

Union Hill Middle

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.



Mr. Joe Limov, Principal

Principal, Union Hill Middle

About Our School

The Union Hill School District was established in Grass Valley, California in 1868. It began as a one-room schoolhouse, serving children from five mining families and now serves over 700 students. Like many Gold Rush communities, our district has a colorful past, including an arson episode that burned down the original schoolhouse. A new schoolhouse was built three miles away on Ophir Hill and has continued in operation since. In the spring of 2012, Native Sons of the Golden West, Quartz Parlor Number 58, honored Union Hill School District for 144 years of continuous operation and dedicated a historical monument recognizing the school's unique history and role in the community. In 2018 the District celebrated its 150th year.

From our mining roots to the present, we pride ourselves on being a strong part of our community. Our school has served some families for multiple generations. We also have a dedicated staff invested in our tradition of excellence, as many of their children and grandchildren have attended Union Hill Elementary School. Former students now work for Union Hill Elementary School and the District, returning to educate the next generation of Bearcats. Our District Board members often serve multiple terms, even decades. The stakeholders at Union Hill Elementary School and the District value our Union Hill Elementary School District "A Tradition of Excellence Since 1868" Charter Petition Page 12 history and take great pride in it. As an educational anchor in our community for nearly one hundred and fifty years, we recognize the importance of preserving both our traditions and the small-town atmosphere that is a source of community pride.

The middle school maintains a non-charter public school status and serves over 120 students in grades 7-8. We have a full range of curriculum including math, English language and literature, social studies, science, and physical education as its core. These courses are complimented by a variety of elective courses including Spanish, speech, robotics, video production, leadership, and STEM.

Contact

Union Hill Middle
11638 Colfax Hwy.
Grass Valley, CA 94945-8805

Phone: 530-273-8456
E-mail: jlimov@uhsd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Union Hill Elementary
Phone Number	(530) 273-0647
Superintendent	David Curry
E-mail Address	dcurry@uhsd.k12.ca.us
Web Site	www.uhsd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Union Hill Middle
Street	11638 Colfax Hwy.
City, State, Zip	Grass Valley, Ca, 94945-8805
Phone Number	530-273-8456
Principal	Mr. Joe Limov, Principal
E-mail Address	jlimov@uhsd.k12.ca.us
Web Site	www.uhsd.k12.ca.us
County-District-School (CDS) Code	29664070128629

Last updated: 1/25/2019

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

The Union Hill Elementary School District was established in 1868, with only a few students in a one-room schoolhouse.

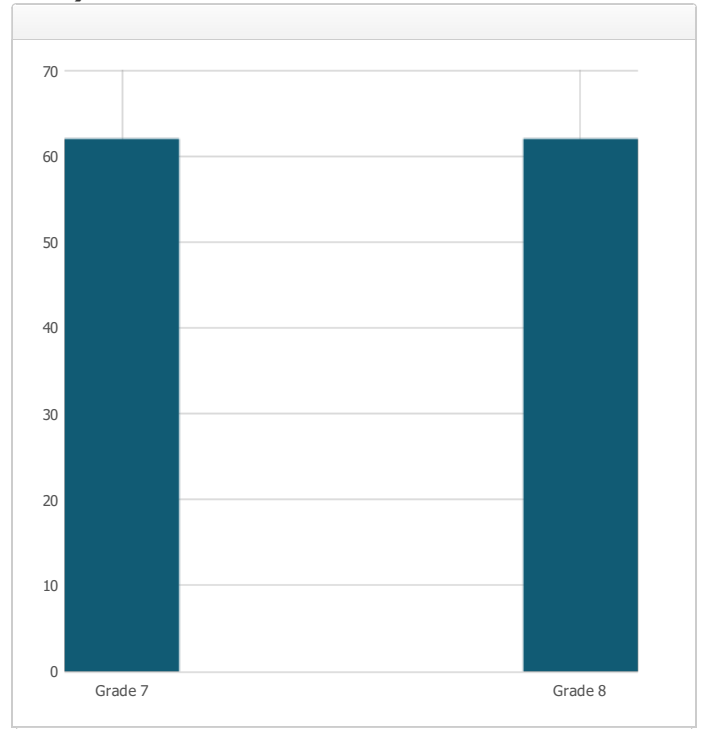
Since that time the district enrollment grew to over 800 students and now consists of a traditional K-8 program at Union Hill School, with student population of just over 700 students, and the Bearcat Discovery Program, which is the district's preschool and infant through eighth grade childcare program. The District continues to expand and modernize its facilities, with the recent addition of a new gymnasium and a two-storey 6th, 7th and 8th grade classroom wing. Even with the modernization projects the district continues to provide a school environment that symbolizes its rich history and tradition.

