

Independence Charter

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Independence Charter
Street	3920 Blue Bird Drive
City, State, Zip	Modesto, CA 95356
Phone Number	(209) 545-4415
Principal	Agustin Mireles
Email Address	amireles@salida.k12.ca.us
Website	www.salida.k12.ca.us/Domain/11
County-District-School (CDS) Code	50-71266-0120063

Entity	Contact Information
District Name	Independence Charter School
Phone Number	(209) 545-0339
Superintendent	Twila Tosh
Email Address	ttosh@salida.k12.ca.us
Website	www.salida.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Our vision at Independent Charter School is that all students can learn at high levels when instruction meets their needs.

Independent Charter School teachers, administrators and staff are committed to the continuous improvement of classroom instruction, organizational practices and site leadership to improve student learning. We are committed to providing students with opportunities to exceed their potential and a learning environment that supports all learners.

In the spring of 2009, a committed group of teachers, parents, staff and community stakeholders met to create a Charter school which would offer an independent study, home-based learning program to meet the needs of students and families learning together. One important goal was to offer a program where children who may not have been successful in a traditional seat-based classroom environment could find success in a program tailored for their individual success. The founding group also felt strongly that the program should prepare students to succeed in the 21st century and a global economy. To achieve this goal three elements are highlighted in the program: Rigorous academics through blended learning, community interaction and involvement, and family involvement and participation in daily learning.

In the fall of 2014, ICS expanded to include a seat-based program beginning with grades K-2. Beginning in the school year 2016-2017 Perkins Elementary School joined Independence Charter. bringing site enrollment to 401 students. Independence Charter School enrollment total 80 students. The two schools operate in tandem, sharing facilities, staff, and instructional programs. ICS provides a small school atmosphere where families and staff work together to educate each child. Emphasis is placed on preparing students for high school success, leading to college and career readiness. Highly qualified teachers teach to the heart and minds of the children and incorporate families in the learning process of their children.

Independence Charter Students participate in hands-on learning activities and field trips into the community. In addition to participating in field trips, students also have access to the community through a career fair where community members share their knowledge, skills and career opportunities with students in Transitional Kinder to 5th grade through a series of presentations.

Independence Charter School Students participate in full S.T.E.A.M (Science Technology Engineering Arts and Mathematics) days at least one time per month. Activities may include learning with technology, participating in Social Skills Lessons and highly structured physical fitness activities. All students benefit from regular exposure to a variety of programs. Children also participate in Harvest of the Month nutrition education activities which emphasize healthy lifestyle habits like eating fruits and vegetables every day. Staff, students and parents work together to select and find enrichment opportunities which develop each child's specific interest.

Demographic information:

African American 20%

Filipino .04%

White 42%

Did not disclose 31%

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	16
Grade 1	13
Grade 2	15
Grade 3	15
Grade 4	7
Grade 5	5
Total Enrollment	71

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.9
Asian	7
Hispanic or Latino	63.4
White	15.5
Two or More Races	2.8
Socioeconomically Disadvantaged	84.5
English Learners	21.1
Students with Disabilities	11.3
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	18	18	97
Without Full Credential	3	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: August 2019

Each pupil in the district, in kindergarten through grade eight, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas: History/social science; Mathematics; Reading/language arts; Science. The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531. Selection of materials is done by school staff during the preview year prior to adoption. Committees are created with subject area experts from the staff and make a recommendation to the school board for approval.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: CA Edition - K-5 (2017) Benchmark: Ready to Advance - TK (2017)	Yes	0%
Mathematics	Eureka Math: A Story of Units (2014)	Yes	0%
Science	Pearson-Scott Foresman: California Science (2007)	Yes	0%
History-Social Science	Pearson-Scott Foresman: Social Science for California (2006) Studies Weekly: California Studies Weekly (2018)	Yes	0%
Health	Health Connected: Puberty Talks Upper Elementary - 5th grade (2018)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Independence Charter School is housed on the Mildred Perkins School campus. Perkins School campus was built in 1984. Presently, the school consists of three permanent classroom/office buildings housing sixteen classrooms, office/staff areas, a library, band room, and a multipurpose room. Twelve relocatable classrooms are also on site. An additional music room was also added during the 07/08 school year. On the same campus also resides the Marilyn Frakes Center with both Head Start and State Preschool classes.

Perkins campus is a well maintained and well utilized school site. The district supports the campus with two custodians. There is one full time custodian caring for the preschool classes on the campus and one custodian caring for the charter program and two other programs housed on the campus. Together these custodians coordinate and maintain the facilities daily. The district maintenance team repairs and maintains the grounds and supports the site custodians with big projects. Painting and minor repairs and planned for this school year as well as new lighting will be installed to reduce energy used and thermostats replaced with a centralized control system to increase energy efficiency with heating and cooling.

In 2019 Mildred Perkins Elementary was modernized. The modernization projects included, new side walks, roofing, ceramic fence, ceiling panels on main buildings, new roofing and paint.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	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	Fair	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	54	45	47	50	50
Mathematics (grades 3-8 and 11)	25	33	34	35	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	24	96.00	4.00	54.17
Male	11	10	90.91	9.09	40.00
Female	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	17	16	94.12	5.88	50.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	47.37
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	24	96.00	4.00	33.33
Male	11	10	90.91	9.09	10.00
Female	14	14	100.00	0.00	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	17	16	94.12	5.88	18.75
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	31.58
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: 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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	**	**	**

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.

