Turtle Rock 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	Turtle Rock Elementary School
Street	5151 Amalfi Drive
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-6250
Principal	Jeremy Stonebarger
Email Address	jeremystonebarger@iusd.org
Website	http://www.iusd.org/tr/
County-District-School (CDS) Code	30-73650-6068647

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

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

"Turtle Rock is a multicultural community of learners who focus on flexible thinking, cooperative problem solving and creativity. Together we respectfully value each other and our unique contributions. We teach, practice and promote tolerance by embracing diversity for all. Each of us demonstrates integrity, honesty and accountability. We are global citizens preparing for the world of tomorrow."

Turtle Rock has been recognized as a California Distinguished School in 2002, 2010, 2014, and most recently, in 2018. The award is based, in part, on several factors including outstanding student performance on statewide assessments , exemplary progress of English Language Learners on various academic indicators, and low rates of absenteeism and behavioral incidents. The stake holders of the Turtle Rock community consistantly express high levels of satisfaction with the school environment and quality of instruction teachers.

Turtle Rock offers programs to meet the needs of diverse learners. The AAPAS (Alternative Program for Academically Advanced Students) Program is a magnet program that serves students who qualify for a challenge level environment. The SEI (Sheltered English Immersion) program serves those students who are learning English, The GATE (Gifted and Talented Education) program adds depth, complexity, creativity and rigor to the our general education classrooms.

The Turtle Rock staff, students, parents, and community are to be commended for their cooperative spirit. It is with the parents' unending support that we are able to accomplish our goals and help the students reach their full potential.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	102
Grade 2	119
Grade 3	116
Grade 4	124
Grade 5	133
Grade 6	137
Total Enrollment	847

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	50.6
Filipino	1.8
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.2
White	27
Two or More Races	8.7
Socioeconomically Disadvantaged	15.7
English Learners	25
Students with Disabilities	6.1
Homeless	1.1

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	33.10	31.30	33.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.00	1.00	0.18	75.64

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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Turtle Rock Elementary School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate larger class sizes as well as additional students. At present there are approximately 850 students attending Turtle Rock.

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: 11/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	17: 4. CEILING TILES ARE DAMAGED R 1: 4. WATER STAIN CEILING TILE IN COMMON AREA R 4: 4. CEILING TILE IS DAMAGED
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	10: 14. ASPHALT IS CRACKED PN WALKWAY 14: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM GIRLS RR: 14. CEMENT IS RAISED ON WALKWAY AT CUSTODIAN/ TRIP HAZARD P 36: 14. ASPHALT IS CRACKED AT RAMP ENTRY
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)	89	85	77	78	50	50
Mathematics (grades 3-8 and 11)	90	88	74	74	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	511	490	95.89	4.11	84.69
Male	243	239	98.35	1.65	83.26
Female	268	251	93.66	6.34	86.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	281	268	95.37	4.63	88.43
Filipino	--	--	--	--	--
Hispanic or Latino	49	47	95.92	4.08	70.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	119	95.97	4.03	81.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	45	44	97.78	2.22	88.64
Socioeconomically Disadvantaged	80	75	93.75	6.25	64.00
English Learners	166	153	92.17	7.83	76.47
Students with Disabilities	30	29	96.67	3.33	62.07
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	510	497	97.45	2.55	87.93
Male	243	239	98.35	1.65	88.28
Female	267	258	96.63	3.37	87.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	281	275	97.86	2.14	93.45
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	63.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	120	96.77	3.23	85.00
Two or More Races	45	44	97.78	2.22	95.45
Socioeconomically Disadvantaged	79	76	96.20	3.80	72.37
English Learners	166	162	97.59	2.41	83.95
Students with Disabilities	30	29	96.67	3.33	79.31
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	12.5	32.0	46.1

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)

Parental support at Turtle Rock School is welcomed and encouraged both in and out of the classroom.

Parents may participate in the School Site Council and the Parent Teacher Association (PTA). The School Site Council is involved in setting academic and policy priorities that reflect our goals for student performance. The PTA offers the opportunity for parents to become involved in many social and fundraising events. The PTA sponsors the Fall Festival, the Jog-a-thon, the Barnes and Noble's Book Night, and Family Fun Nights. Another volunteer experience is Art Masters, in which parents are trained to presenti well designed art lessons to students. After-school enrichment classes are available through a program called After-Class Enrichment (ACE). This program is organized by parents with the assistance of the Irvine Public School Foundation. Parents are encourage to participate in field trips, class parties, and classroom volunteer opportunities.

