	1	3		27		2	
4	30		2		23	1	2		29		3	
5	30		3		30		2		22	1	2	
6	30		2		24	1	3		29		3	
Other	6	2							8	1		

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7643	1161	6482	86643
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.9	3.9
School Site/ State	-5.9	13.9

Notes:

- Cells with N/A values do not require data.
- The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.