Union Hill School District has a rich history beginning as a one room school in 1868, and growing into the trademark for excellence in education that it is today. Our district features an outstanding preschool through eighth grade articulated and enriched academic program taught by staff who are devoted to the academic and personal well being of every student; and an acclaimed before and after school extended child care program. Our integrated technology and art programs, band, choir, after school sports program, and the most supportive and productive Parent Teacher Club in the county enhance the high quality student learning in Union Hill School District!

Last updated: 2/5/2019

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

Grade Level	Number of Students
Grade 7	62
Grade 8	62
Total Enrollment	124



Last updated: 1/25/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	0.8 %
Hispanic or Latino	6.5 %
Native Hawaiian or Pacific Islander	1.6 %
White	79.0 %
Two or More Races	6.5 %
Other	4.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.5 %
English Learners	%
Students with Disabilities	10.5 %
Foster Youth	%

A. Conditions of Learning

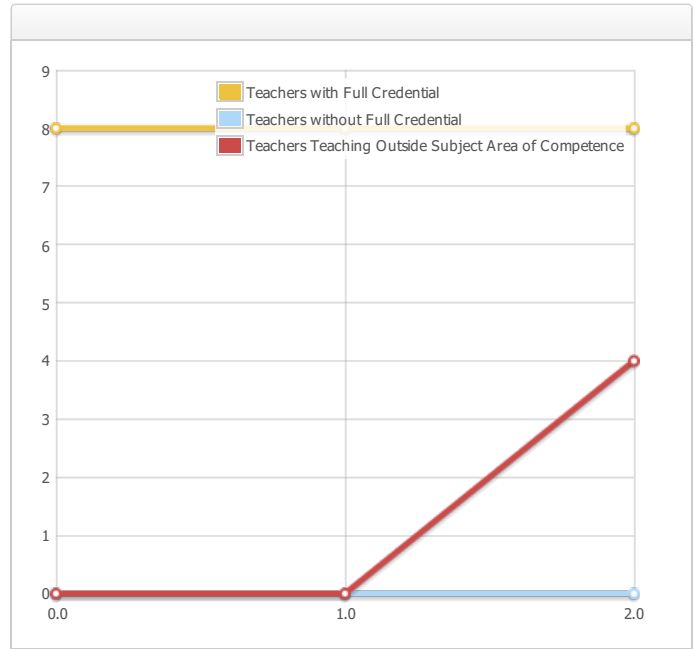
State Priority: Basic

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

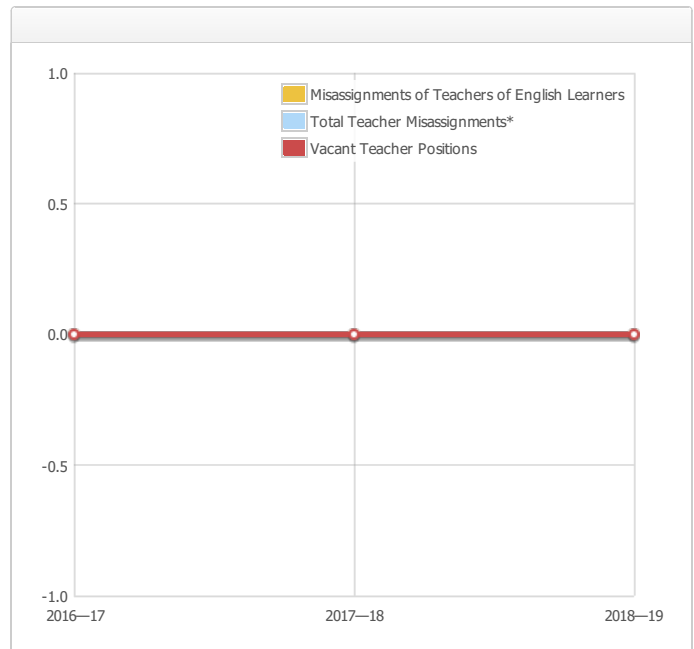
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	8	8	37
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	4	4



