

Countryside Community Day School

1084 South Pratt St. • Tulare, CA 93274 • (559) 687-7400 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Tulare Joint Union High School District

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Cathy Mederos
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Resources and Business**
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Principal's Message

Countryside Community Day is a unique high school dedicated to providing a high quality education focused on an academic foundation and coordinated with a counseling component for those students whose academic performance, behaviors, and attitudes warrant intervention. The school has a unique blend of educators and mental health professionals committed to working alongside each other to meet the needs of a segment of Tulare's student population who were not experiencing success using the traditional model of high school education. Countryside High School blends standards-based academics with the counseling and support students need to be successful in high school and beyond. The school program has a rehabilitative focus, which means that there are support services in place to assist the student and their family. These services include:

- Individual, group and family counseling to address the emotional/behavioral issues of the student;
- Case management services to provide linkage, support and follow through for the student at school and home;
- Psycho-educational classes to teach students healthy ways of coping and managing their behavior;
- Behavior management through a level system and token economy where students progress through levels as they become capable of managing their behavior;
- Small class size for more individual attention and academic support.

Mission Statement

Our mission is to provide a safe and high quality education program focused on academics and coordinated with intensive counseling to nurture and support the mental health, disciplinary, and socio-emotional needs of all CHS students.

Upon graduation, all students are expected to meet our PAWS criteria by being Personally Geared, Academically Sound, Well Rounded, and Socially Aware.

School Profile

Countryside High School is a Community Day School that serves the academic and emotional needs of up to 40 students in grades 9-12. Students are divided by grade level (9/10 & 11/12) in two mostly self-contained classrooms. School profile data is as follows:

- Typically over 80% of the student body are identified as socioeconomically disadvantaged
- The enrollment ratio of boys to girls mirrors the district ratio and is near 50/50
- 40% of students receive special education services
- The graduation rate for 2016-2017 is 100%
- The attendance rate for 2017-2018 is 83.69%
- The Chronic Absenteeism rate for 2017-2018 is 63.3%
- The suspension rate for 2017-2018 is 19.4%

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	3
Grade 10	5
Grade 11	3
Grade 12	4
Total Enrollment	15

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	60.0
Native Hawaiian or Pacific Islander	0.0
White	40.0
Socioeconomically Disadvantaged	93.3
English Learners	0.0
Students with Disabilities	40.0
Foster Youth	6.7

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			
Countryside Community Day School	16-17	17-18	18-19
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Tulare Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Countryside Community Day	16-17	17-18	18-19
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 2018-19)

The Tulare Joint Union High School District held a public hearing on August 21, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in January 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: 12/13/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1A, 2A, 3A, 4A Prentice Hall/Pearson Pearson Lit Reading Language Adopted 2010 Hampton Brown- EDGE Reading, Writing, and Language Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	CPM Core Connections Algebra 1 Adopted 2014 Dave Ramsey, Foundations in Finance Adopted 2014 Math 180 Houghton, Mifflin, Harcourt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	AGS/Prentice Hall Physical Science Adopted 2009 Earth Science Holt, Rinehart, and Winston Biology Prentice Hall Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Economics: Principles in Action Pearson Prentice Hall Government Alive: Power, Politics, and You Teachers Curriculum Institute History Alive: Pursuing American Ideals Teachers Curriculum Institute Modern World History: Patterns of Interaction Houghton Mifflin

Textbooks and Instructional Materials	
Year and month in which data were collected: 12/13/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Opening in 2004, Countryside High School shares the same grounds as the district's continuation high school on the corner of Bardsley and Pratt. The campus is comprised of two relocatable classrooms and a counseling office. Renovation completed during the summer of 2010 included new security cameras for additional campus monitoring and security. During the summer of 2009, the parking lots and the basketball courts were repaved. The following chart displays the results of the most recent school facilities inspection.

Cleaning Process

Countryside High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms.

The principal works daily with the custodial/maintenance staff to ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Countryside High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority while repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: roofing, plumbing, air conditioning/heating, electrical systems, interior/exterior painting, and floor systems. For the 2010-11 school year, Tulare Joint Union High School District did not participate in the deferred maintenance program.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: January 3, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	--	--	52.0	54.0	48.0	50.0
Math	--	--	26.0	27.0	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.

