

Alamo Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.



Derek Wickliff, Principal

Principal, Alamo Elementary

About Our School

Thank you for taking the time to read the Alamo Elementary School Accountability Report Card. Hopefully you will find this document to be a good introduction to Alamo and everything that Alamo offers its amazing students.

Alamo Elementary School strives to excel in every possible manner. A visit to our campus shows this excellence reflected in our ground and buildings, the expertise of our caring, high-quality staff, as well as the students that leave Alamo each year prepared to make a difference in the world they will inherit.

Alamo staff are all highly qualified and highly trained, but more importantly, each staff member is focused on the needs of each and every student. Academic progress is measured frequently throughout the year through a variety of assessments and observations. This progress is monitored carefully in order to provide the academic instruction and supports for every student, no matter their achievement level. Teachers and staff promote character education throughout the year with classroom lessons, assemblies, and our character development programs, Safe School Ambassadors and Peacebuilders.

The tradition of excellence at Alamo is made possible by the strong partnership between the school and our amazing Alamo parents. Parent volunteers in the classrooms as well as numerous PTA events and sponsorships provide opportunities for all of our students. Alamo is truly a community that has come together to create a learning experience second to none!

Soar on Eagles!

Contact

*Alamo Elementary
500 South Orchard Ave.
Vacaville, CA 95688-4334*

*Phone: 707-453-6200
E-mail: derekw@vacavilleusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Alamo Elementary
Street	500 South Orchard Ave.
City, State, Zip	Vacaville, Ca, 95688-4334
Phone Number	707-453-6200
Principal	Derek Wickliff, Principal
E-mail Address	derekw@vacavilleusd.org
Web Site	http://alamo.schoolloop.com/
County-District-School (CDS) Code	48705736051288

Last updated: 1/3/2019

School Description and Mission Statement (School Year 2018—19)

Alamo Elementary School, while being 65 years old, is still a visually appealing learning environment. The environment, both inside and out, is a direct reflection of the investment that the Alamo community makes in the education of the Alamo students. Parent involvement is vital to the success of our students and staff.

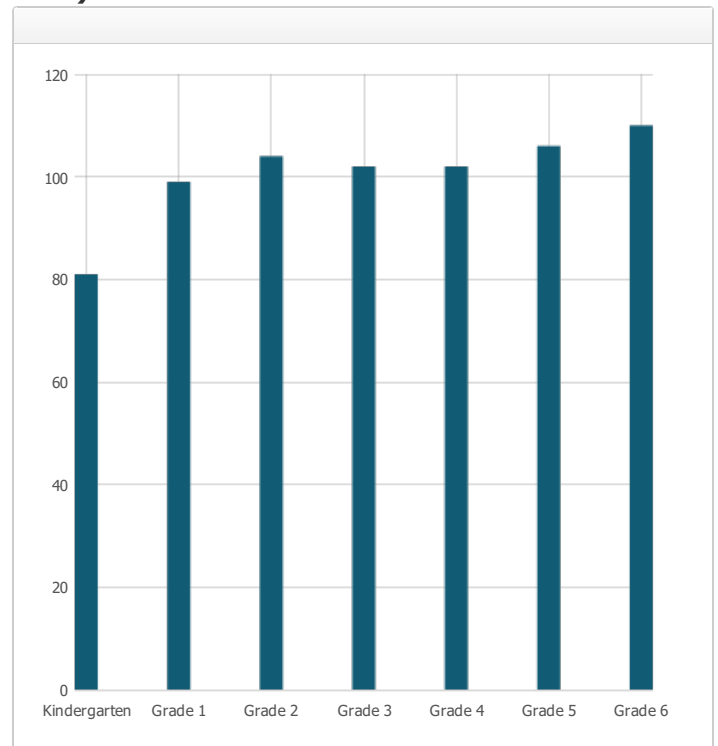
Alamo Elementary School is a community of learners and leaders that strive to collaborate through Professional Learning Communities in an effort to prepare students for the 21st Century Workforce. Alamo staff focuses on the development of the whole child. We encourage, promote and envision a community of students that are lifelong learners with excellent problem solving skills and a thirst for knowledge and discovery.