Last updated: 2/5/2019

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: 2/5/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature Novels	No	0.0 %
Mathematics	Houghton Mifflin Harcourt - Go Math Eureka Math	Yes	0.0 %
Science	Holt Reinhart Winston - Science	No	0.0 %
History-Social Science	Prentice Hall Social Studies	Yes	0.0 %
Foreign Language	Holt Spanish	No	0.0 %
Health	Seven Habits of Highly Effective Teens	Yes	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: 2/6/2019

School Facility Conditions and Planned Improvements

Union Hill Elementary School takes effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses a Facility Inspection Tool (FIT) as a survey instrument developed by the State of California OPSC. The results of this survey are available at the school district office.

Maintenance and Repair

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

Cleaning Process and Schedule

The Supervisor of Maintenance, Operations and Transportation works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

Union Hill School District has a deferred maintenance plan to assist in budgeting for expenditures associated with major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The district has created a schedule to implement projects that have been postponed beyond normal timelines due to curbacks in school funding in recent years. In 2017 and 2018 school facilities improvements included: sewage system repairs/replacement, irrigation system repairs, heating-ventilation-air conditioning replacement, minor appliance replacement, parking safety features, preschool playground equipment replacement, harmful brush and debris removal, fencing repairs, and roof replacment and repairs.

Last updated: 2/5/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Twice annually the existing septic system is pumped out and system evaluations are complete. HVAC systems have active preventative maintenance completed and are in good condition.
Interior: Interior Surfaces	Good	Interior surfaces are cleaned and repaired on an ongoing basis. FRP panels were installed in lower campus restrooms during the summer of 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	There are no active pest infestations or issues at Union Hill School. There are sporatic nuisance issues from the wooded areas surrounding the campus.
Electrical: Electrical	Good	One electrical transformer was replaced on the lower campus during the summer of 2018.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New water bottle stations were installed in the multi-purpose and gynasium areas. New toilet enclosures were installed in 7 restrooms in 2018.
Safety: Fire Safety, Hazardous Materials	Good	Changes/alterations to the main fire control panel were competed and ongoing drills to test the system and teach appropriate responses to students and staff continue on a monthly basis.
Structural: Structural Damage, Roofs	Good	Union Hill School has completed roof replacement project over the past 3 years. No structural issue exist or are anticipated.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We purchased and installed Barracuda Bars in the H Building for safety during lockdown. We installed new playground equipment in the Bearcats playground and installed new "Poured-in-Place" rubber surface for the elementary playground equipment.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/5/2019

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)	58.0%	61.0%	38.0%	46.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	54.0%	31.0%	42.0%	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: 1/25/2019

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	120	115	95.83%	60.87%
Male	57	55	96.49%	60.00%
Female	63	60	95.24%	61.67%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander	--	--	--	
White	94	90	95.74%	63.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	44	91.67%	38.64%
English Learners				
Students with Disabilities	16	11	68.75%	
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: 1/25/2019

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	120	112	93.33%	54.46%
Male	57	55	96.49%	54.55%
Female	63	57	90.48%	54.39%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander	--	--	--	
White	94	88	93.62%	54.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	42	87.50%	33.33%
English Learners				
Students with Disabilities	16	--	56.25%	11.11%
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: 1/25/2019

**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: 1/25/2019

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
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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: 1/25/2019

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)

Family engagement is an essential strategy for supporting the success of all students. When the District focuses on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement leads to a school-family partnership that positively impacts student outcomes and help close achievement gaps.

Parents play an important role in Union Hill School through their active participation and involvement in the School Site Council, Parent Teacher Club (PTC), and Music and Sports Boosters Clubs. Each club adds unique programs and activities to our school culture.

Teachers engage parents as partners through Parent Education Nights aimed at academic and social/emotional topics of interest.

In addition, Union Hill School invites parents to volunteer on campus through classroom support opportunities, assemblies, and Career Day connections.