The PTA web page is a source of detailed information: turtlerockpta.org/. You can also find valuable information about the school by visiting the website located at www.iusd.org/tr.

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	0.0	0.0	1.6	1.2	1.0	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)

Turtle Rock works diligently with our school community, district personnel and the city of Irvine's Police and Fire departments to keep our school safe. Turtle Rock has a Comprehensive School Safety Plan that is reviewed and updated annually by a team of school personnel and the School Site Council. This year, it was presented and approved by Turtle Rock's School Site Council in the fall of 2018. The plan's two primary goals include promoting before and after school safety behaviors and practicing emergency procedures for all events and situations.

First, to encourage appropriate behaviors, our school year begins the year with a school-wide behavior management system kick-off event," PBIS (Positive Behavior Interventions and Support) Implementation Day". Students are taught lessons that promote and show them what Respect, Organization, Cooperation, Kindness and Safety (ROCKS) should look like throughout our school environment. Bullying prevention is emphasized through special assemblies, speakers and the DARE program. Drug and alcohol abuse education is provided in collaboration with the Irvine Police Department through the DARE program and Red Ribbon Week. In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be signed by parents and returned.

Secondly, in order to continue promoting school-wide emergency awareness students and staff participate monthly in fire, earthquake or lockdown drills . Staff participates in updating the Comprehensive School Safety Plan. All staff members attend training on emergency procedures. For emergency purposes there is a school site communication system, stored water, emergency equipment, and medical supplies. In addition, the PTA has supported the site disaster team by providing funds to update our disaster preparedness supplies.

All visitors register using the new Raptor Visitor/Volunteer Management System. Cameras and other security enhancements exist on our site. The Turtle Rock administration and IUSD have a strong relationship with the Irvine Police Department.

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	29		4		29		4		29		4	
1	31		4		28		4		26		4	
2	27		4		29		4		30		4	
3	28		4		30		4		29		4	
4	33			4	32		3	1	31		3	1
5	30		3	1	34			4	33			4
6	31		4	1	33			4	34			4
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

*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)	
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2

*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	$5,458	$286	$5,172	$91,993

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$5,630	$81,988.00
Percent Difference - School Site and District	N/A	N/A	-8.5	9.7
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-29.2	11.5

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)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,823	$48,612
Mid-Range Teacher Salary	$85,411	$74,676
Highest Teacher Salary	$110,405	$99,791
Average Principal Salary (Elementary)	$121,327	$125,830
Average Principal Salary (Middle)	$147,385	$131,167

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$165,402	$144,822
Superintendent Salary	$320,910	$275,796
Percent of Budget for Teacher Salaries	34%	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			

Turtle Rock Elementary School and the Irvine Unified School District are dedicated to continuous professional improvement. For the past 3 years, Turtle Rock Elementary School and IUSD have been committed to providing a high caliber of training for teachers in order to move their instruction into the 21st Century and meet the challenges of implementing the CCSS.

The major emphasis for professional development at Turtle Rock this year are in the areas of Language Arts, Math, technology and Professional Learning Communities. This year's school-wide goals for improving student achievement included efforts to refine our instructional focus based on student achievement data from the results of Star Math and Reading Renaissance results, student work samples, teacher's observations and CAASP results and to intervene and support all students more effectively. Our site has provided workshops for teachers, in the area of Language Arts and Thinking Maps to respond to writing with "Write from the Beginning" strategies. Five teachers attended a Summer teacher leader training for "Write from the Beginning" and they led a professional development for teachers in after-school workshops. Our PLC coach meets once a week, with grade level teams, to support the continuing collaborative development of research based instructional strategies, practices and assessments, as well as methods to differentiate instruction to better meet student needs. IUSD is committed to ensuring that teachers are continuing to be supported during the Math CCSS implementation and teachers attended training this year which provided updated methodology by the Irvine Math Project. Our teachers have also implemented a new Language Arts adoption and our professional development has focused on the methodologies and components within the new textbooks. Technology's goal , to integrate its use throughout the school day and increase teachers' knowledge, is being supported by our site TACs and district EdTech TOSA. Teachers are provided with in-class modeling, individual mentoring, and after school trainings. Turtle Rock teachers are committed to providing rigorous, engaging, and dynamic instruction to all of our students.