Alamo is a Positive Behavior Interventions and Supports (PBIS) school that focuses on creating students that follow the Eagle Way.

Last updated: 1/16/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	81
Grade 1	99
Grade 2	104
Grade 3	102
Grade 4	102
Grade 5	106
Grade 6	110
Total Enrollment	704



Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.6 %
American Indian or Alaska Native	0.7 %
Asian	2.3 %
Filipino	0.9 %
Hispanic or Latino	31.7 %
Native Hawaiian or Pacific Islander	0.7 %
White	51.7 %
Two or More Races	7.4 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.8 %
English Learners	6.7 %
Students with Disabilities	9.1 %
Foster Youth	0.1 %

A. Conditions of Learning

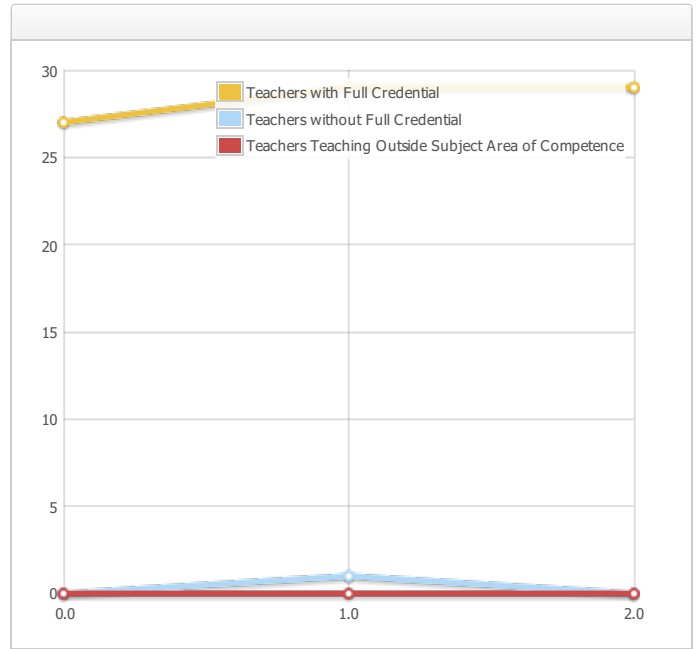
State Priority: Basic

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

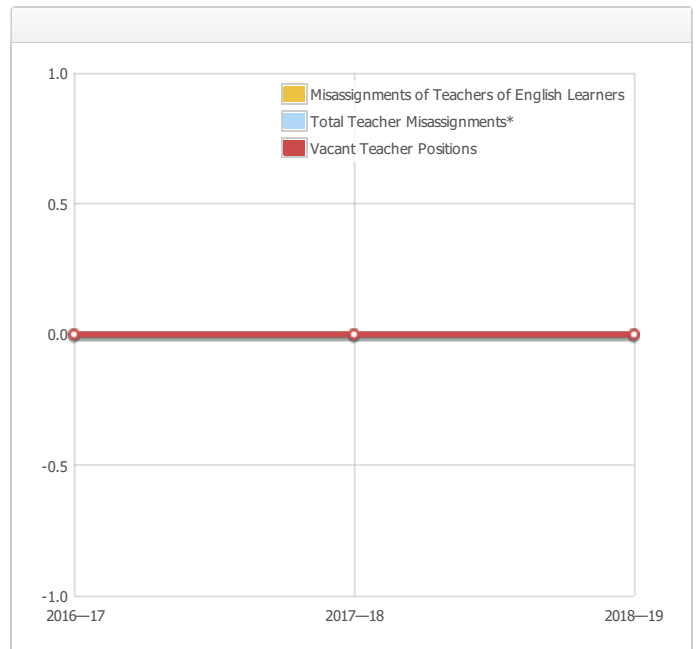
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	29	29	593
Without Full Credential	0	1	0	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of 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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus (Houghton Mifflin) Gr. K Go Math! CA Edition (Houghton Mifflin) Gr. 1-6	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science (Houghton Mifflin) Gr. K-5 Ancient Civilization CA Edition (Glencoe) Gr. 6	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 85.23% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.
 There are no major facility improvements planned at this time.
 The bulk of the deficiencies are related to ceiling tiles and casework formica tops and flooring. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/3/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Numerous ceiling tiles, counter top repairs, flooring repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Fair	All candle warmers, air plug ins and diffusers will be removed immediately
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
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Last updated: 1/3/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	48.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	43.0%	38.0%	39.0%	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.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	407	97.14%	48.03%
Male	233	225	96.57%	41.96%
Female	186	182	97.85%	55.49%
Black or African American	15	15	100.00%	46.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	142	139	97.89%	39.57%
Native Hawaiian or Pacific Islander	--	--	--	
White	209	200	95.69%	53.27%
Two or More Races	32	32	100.00%	43.75%
Socioeconomically Disadvantaged	192	185	96.35%	42.16%
English Learners	44	43	97.73%	46.51%
Students with Disabilities	47	44	93.62%	4.55%
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.

