

Greenwood Academy

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Greenwood Academy
Street	831 Chanslor Ave.
City, State, Zip	Richmond, Ca, 94801-3533
Phone Number	510-231-1402
Principal	Allison Huie
E-mail Address	ahuie@wccusd.net
County-District-School (CDS) Code	07617960733253

Last updated: 1/10/2019

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

Sylvester Greenwood Academy is the newest alternative high school in the West Contra Unified School District. Sylvester Greenwood Academy is a place where students get back on track to graduation and future success by developing strong academic habits and learning strategies that support healthy socio-emotional development. Our average enrollment of 250 students is comprised almost equally between Hispanic and African-American students. As a continuation school, the majority of students referred to Sylvester Greenwood are credit deficient. A portion of students enrolled at Greenwood are required by court sanction to return to school. 60% of all students returning to the District from the juvenile justice system enroll at Greenwood. These students have the support of probation officers who regularly monitor their attendance and activities both in and out of the school setting. Finally, a number of our students arrive to Greenwood as a result of truancy and/or behavioral issues at their previous high school(s).

We believe that all students can learn and achieve at a high level. We maintain high expectations for learning and work to provide high support to help students reach those expectations. The instructional program includes differentiated learning opportunities across the curriculum and multiple measures of assessment to monitor student achievement. Additional support is provided through strategic and targeted intervention strategies, including and not limited to individualized academic plans, on-campus health and wellness services, and a college & career readiness class. As a full service community school, we work with multiple community partners to provide wrap-around services including medical and mental health services along with programming to support intellectual development, strengthen self-esteem, increase motivation and develop individual resiliency skills to be successful young adults in the 21st century.

Our Student Learning Outcomes posit that SGA graduates will be Ready for College & Career able to:

- Assess my strengths and talents realistically
- Maximize my skills and seek opportunities to highlight my talents
- Make actionable plans for future success

Independent Thinkers able to:

- Use positive leadership while establishing and accomplishing goals

Socially responsible members of society able to:

- Show respect for self and others
- Value and practice community service

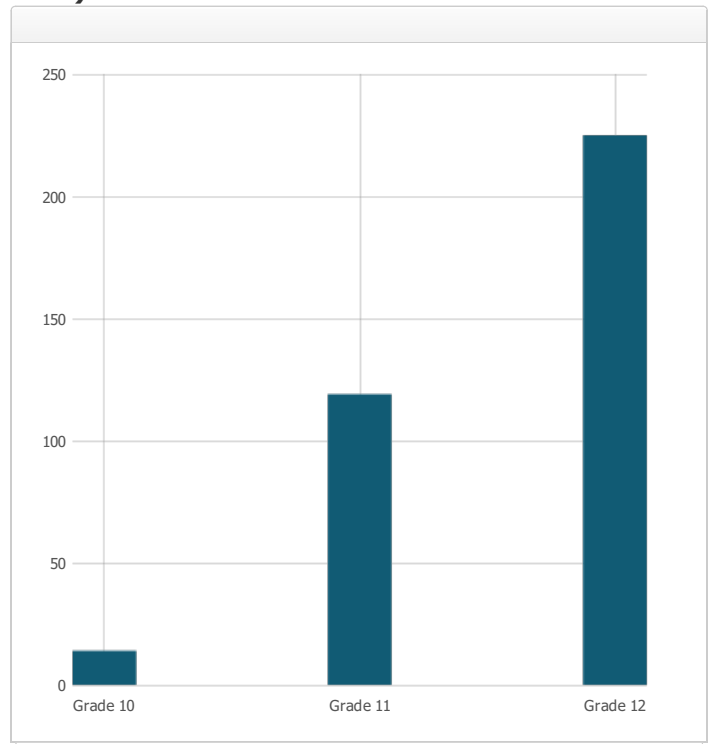
Effective Communicators able to:

- Read, write, and speak thoughtfully
- Effectively participate as a member of a team

Last updated: 11/28/2018

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

Grade Level	Number of Students
Grade 10	14
Grade 11	119
Grade 12	225
Total Enrollment	358



