

Walnut Acres Elementary School

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	Walnut Acres Elementary School
Street	180 Cerezo Drive
City, State, Zip	Walnut Creek, CA 94598
Phone Number	(925) 939-1333
Principal	Lang Luong
Email Address	luongl@mdusd.org
Website	walnutacres-elementary.org
County-District-School (CDS) Code	07 61754 6004360

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

Mission: Walnut Acres strives to promote academic achievement; enhance our students' physical and emotional well-being by developing a sense of responsibility and respect for one's self; encourage appreciation for individual differences and mutual respect within the school community; promote discovery, creativity, logical thinking and problem solving; and provide ongoing communication within the school community.

We are energetically transforming ourselves into a student-centered learning community and we are fully invested in that effort as the next step in our mission achievement. Our School Plan goals are to:

1. Empower our students to be active, resilient, empowered learners and positively impact their future through the 6 C's (critical and creative thinking, collaboration, communication, global citizenship, and content mastery) and infused technology practices.
2. Create an environment in which students feel safe, comfortable and supported, while parents feel welcomed.
3. Enhance personalized learning for each student through data-driven instruction.

What does this look like on a daily basis at our school? Children racing to Walnut Acres in the morning know that their day will be filled with challenge and fun. Visitors popping into Walnut Acres classrooms may see kindergarteners writing authentically using a Writing Workshop approach; 1st graders learning good citizenship through Peace Path "I message" practice; 2nd graders engaging in high technology (ipads, chormebooks, laptops) and low technology (individual whiteboards, graphic organizers, games) station activities; 3rd graders discussing strategies to solve a math performance task and creating their own Cain's Arcade; 4th graders reading and conferring with teachers about self-selected fiction and non-fiction texts at their just-right reading level as they apply teacher-taught reading strategies via Reading Workshop; and collaborative teams of 5th graders creating an online weather program, or applying the design thinking process to create a dream bedroom for a kindergarten buddy or win a Sphero chariot race.

We are a lively and dynamic learning community, and while we are still in the process of our transformation we are fully dedicated to continuing our journey. Our children deserve nothing less!

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

Grade Level	Number of Students
Kindergarten	132
Grade 1	80
Grade 2	130
Grade 3	95
Grade 4	91
Grade 5	106
Total Enrollment	634

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	10.1
Filipino	3.5
Hispanic or Latino	12.1
White	46.2
Two or More Races	12.6
Socioeconomically Disadvantaged	6.6
English Learners	3.9
Students with Disabilities	9.8
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	35	36	36	1599
Without Full Credential	2	1	1	69
Teaching Outside Subject Area of Competence (with full credential)	3	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	1

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Engage NY- Adopted 2019	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District 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.

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: 12/31/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM C-7 - DOOR STICKS MO-189262
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM K-2 - TWO LIGHTS OUT IN ROOM
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS & GIRLS RESTROOMS OUTSIDE B-7 CHECK EXHAUST FANS
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.

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)	75	79	51	50	50	50
Mathematics (grades 3-8 and 11)	69	68	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 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	284	279	98.24	1.76	79.42
Male	153	149	97.39	2.61	75.84
Female	131	130	99.24	0.76	83.59
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	29	29	100.00	0.00	75.86
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	70.97
Native Hawaiian or Pacific Islander					
White	150	146	97.33	2.67	82.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	42	100.00	0.00	88.10
Socioeconomically Disadvantaged	17	17	100.00	0.00	35.29
English Learners	28	28	100.00	0.00	67.86
Students with Disabilities	33	30	90.91	9.09	36.67
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	284	276	97.18	2.82	68.12
Male	153	148	96.73	3.27	70.27
Female	131	128	97.71	2.29	65.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	29	29	100.00	0.00	72.41
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	56.25
Native Hawaiian or Pacific Islander					
White	150	144	96.00	4.00	68.75
Two or More Races	42	42	100.00	0.00	78.57
Socioeconomically Disadvantaged	17	16	94.12	5.88	31.25
English Learners	28	27	96.43	3.57	59.26
Students with Disabilities	33	30	90.91	9.09	26.67
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	18.0	27.0	36.0

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.

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)

All Walnut Acres parents automatically belong to the Parent Faculty Club (PFC) which works in tandem with school leadership to support student learning through a myriad of school and classroom volunteer positions and fund raising efforts. Parents serve with staff on a variety of committees and lead full parent committees, as well. Parents serve on over 45 PFC teams and volunteer more than 50,000 hours per year as support in classrooms, the library, the CoLab, and the Learning Center. Parents also serve as art awareness instructors and coordinators for valuable school activities such as yearbook, science fair, art show, recycling program and directory.

The Walnut Acres PFC's primary mission is to work collaboratively with school personnel to ensure the ongoing improvement of the academic education and experience for each child at Walnut Acres. Through fundraising efforts, the PFC can focus on maintaining and improving existing programs as well as developing new ones to continue to enhance the Walnut Acres learning community.

2019-20 PFC Objectives:

1. Build common understanding as it relates to school transformation and the CA Common Core Standards.
2. Increase participation at any level in fund raising and corporate matching.
3. Increase support of families who are new to our community.

To learn more about the PFC, check out their website: <http://www.walnutacrespfc.org/news>

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 939-1333.