Last updated: 1/14/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	406	96.90%	42.86%
Male	233	224	96.14%	43.30%
Female	186	182	97.85%	42.31%
Black or African American	15	15	100.00%	26.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	142	139	97.89%	36.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	209	199	95.22%	48.74%
Two or More Races	32	32	100.00%	43.75%
Socioeconomically Disadvantaged	192	185	96.35%	35.68%
English Learners	44	43	97.73%	37.21%
Students with Disabilities	47	44	93.62%	9.09%
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.

Last updated: 1/14/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/14/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.3%	26.2%	23.3%

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.

Last updated: 1/14/2019

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)

The support that Alamo receives from the parents and community is vital to our goal of impacting the "whole child." The collaboration between the school and the home is evident throughout the year and in the Alamo physical environment.

Classroom volunteers are welcomed and relied upon to help teachers with various activities and learning opportunities. The administration meets monthly with parents to discuss concerns, goals, and give updates on safety, instruction, facility changes, etc. The Parent Teacher Association board meets monthly to discuss and plan for family involvement activities, school improvement projects, and fundraisers. Due in large part to the efforts of PTA fundraisers and membership, the school is beautifully maintained and landscaped. PTA-sponsored events include the Fall Harvest Festival, Ice Cream Social, book drives, mileage club, Father/Daughter Ball, chorus, book fair, family math nights, family science nights, Tasty Tuesday fundraisers, SCRIP, assemblies, field trips, Triathlon, Valentine Balloons, and the Spring Soiree. For contact information, please visit the school website at: <http://alamo.schoolloop.com>

State Priority: Pupil Engagement

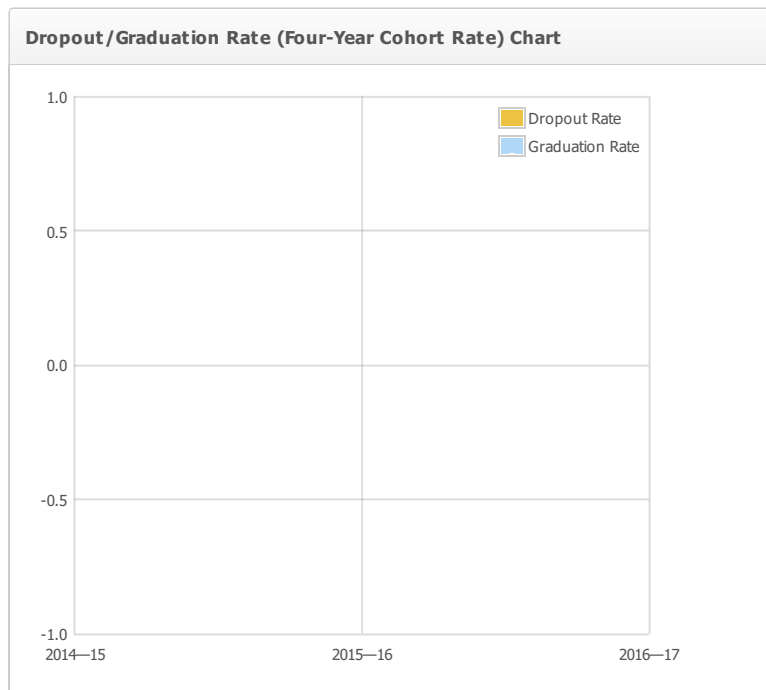
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2019