Last updated: 1/22/2019

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

Student Group	Percent of Total Enrollment
Black or African American	24.0 %
American Indian or Alaska Native	0.3 %
Asian	2.5 %
Filipino	2.2 %
Hispanic or Latino	62.8 %
Native Hawaiian or Pacific Islander	0.6 %
White	6.1 %
Two or More Races	1.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.1 %
English Learners	32.7 %
Students with Disabilities	10.9 %
Foster Youth	0.6 %

A. Conditions of Learning

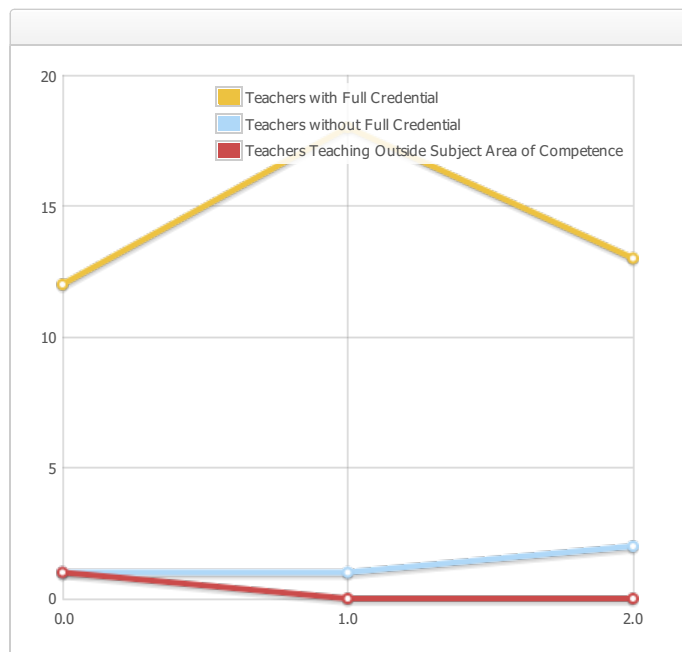
State Priority: Basic

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

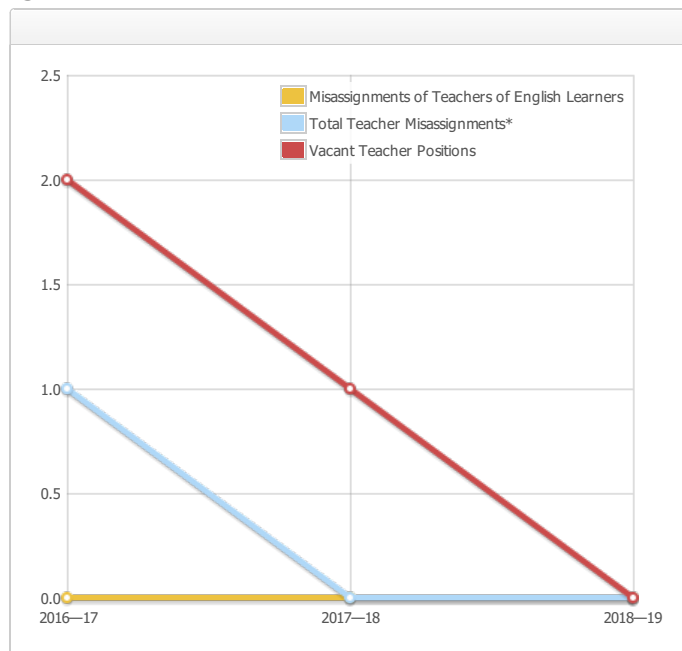
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	18	13	1211
Without Full Credential	1	1	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	10



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*	1	0	0
Vacant Teacher Positions	2	1	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: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall Literature, c2002 - adopted 2018 National Geographic Edge, (ELD Levels 1-4) c2014 - adopted 2014	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004	Yes	0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008	Yes	0.0 %
Foreign Language	Prentice Hall Realidades, (Spanish 1-3) c2004	Yes	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: 1/21/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: -Repair the stainless steel shelf in the boys restroom in the gym lobby
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: -Replace the door sweeps at the exterior doors entrance to the gym lobby by room B100