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

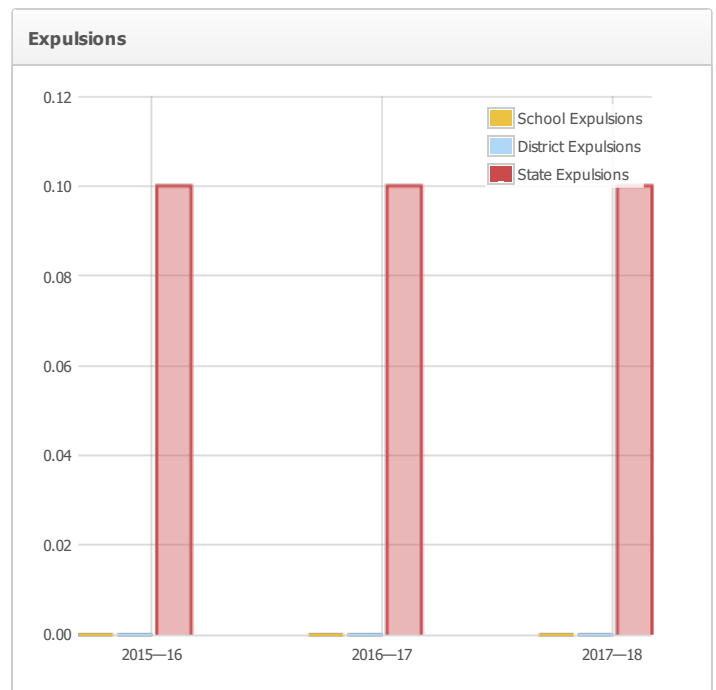
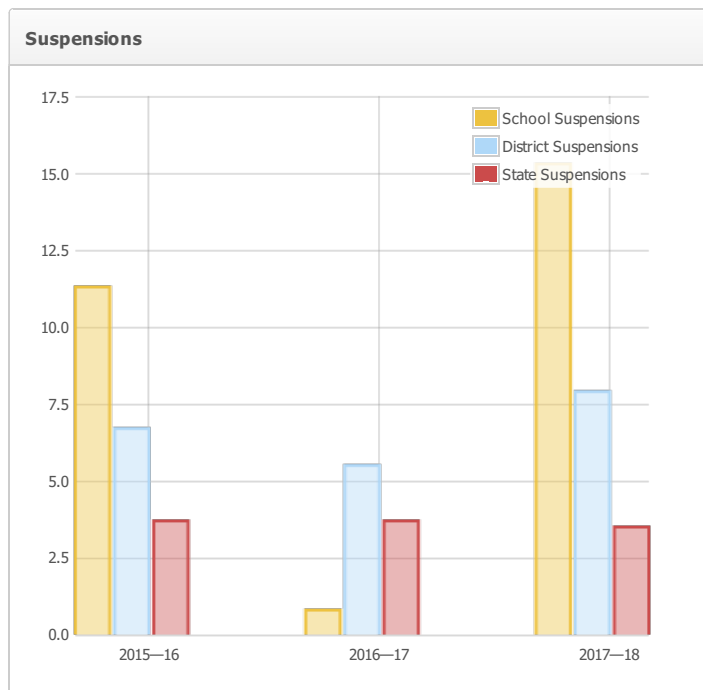
State Priority: School Climate

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	11.3%	0.8%	15.3%	6.7%	5.5%	7.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

School Safety Plan (School Year 2018—19)

Union Hill Middle School and the Union Hill School District have developed a comprehensive safety plan which identifies major safety concerns and delineates specific prevention and action activities including community and local law enforcement agencies. District personnel participate in monthly meetings with representatives of various public safety agencies and schools to keep current on local community safety issues. In conjunction with District Goals and Priorities, Union Hill's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies, such as Peer Intervention, Olweus Anti-Bullying Program and emphasized high expectations for student conduct (Bearcat of Character). All staff wear name badges and all visitors to the campus are expected to check in at the office and receive a temporary visitor badge. All staff has been trained in the identification of hazards and appropriate procedures for action. In 2017 the District installed security cameras that provide coverage and remote viewing of potential hazards.

The current safety plan was reviewed, revised and board adopted in March 2018.

Last updated: 2/5/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	14		
Mathematics	18.0	6	1	
Science	21.0	6		
Social Science	21.0	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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	9	
Mathematics	19.0	2	4	
Science	29.0		4	
Social Science	29.0		4	

* 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0		9	
Mathematics	23.0	2	4	1
Science	30.0		4	
Social Science	31.0		4	

* 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.