School Year 2017-18 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	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

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

**School Year 2017-18 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	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2018-19)

Parents and the community are very supportive of the educational program at Countryside Community Day School. Parents are given school and staff contact information upon enrollment and receive either personal phone calls or automated calls regarding opportunities to participate in organized activities. Parents who wish to sit-in on their child's class are expected to notify the principal in advance and arrangements will be made with the teacher or teachers. Also, parents with internet access can access student information such as grades and attendance via the Aeries parent portal. The administration and staff at Countryside High School maintain an open door policy and are available to meet and discuss parent/student concerns at almost any time of the school day.

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

The safety of students and staff is a primary concern of the Countryside High School administration. The addition of a full time School Resource Officer in 2013-14 has helped to increase feelings of physical safety among students and staff. The school currently follows the ALICE model for responding to an intruder on campus and a metal detector is used on all students upon entry to campus to deter anyone from bringing a weapon onto school grounds. Guests to the campus must sign in at the administration office for approval to be on campus. Student supervision is provided to ensure the safety of each student before school, during break, at lunch, and after school. Supervision is a responsibility shared among administration, school resource officer, security guard, and teaching staff. Numerous cameras are used for additional campus monitoring and security.

To safeguard the well-being of students and staff a comprehensive School Site Safety Plan has been developed with updates occurring every fall. Any revisions made to the plan are reviewed with the staff at schoolwide staff meetings and with students during announcements or student assemblies. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees. Countryside High School is implementing a Positive Behavior Intervention and Support program which includes an incentive plan for positive behavior, attendance, course grades, and personal goal achievement.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire and earthquake, are held yearly.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	12.8	16.2	19.4
Expulsions Rate	2.6	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.0	7.0	7.7
Expulsions Rate	0.4	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.50
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	37

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	5.0	8.0	3.0	8	5	7						
Mathematics	12.0	11.0	4.0	2	2	3						
Science	8.0	9.0	12.0	1	1	1						
Social Science	9.0	9.0	5.0	3	3	3						

* 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.

Professional Development provided for Teachers

The district has contracted with the Tulare County Office of Education to provide training to ELA, Math, Science and Social Science teachers and administrators to fully understand the Common Core Standards. Professional development was provided to teachers to learn new instructional strategies that they could utilize to implement the common core. The professional development provided during the regular school year or during breaks included Kagan strategies, Project Based Learning, and Interactive notebooks. Currently, professional development opportunities continue for teachers in the use of technology, Next Generation Science Standards (NGSS), and Professional Learning Communities (PLCs).

The district will continue to provide professional development to improve student learning and implement Common Core Standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,057	\$50,747
Mid-Range Teacher Salary	\$74,123	\$86,127
Highest Teacher Salary	\$98,906	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$129,807	\$150,286
Superintendent Salary	\$169,400	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

Based on 2009-10 audited financial statements, Tulare Joint Union High School District spent an average of \$9,473 to educate each student. The chart provides a comparison of Countryside Community Day's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Tulare Joint Union High School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- 10th Grade Counseling
- Instructional Materials
- Wildlife Reserve Funds
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Safe & Drug Free Schools & Communities

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Countryside Community Day School	2014-15	2015-16	2016-17
Dropout Rate	11.1	--	--
Graduation Rate	83.3	--	--
Tulare Joint Union High School District	2014-15	2015-16	2016-17
Dropout Rate	13.6	11.8	6.5
Graduation Rate	85.6	87.2	90.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	32521	0	32521	83667
District	♦	♦	9724	\$80,568
State	♦	♦	\$7,125	\$85,815
Percent Difference: School Site/District			107.9	3.8
Percent Difference: School Site/ State			128.1	-2.5

* Cells with ♦ 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	63.6	93.1	88.7
Black or African American	0.0	91.8	82.2
American Indian or Alaska Native	0.0	91.7	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	75.0	93.5
Hispanic or Latino	55.6	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	100.0	94.2	92.1
Two or More Races	0.0	66.7	91.2
Socioeconomically Disadvantaged	63.6	92.7	88.6
English Learners	0.0	50.3	56.7
Students with Disabilities	50.0	91.2	67.1
Foster Youth	100.0	90.0	74.1

Career Technical Education Programs

Countryside High School does not offer a CTE Program onsite. Students interested in CTE coursework do have an opportunity to participate in Health Occupations and/or Certified Nursing Assistant classes at the comprehensive school site.

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.