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 1/28/2019

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)	6.0%	5.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	1.0%	0.0%	25.0%	24.0%	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: 1/22/2019

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	158	143	90.51%	4.90%
Male	97	90	92.78%	4.44%
Female	61	53	86.89%	5.66%
Black or African American	32	31	96.88%	9.68%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	106	95	89.62%	4.21%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	133	123	92.48%	5.69%
English Learners	69	63	91.30%	
Students with Disabilities	22	21	95.45%	
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: 1/22/2019

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	157	140	89.17%	
Male	97	91	93.81%	
Female	60	49	81.67%	
Black or African American	32	29	90.63%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	105	94	89.52%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	132	120	90.91%	
English Learners	68	62	91.18%	
Students with Disabilities	22	20	90.91%	
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: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	93.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.0%

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

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)

All students and parents are required to attend an Orientation intake meeting prior to their official enrollment at the Greenwood Academy. The district's annual "Back-to-School-Night" and "Open House" events provide parents with the opportunity to meet with the staff and discuss individual student needs or concerns upon enrollment. Further, phone calls are made daily to parents/guardians for students who are absent from school or experiencing truancy issues. Additionally, we facilitate family conferences to review attendance, citizenship and academic progress. Parents can also become actively involved in their son or daughter's education via the School Site Council (SSC), English Learner Advisory Council (ELAC) or the African American Parent Advisory Council. Each of these groups work to review student outcomes, and school policies and programs with the goal to provide recommendations on how to best allocate school resources. A School Community Outreach Worker position was recently added with the express purpose of improving communication with and services to students & families. Additional support to families is provided via our many community partners, including Contra Costa College, Richmond Promise, Bay Area Community Resources, Catholic Charities, Kaiser Permanente, and UC Berkeley Wright Institute, among others. Our Full Service Community Schools Director coordinates the services of all of these partners, in conjunction with District programs to provide ongoing education and outreach to parents, in addition to direct services.

State Priority: Pupil Engagement

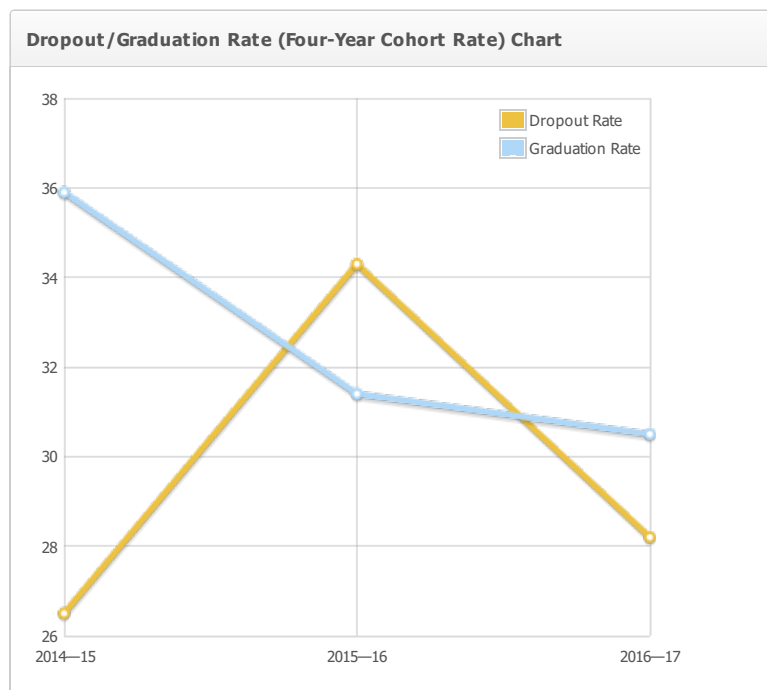
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	26.5%	34.3%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	35.9%	31.4%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	28.2%	7.5%	9.1%
Graduation Rate	30.5%	80.2%	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: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	44.6%	85.0%	88.7%
Black or African American	48.4%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	57.1%	94.9%	94.9%
Filipino	75.0%	95.2%	93.5%
Hispanic or Latino	41.9%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	42.9%	87.9%	92.1%
Two or More Races	25.0%	88.0%	91.2%
Socioeconomically Disadvantaged	44.6%	88.1%	88.6%
English Learners	41.3%	62.0%	56.7%
Students with Disabilities	25.0%	59.2%	67.1%
Foster Youth	33.3%	75.0%	74.1%