Last updated: 2/5/2019

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		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 2/5/2019

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	\$9568.2	\$1620.5	\$7551.1	\$61498.3
District	N/A	N/A	\$7551.1	\$74525.0
Percent Difference – School Site and District	N/A	N/A	5.3%	-17.5%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	11.6%	-2.7%

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

Last updated: 2/5/2019

Types of Services Funded (Fiscal Year 2017–18)

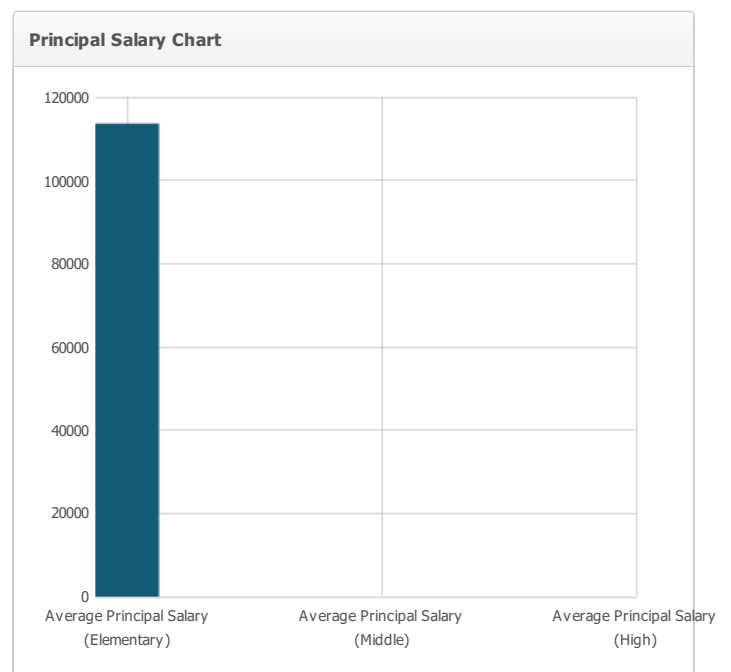
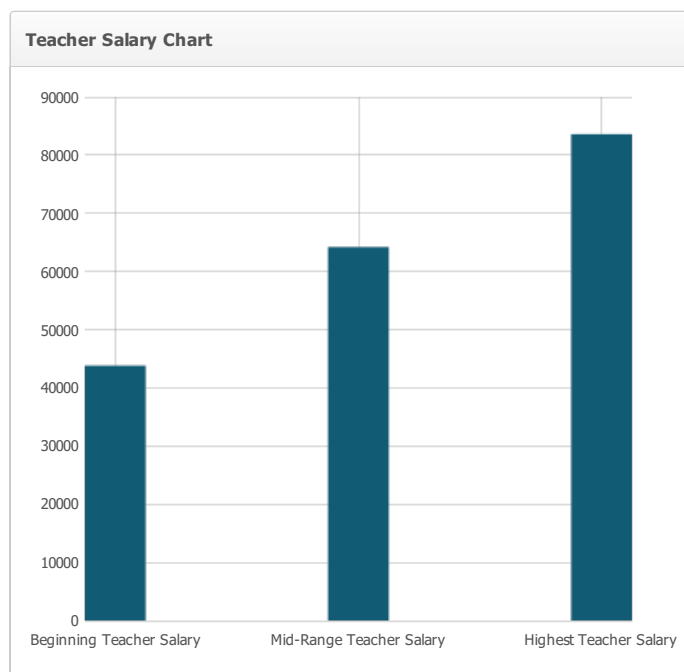
Union Hill School District receives supplemental funds for a variety of programs including special education, learning center, full time counselor, psychologist and professional development. These funds are used to augment services for students beyond base programs.

Last updated: 2/5/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,819	\$44,375
Mid-Range Teacher Salary	\$64,197	\$65,926
Highest Teacher Salary	\$83,606	\$82,489
Average Principal Salary (Elementary)	\$113,612	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$137,248	\$121,894
Percent of Budget for Teacher Salaries	38.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/25/2019

Professional Development

There are two dedicated professional development days in the school calendar. In addition, the district provides monthly team meetings, staff meetings, flex meetings, and 18 early-release collaboration days. Student achievement data and staff surveys combine to inform our choice of topics for professional development. This year the district focus included common interim assessments to monitor student progress, math curriculum implementation, and behavioral interventions.

Last updated: 2/5/2019