

Sycamore Elementary School

1075 W. 13th Street • Upland, CA 91786 • (909) 982-0347 • Grades P-6

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

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

District Administration

Nancy Kelly, Ed.D.

Superintendent

Shinay Bowman

**Assistant Superintendent,
Elementary Education**

Pamela Salgado

**Assistant Superintendent,
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business
Services**

Sergio Canal

**Assistant Superintendent, Human
Resources**

School Description

The dedicated staff at Sycamore Elementary believe all children can learn and strive to provide every student access to a rigorous educational experience. We are a Title I school that has a diverse student population of 536 students, preschool through sixth grade that reflects the changing demographics of our community.

Our vision statement, "Meaningful learning through positive relationships" is the reason we are committed to supporting students' behavioral, social, and emotional needs by creating a positive school climate and culture. We are focused on preventing and responding to behaviors in a positive manner in which students are being taught what is expected. Students are recognized for following the school-wide expectations of Respect, Act Kindly, Cooperate, and Excellent Effort.

Sycamore Stallions RACE to Success!

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 45 |
| Grade 1 | 75 |
| Grade 2 | 80 |
| Grade 3 | 62 |
| Grade 4 | 72 |
| Grade 5 | 66 |
| Grade 6 | 68 |
| Total Enrollment | 468 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.7 |
| American Indian or Alaska Native | 0.4 |
| Asian | 4.1 |
| Filipino | 1.3 |
| Hispanic or Latino | 60.7 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 20.1 |
| Two or More Races | 2.6 |
| Socioeconomically Disadvantaged | 58.3 |
| English Learners | 5.6 |
| Students with Disabilities | 14.7 |
| Foster Youth | 1.1 |
| Homeless | 6.6 |

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 for Sycamore Elementary | 17-18 | 18-19 | 19-20 |
|---------------------------------------------|-------|-------|-------|
| With Full Credential | 26 | 26 | 25 |
| Without Full Credential | 0 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Upland Unified School | 17-18 | 18-19 | 19-20 |
|-----------------------------------------------|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 493 |
| Without Full Credential | ◆ | ◆ | 0 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Sycamore Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading/Language Arts | Adoption Year: 2016 McGraw-Hill Wonders K-5 Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Adoption Year: 2007 Scott Foresman - California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: May 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 | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|---------------|-------------------------------------------|
| 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 | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 55 | 53 | 53 | 53 | 50 | 50 |
| Math | 41 | 39 | 39 | 39 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 18.1 | 27.8 | 25.0 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 275 | 270 | 98.18 | 53.33 |
| Male | 126 | 125 | 99.21 | 52.80 |
| Female | 149 | 145 | 97.32 | 53.79 |
| Black or African American | 27 | 26 | 96.30 | 34.62 |
| Asian | 12 | 10 | 83.33 | 80.00 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 158 | 157 | 99.37 | 47.13 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 59 | 58 | 98.31 | 72.41 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 163 | 160 | 98.16 | 47.50 |
| English Learners | 39 | 37 | 94.87 | 51.35 |
| Students with Disabilities | 48 | 47 | 97.92 | 29.79 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 15 | 93.75 | 6.25 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 275 | 272 | 98.91 | 39.34 |
| Male | 126 | 125 | 99.21 | 45.60 |
| Female | 149 | 147 | 98.66 | 34.01 |
| Black or African American | 27 | 26 | 96.30 | 26.92 |
| Asian | 12 | 12 | 100.00 | 75.00 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 158 | 157 | 99.37 | 31.85 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 59 | 58 | 98.31 | 53.45 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 163 | 160 | 98.16 | 35.63 |
| English Learners | 39 | 39 | 100.00 | 38.46 |
| Students with Disabilities | 48 | 47 | 97.92 | 17.02 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 15 | 93.75 | 6.25 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At Sycamore Elementary School, we recognize that education is a team effort. Our parents and community play an important role in helping our students succeed. We encourage and appreciate parental involvement and seek opportunities to engage their support through PTA, School Site Council, ELAC, Watch D.O.G.S. (Dads of Good Students), coffee with the principal, and classroom volunteers. We also include several events throughout the year such as: Camp Information Meetings, Climate & Culture Parent Meetings, Family Fun Nights, Back-to-School Night, Open House, Book Fairs, and Music Performance.

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

A safe and orderly environment is one characteristic of an effective school. Sycamore is committed to the safety and security of our students, staff, and parents. We are proactive by planning for almost any situation. The district office coordinates the development, annual review, and updating of the district-wide comprehensive safety plan through a committee comprised of school representatives. Sycamore Elementary School's safety committee modifies the district plan and aligns procedures and routines for specific site needs. This plan is reviewed quarterly and adjustments are shared and implemented with all staff at monthly meetings. The comprehensive plan addresses various emergency situations and outlines procedures and policies related to topics such as air pollution, bees, bomb threats, bus accidents, chemical accidents, earthquake, electrical power outage, explosion, falling aircraft, fire, flood, hostage situation, windstorm, staff emergency and safety team responsibilities. We regularly practice safety drills and work actively to prevent unsafe situations.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------------|---------|---------|---------|
| Suspensions Rate | 0.8 | 1.6 | 1.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------------------|---------|---------|---------|
| Suspensions Rate | 2.5 | 3.2 | 4.5 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|------------------------------------------|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|-----------------------------------------------------|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.5 |
| Other | 1.0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 16 | 4 | 1 | | 12 | 6 | | | 11 | 4 | | |
| 1 | 24 | | 2 | | 23 | | 3 | | 25 | | 3 | |
| 2 | 22 | | 2 | | 24 | | 2 | | 24 | | 3 | |
| 3 | 26 | | 3 | | 22 | | 3 | | 18 | 4 | | |
| 4 | 30 | | 1 | | 30 | | 2 | | 28 | | 2 | |
| 5 | 25 | 1 | 3 | | 29 | | 2 | | 26 | | 3 | |
| 6 | 21 | 1 | 2 | | 22 | 1 | 3 | | 25 | 1 | 2 | |
| Other** | | | | | 11 | 1 | | | | | | |

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

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

Professional Development provided for Teachers

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

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$48,457 | \$51,374 |
| Mid-Range Teacher Salary | \$76,801 | \$80,151 |
| Highest Teacher Salary | \$99,526 | \$100,143 |
| Average Principal Salary (ES) | \$120,328 | \$126,896 |
| Average Principal Salary (MS) | \$125,053 | \$133,668 |
| Average Principal Salary (HS) | \$143,664 | \$143,746 |
| Superintendent Salary | \$248,434 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|----------------------------------------------|
| Teacher Salaries | 37% | 35% |
| Administrative Salaries | 5% | 5% |

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

Types of Services Funded

Sycamore Elementary School receives funding for regular and supplementary educational programs. Our categorical funds consist of English Learner Low Income (ELLI), and Title I. State and Federal funds are used to support, but not supplant, the district's general funds in providing resources and services to all of our students. The following special programs are offered at the school: English Language Learner instruction (ELL), Resource Specialist Program (RSP), Primary special day class (1-3), Upper Special Day class (4-6) morning and after school Daycare, band, choral music, full-time reading intervention teacher and district provided P.E. instruction in grades 1-6. The school district also provides the following services to students: health services, library assistance, crisis intervention, speech and psychological services.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 12047.3 | 5347.18 | 6700.13 | 74637.47 |
| District | N/A | N/A | 6597.81 | \$80,166.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 1.5 | -7.1 |
| School Site/ State | -11.4 | -9.4 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.