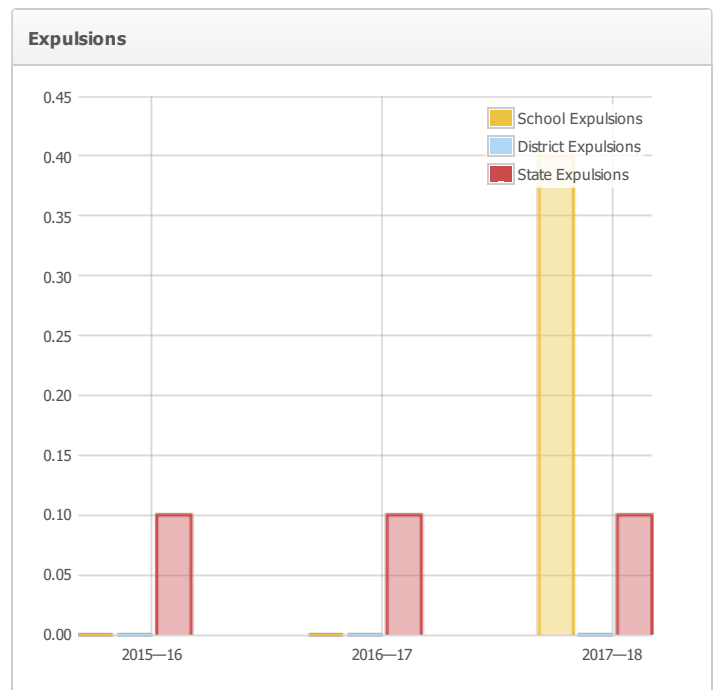
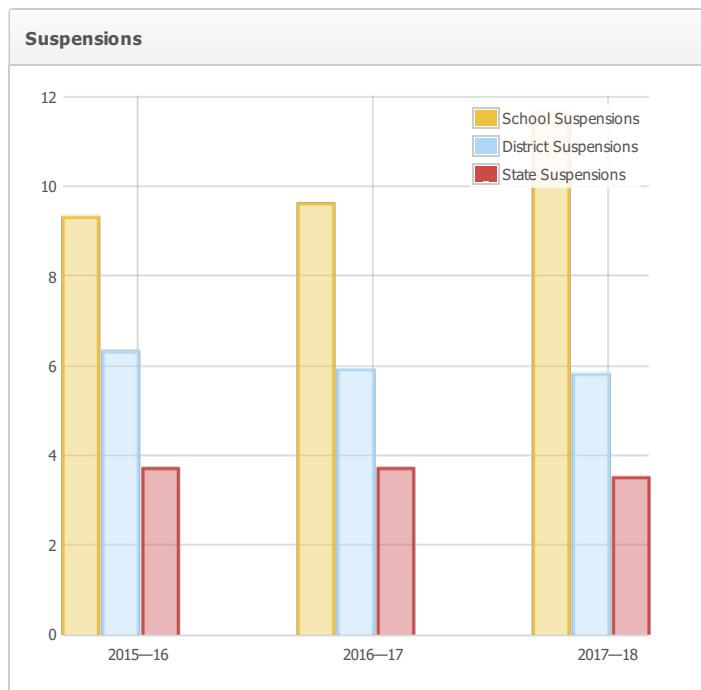
State Priority: School Climate

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	9.3%	9.6%	11.6%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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	22.0	7	5	
Mathematics	18.0	9	3	
Science	22.0	5	5	
Social Science	25.0	4	15	

* 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	19.0	8	7	
Mathematics	20.0	6	4	
Science	17.0	9	2	
Social Science	21.0	12	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	4	8	
Mathematics	23.0	2	5	
Science	20.0	5	4	
Social Science	25.0	4	12	

* 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: 1/22/2019

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	2.0	102.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	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: 1/18/2019