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)

There are a variety of opportunities for families to be involved including: participating in family nights, supporting school-wide fundraisers and charity events, volunteering in the classroom, taking part in Salida Community Library activities, preparing classroom materials at home for teachers and attending educational field trips as chaperones. In addition, there are many parent educational workshops offered including: Parent workshops on Preventing Bullying, Empowering Children, Building Self Esteem, Watch D.O.G.S. (Dads of Great Students), Parent Cafe where parents have an opportunity to network and discuss solutions to common issues.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.5	3.3	1.2	3.9	3.5	3.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Salida Union School District Safety committee reviews and updates the site Safety Plan. The key elements of our School Safety Plan include: Preparedness for emergency and natural disaster, awareness of the school's physical and social environments, and expected characteristics of a safe school and school culture. These elements are reviewed annually in a staff meeting with school personnel. Parent/Student and Teacher handbooks are prepared and distributed to students and staff for their review on the first day of each school year. The school handbook clearly outlines procedures and academic and behavioral expectations for students and families. To adequately prepare teachers for emergencies, each classroom is equipped with an emergency folder including parent contact information. Teachers have also been issued packs containing first aid supplies to wear during yard duty and on school field trips. Additionally, safety procedures such as proper yard duty techniques and enforcement of playground safety rules are reviewed during staff meetings throughout the school year. Independence Charter is in the initial phase of developing the Positive Behavior Intervention and Support framework to address the social/emotional needs of students and to develop a community culture built on shared expectations and language (the "3 Rs": be Respectful, be Responsible, and be Ready). We have in place monthly fire drill practice, earthquake preparedness drills and lock-down procedures. Each classroom is also supplied with a "Lockdown" preparedness bucket. This bucket contains the basic supplies that would be necessary to sustain a lengthy lock down on our school campus. A copy of the Independence Charter School Safety Plan is available at our District Office for public review and on the district website at <https://www.salida.k12.ca.us/domain/1552>.

Every other year the school administers the CA Healthy Kids Survey. As a result of the CA Healthy Kids Survey, the effectiveness of the safety plan and any needs of students are reviewed and changes made. Students are recognized for good citizenship at assemblies and in their classrooms. Visitors to our campus follow specific check-in and check-out procedures in our office. Staff members provide supervision before and after school when students travel between school and home.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	5	4			6	4			4	4		
1	6	3			5	3			4	3		
2	5	3			4	4			5	3		
3	4	3			3	3			4	4		
4	6	2			4	2			2	3		
5					5	2			3	2		
Other**												

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

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

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

Title	Ratio
Academic Counselors*	0.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.1
Psychologist	0.08
Social Worker	0.0
Nurse	0.04
Speech/Language/Hearing Specialist	0.16
Resource Specialist (non-teaching)	0.08
Other	0.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,300.68	\$365.19	\$9,935.49	\$74,923.04
District	N/A	N/A	\$8,761.91	\$78,246.35
Percent Difference - School Site and District	N/A	N/A	12.6	-4.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	27.9	-3.5

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.

Types of Services Funded (Fiscal Year 2018-19)

We utilize and maximize all resources and staff to providing additional support to low performing students. LCAP and special education funds will all be budgeted to meet the needs of under-performing students.

Our school has many resources available to assist our students. These resources include: a Learning Support team lead by the Learning Support Teacher and paraprofessional support personnel; special education aides (SDC); school nurse and health clerk; elementary technology integration support staff; library clerk; support from the district bilingual community liaison for translations; Speech Therapist three days per week; Adaptive PE teacher; elementary PE teachers; elementary music teachers; school counselors; School Psychologist; SDC classes; and the Salida branch of the Stanislaus County Library.

These support personnel are funded through a combination of resources including LCFF funding categories. EL students receive daily English language development and reading intervention when identified. English learners receive reading intervention from a credentialed teacher. Curriculum includes but not limited to Benchmark Advance, Footsteps2Brilliance and iREADY are curricular resources utilized by our support staff to develop listening, speaking, reading, and writing skills. The Learning Support Team provides push in support for students in reading and math. Students who qualify for extra support and intervention in reading and math receive supplemental instruction from our Learning Center staff. Supplemental instruction is provided through a push-in model. The Learning Center Team utilizes extra support and supplemental materials from the district adopted language arts program. The services provided by the Learning Center provide targeted intervention instruction for a minimum of 4 times per week. This supplemental instructional team and our special education staff work together in a Learning Center model. This model allows us to allocate more time for student support and to meet the educational needs of more students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,853	\$49,378
Mid-Range Teacher Salary	\$77,422	\$77,190
Highest Teacher Salary	\$98,651	\$96,607
Average Principal Salary (Elementary)	\$119,797	\$122,074
Average Principal Salary (Middle)	\$128,996	\$126,560

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$172,951	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	27	28

Salida Union School District is committed to focused professional development which is aligned to the district's Instructional Focus Plan. The goals are to ensure each student is: proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time. Training is provided through sub release days, Thursday minimum day release (approximately 36 each year), pre-service work days and summer institute.

Professional development over the next three years will focus on:

1. Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among white, Hispanic, African American, Students with Disabilities, English learners and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

School staff also receives annual training as required by the district. (Bloodborne Pathogens, Sexual Harassment, Playground Safety, First Aide, Confidentiality, Bullying, Fire Safety, Earthquake Safety, etc.)