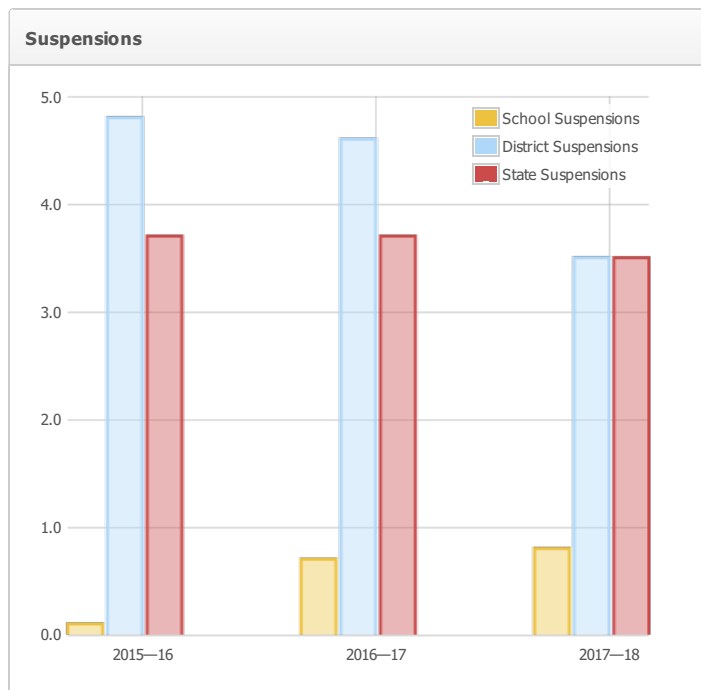
State Priority: School Climate

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.1%	0.7%	0.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

Alamo Elementary School has a School Safety Committee that works to successfully implement and update the Safe School Plan.

During the 2017-2018 school year, these objectives were accomplished:

- Continually analyzed and altered our supervision stations during recesses and before/after school for safety and supervision purposes.
- Notified parents and educated students regarding drop-off/pick-up procedures and safety.
- Continued to utilize the Standard Response Protocol for emergency situations.
- Continued the Bully-Prevention Program with students and staff.
- Held safety meetings with parent groups.
- Conducted monthly safety drills
- Conducted staff and student safety trainings for intruder situations.
- Worked with maintenance to alter campus materials for site and student safety.

The School Safety Committee (via staff meetings) met November 29, 2017, February 14, 2018, and April 18, 2018.

Last updated: 1/16/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	23.0		4	
2	27.0		4	
3	25.0		4	
4	32.0		3	
5	28.0		3	
6	27.0	1	1	2
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	25.0		4	
2	24.0		4	
3	26.0		4	
4	32.0		3	
5	32.0		1	2
6	26.0	1	3	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	2	
1	24.0		4	
2	22.0	1	4	
3	26.0		4	
4	33.0			3
5	34.0			3
6	29.0	1		3
Other**				

* 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.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5990.8	\$710.4	\$5280.4	\$76155.0
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-27.2%	9.7%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-21.8%	-4.6%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