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	0.2	0.2	0.3	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is updated at least annually by the School Safety Committee and the School Site Council. The committee is comprised of teachers, staff, parents. The School Safety Plan was last adopted on 01/09/2020 following a series of meetings in which attendance data, discipline data, safety concerns, and other pertinent student data were reviewed. The Emergency Plan was updated, the previous goals of the Safety Committee were analyzed for levels of achievement, and new goals were developed. The plan was taken to the School Site Council for their input and ultimately sent to the MDUSD Board of Directors for approval. The plan was brought to staff for review during the same time, and the goals of the Safety Plan were presented at a PFC meeting, at SSC, and at a staff meeting. The plans were also discussed within a number of monthly principal messages written to parents.

Current goals include:

1. Students will feel safe, comfortable, and supported at Walnut Acres.
2. Create and maintain environment in which parents and other visitors feel welcomed and informed.
3. Promote student choice, autonomy and ownership of social/emotional and academic learning.
4. Retraining of selected staff and parents on school AED.
5. Enhance school safety.

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	26	1	5		20	2	3		23	1	5	
1	23		4		25		5		26		3	
2	19	1	4		24		4		26		5	
3	24		4		19	1	4		23		4	
4	32		2	1	31		3		29		3	
5	32		2	1	32		3		28	1		3
Other**	9	1			9	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.

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

Title	Ratio
Academic Counselors*	1268.0

*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)	.5
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	\$ 11,863.68	\$ 4,319.44	\$ 7,544.24	\$77,118.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	-1.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-6.6

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)

Using the RtI model, general funds have been focused on professional development for teachers as we work to become a more student centered learning community. Money was allocated for teacher grade level teams to collaborate as a PLC for 2 full days during the year and meet biweekly as PLCs in grade levels, assess students 1:1 up to 3 times a year, and attend both in-district and out-of-district workshops in order to provide excellent Tier 1 curriculum and instruction. These trainings and PLC opportunities have also supported the development and rigor of Tier 2 academic work in the classroom.

School site funds partially paid for Tier 3 instruction across all grades. While PFC funds provided services for reading intervention and ELD daily, pull-out intervention teachers were paid to meet monthly with each grade level team to coordinate Tier 1-3 support services for identified students. Online programs, such as Lexia, Mystery Science, and Reflex were purchased with site funds, as well as SeeSaw, RazKids, and Reading A-Z (thanks to PFC) to support our continuing and innovative instructional practices. iPads, carts, Chromebooks were purchased (largely with PFC funds, though site funds and Donor's Choose grant monies were also used) to enhance internet infrastructure and increase our student:device ratio. Along with the purchase of the math intervention materials to support students in Tier 3, site funds also purchased basic supplies to support our daily work, including recess balls and writing journals, and unexciting but crucial items such as printer cartridges.

In 2018-19, PFC paid for over 54 different Walnut Acres staff positions, activities, and school supported services. Most notably, the PFC paid the salaries of a site technology II, a part-time music teacher, 2 part-time science lab assistants, 2 part-time reading/ ELD teachers, 1 part-time math intervention, and instructional assistants to help mitigate the loss of class size reduction.

On the affective side of our RtI model, our part-time counselor continued to provide counseling in small groups and individually. She also pushed in to classrooms to support problem-solving and circle work; she served as facilitator for our peacemaker students; and organized our weekly Chill-Out Zone across grade-level lunches. Led by our PBIS team we promoted our rebranded "Jaguar Way" rules, rigorously reviewed and updated our positive climate focus plan, expanded classroom circles, and continued our Sing-Out life skill celebration practices.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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	3	3	3

Our professional development activities have been and continue to be related to our student-centered transformational quest. This work dovetails with the statewide Common Core implementation plan. While our CAASPP scores are strong, we strive to provide a much richer and deeper student-empowered learning environment to prepare students for our quickly evolving technology-based, fast-paced, information-driven society and encourage them to be intrinsically life-long learners.

We have focused on professional development opportunities that help us enhance the rigor of our educational program. Specifically, we strive to create a student-centered, personalized, differentiated, engaging curriculum for every student. Teachers build confidence implementing curriculum and instruction through shared research, discussion, and coaching support. We realized a few years ago that we had to pass through an inevitable chaos period to achieve the transformation we seek, so we try to embrace that process of struggle. We have also given ourselves permission to celebrate our failures because each misstep represents a step towards success. With this philosophical foundation, we began our transformation in the content areas of writing and technology infusion, moved on to reading and NGSS with an engineering emphasis over the last 2 years, while continuing with our robotics units across grade levels and honing our Reading and Writing Workshop skills with an emphasis in supporting the phonics instruction in the primary grades. This year, we are implementing the new math program. Teachers participated in a two day training at the beginning of the school year, and we continuing to provide PD throughout the year.

To achieve our goals we collaborate consistently because this focused time remains a cornerstone of Professional Learning Community (PLC) success. PLC grade level teams meet bi-weekly, participate in 2 grade level PLC collaboration days per year, meet with our intervention team (principal, intervention teachers) monthly, and participate in 2 or 3 district level trainings focused on implementation of the CCSS. We also participate eagerly in MDUSD-sponsored trainings, such as the ongoing PBIS and equity trainings. Meanwhile, staff meetings, held monthly, focus on topics to support professional development and are designed to deepen our implementation of new instructional practices and problem solve ongoing instructional/curriculum challenges.

We have used technology experts and educational innovators live and via you tube, as we explore strategies and processes that could help us grow. We worked with coaches, including a Reading and Writing Workshop coach, and a Math coach in 2018-19, and various TOSAs (MDUSD Teachers On Special Assignment) over the years who have supported our math instructional growth as well as critical thinking strategies.