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	\$8372.7	\$1082.7	\$7290.0	\$58737.1
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-5.8%	-14.2%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	10.3%	-31.6%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017–18)

The following are programs/services available at the school that support and assist students:

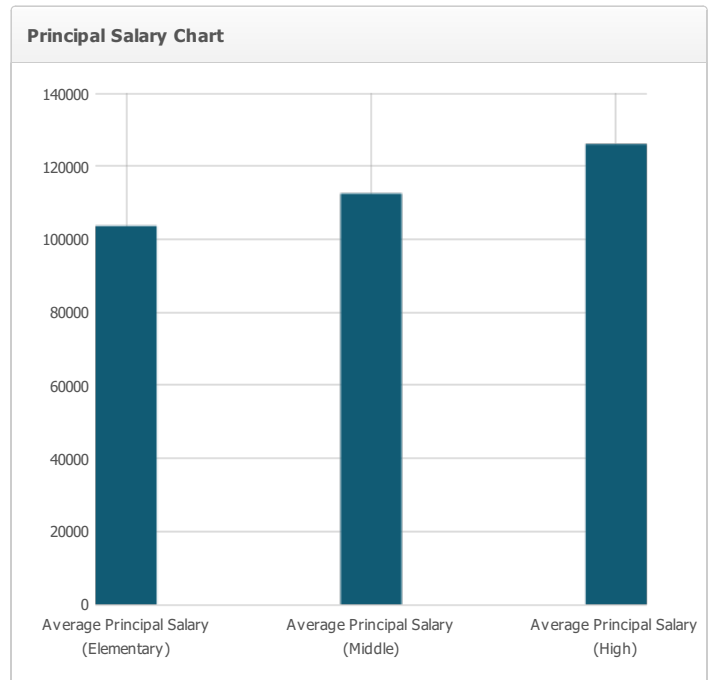
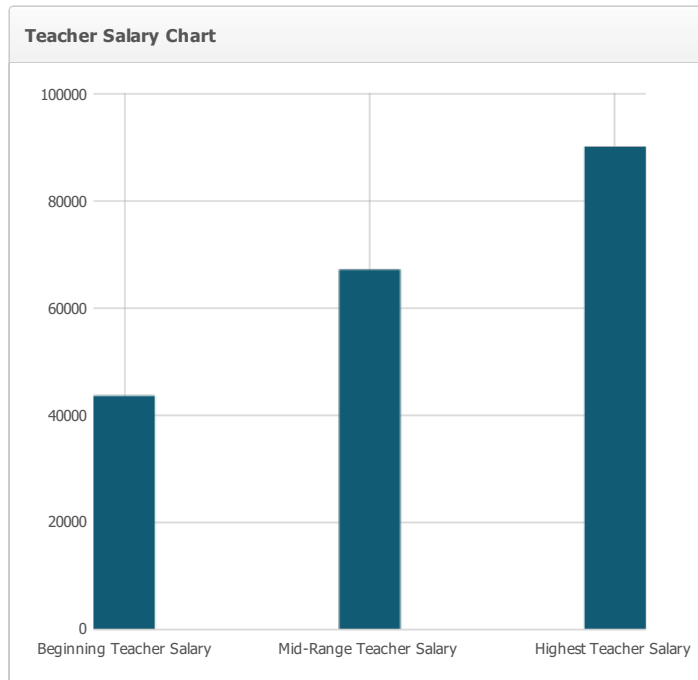
- ART
- SPORTS
- CONTRA COSTA COMMUNITY COLLEGE DIST CONTINUING CONTRACT
- YMCA OF THE EAST BAY

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	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: 1/22/2019

Professional Development

Faculty and staff at Sylvester Greenwood have many opportunities to engage in professional learning that helps to improve professional practice and leads to better outcomes for students. All of the adults on campus come together at least once a month for whole-staff professional learning sessions focused on our school-wide efforts. Additionally, instructional staff engage in weekly collaboration in several formats to support achieving school-wide goals as well as department-specific goals. In addition to all of our site-based opportunities, the District provides myriad opportunities for all staff to engage in additional professional learning activities throughout the year.

Last updated: 11/28/2018