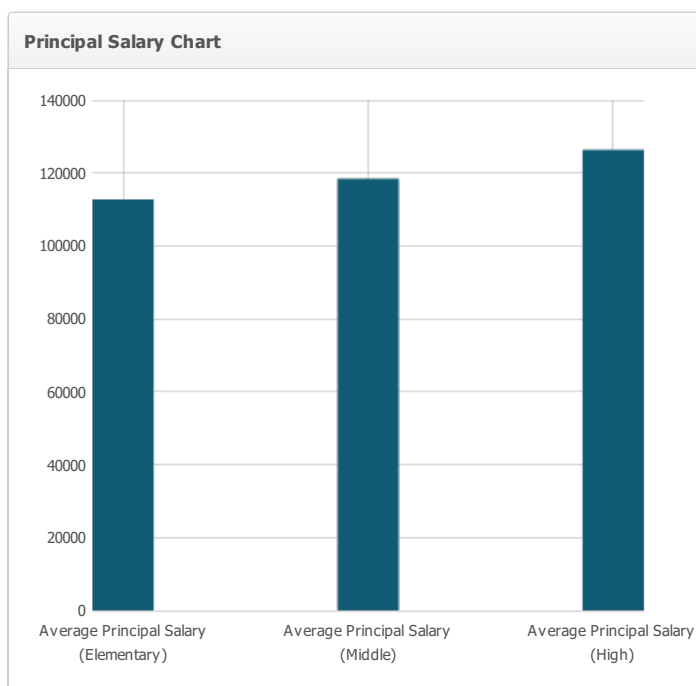
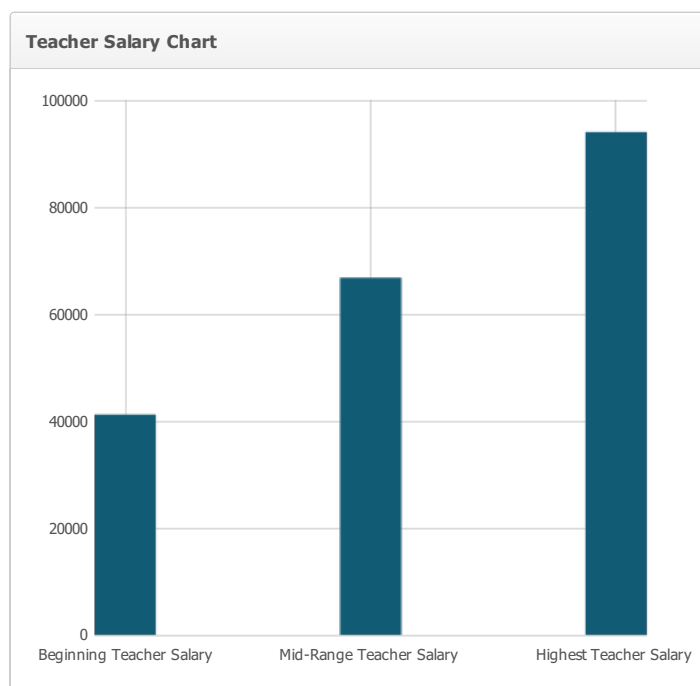
	Unrestricted	Restricted
1000 Certificated Salaries	2,268,341.50	348,202.00
2000 Classified Salaries	319,628.58	22,492.00
3000 Benefits	824,060.80	86,779.00
4000 Materials & Supplies	41,940.25	19,151.00
5000 Operating Expenses & Services	108,290.80	2,850.00
Less Object 3701-3702	(84,007.45)	(11,908.36)
Less Unrestricted Lottery	(2,639.34)	
TOTAL	3,475,615.14	467,565.64

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/14/2019

Professional Development

During the 2017-18 school year, the Vacaville Unified School District focused on providing teachers training in curriculum areas that focused on student

development of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics. Teachers attended these professional developments during the school day. During the year, teachers would attend these trainings between 3-5 days depending on grade level and focus. In addition to these trainings, several Alamo staff members had professional development in a stand-alone writing curriculum and science curriculums, adding on a couple of days per year for this professional development. At the site level, a majority of our teachers attended Chrome Book trainings as Alamo continued their technology rollout and all teachers attended ELD training. Love and Logic and PBIS were also professional development focuses last year as well.

Last updated: 1/16/2019