



La Costa Meadows Elementary School

6889 El Fuerte • Carlsbad • CA, 92009 • Grades K-5

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

San Marcos Unified School District

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Superintendent

Gina Bishop
**Assistant Superintendent
Instructional Services**

Tiffany Campbell
**Assistant Superintendent
Equity & Secondary Schools**

Henry H. Voros
Assistant Superintendent

School Description

School's Vision Statement

La Costa Meadows is a collaborative community working together to provide a safe and positive, academically enriching learning environment that fosters student engagement and lifelong learning.

At La Costa Meadows...

- Students demonstrate respect and responsibility while putting forth their best effort toward their educational learning experience.
- Teachers and staff set and implement standards-based learning goals and monitor results in order to differentiate instruction to meet the individual needs of learners.
- Parents partner with the school to enhance their child's academic growth and strength of character.

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.

Principal's Message

La Costa Meadows Elementary School has a foundation built upon three core values: Celebrating Success, Challenging the Whole Child, & Building Community. As a result of our focus on these core values, our school has a strong reputation for being an outstanding educational institution. Our faculty and community believe in San Marcos Unified's goal of engaging students and inspiring futures.

We engage in ongoing reflection and refinement in support of and in relation to school and district priorities, our mission, and our school goals. Our school staff partners with parents to empower our students to give their best effort in order to reach their full potential at school, home, and in the greater community. Ensuring that every student has access to high quality instruction is a top priority for our school site. While our students consistently achieve academic success, we also ensure that students receive the necessary instruction and support to grow socially and emotionally. As a result, La Costa Meadows is a positive and caring environment that provides the foundation for students to succeed today, tomorrow, and beyond!

Focus for Improvement

- Ensure educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness as measured in part by district reading benchmark assessments, performance tasks and post-tests in the areas of reading and mathematics, and writing assessments aligned to the Common Core State Standards.
- Provide students with integrated and coordinated programs based on student needs that are educationally sound and delivered with the best educational practices.
- Ensure all students have equitable access and opportunity to participate in and benefit from high quality curricular and extra-curricular activities in order to meet standards.
- Ensure all students have access to qualified teachers, administrators, and other staff members where all educators have access to high-quality professional learning opportunities.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	152
Grade 1	112
Grade 2	154
Grade 3	142
Grade 4	153
Grade 5	154
Total Enrollment	867

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	7.3
Filipino	1.2
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.6
White	68.7
Socioeconomically Disadvantaged	14.4
English Learners	5.5
Students with Disabilities	11
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 for La Costa Meadows	17-18	18-19	19-20
With Full Credential	40	40.6	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at La Costa Meadows Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Reading and Writing:

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

ELA Supplemental Instructional Materials

Benchmark Steps to Advance

K-5 Benchmark Universe, digital library, and resources

Fountas & Pinnell Guided Reading Handbook

Enterprise STAR Assessment

Lexia personalized digital program

Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

K-5 Math Investigations Kit, 2012 Pearson

K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Teaching Student Centered Math Teacher

K-2 Math Expressions workbook, Houghton Mifflin

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District (online)

Dream Box personalized digital program

Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum. District is in the building awareness phase of NGSS Standards.

Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-2 Houghton Mifflin Math Expressions, adopted in 2008 3-5 Curriculum Associates iReady Math Math District Units, adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Benchmark Advance Scott Foresman Science, adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt California Reflections Benchmark Advance adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	See above, adopted in 2013-2019

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

La Costa Meadows is composed of 32 regular education classrooms and three special day classrooms. Our facilities also consists of four learning center/SAI classrooms, a music room, our school library, reading intervention lab, multi-purpose room, an art room, a science room, and two Kids-on-Campus classrooms. The school opened its doors in 1986 and our school rebuild was completed in August 2019. The physical qualities of a school building influences teaching and learning. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and landscaping.

Cleaning Process and Schedule

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 and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	No repairs needed at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Good	No repairs needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs needed at the time of inspection.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
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	76	77	65	67	50	50
Math	67	66	51	52	38	39

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

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

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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	15.4	22.8	36.9

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	446	437	97.98	77.35
Male	230	226	98.26	75.22
Female	216	211	97.69	79.62
Black or African American	13	12	92.31	66.67
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	85.19
Filipino	--	--	--	--
Hispanic or Latino	93	90	96.77	60.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	300	295	98.33	82.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	70	97.22	54.29
English Learners	39	37	94.87	48.65
Students with Disabilities	55	52	94.55	36.54
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 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	446	437	97.98	66.36
Male	230	226	98.26	70.80
Female	216	211	97.69	61.61
Black or African American	13	12	92.31	66.67
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	93	90	96.77	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	300	295	98.33	71.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	70	97.22	40.00
English Learners	39	37	94.87	43.24
Students with Disabilities	55	52	94.55	25.00
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 2019-20)

La Costa Meadows takes great pride in partnering with our parent community to support student learning. Parents are active in our School Site Council, English Language Advisory Council, GATE Advisory group, and the Parent/Teacher Organization. Our school's community liaison is funded through our parents' donations and works to build parent involvement in all these groups. Regular meetings with these groups foster ongoing training and communication regarding student achievement of standards as well as contributing to the vision of the school. Parents and community members are visible on our campus daily. Families and community members support our highly successful Halloween Carnival, Grandparents' Day event, Picnic in the Park, the annual fun run, as well as our Open House and Art Fair. Our active parent volunteers are one of the schools' many strengths.

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 approved: 10/9/2019

Date the plan was last reviewed with staff: 8/15/2019

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of 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, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Parents are kept informed of any current safety topics that might affect their child: dangerous strangers, parking lot safety tips, safe ways to drop off and pick up students, etc. Additionally, the policies and procedures that support student safety are reviewed with parents on an as needed basis when concerns arise. We also hold a monthly drill for fire, earthquake, disaster, or intruders on campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	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

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.47
Nurse	.33
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	1.0

* 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	22	1	7		22	1	5		23	1	6	
1	23		6		26		6		22		5	
2	24		6		22		6		21	1	6	
3	25		6		24		6		23		6	
4	30		5		30	1	1	3	30	1	2	2
5	33		2	3	22	3	3	1	27	2		4
Other**	7	1			9	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	58	44	35

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-2019 school year, the elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our Math cadre teachers received on-going professional development in math instruction and assessments. Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher

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	6966	1154	5812	75157
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.6	-8.6
School Site/ State		

Note: 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 will be reported on 2018-19 report cards.