

John Muir Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John Muir Middle School
Street	707 Letts Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8886
Principal	Dave Whitmore
Email Address	dwhitmore@corcoranunified.com
Website	http://johnmuir.corcoranunified.com
County-District-School (CDS) Code	16 63891 6010359

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	559-992-8888
Superintendent	Rich Merlo
Email Address	rmerlo@corcoranunified.com
Website	https://www.corcoranunified.com/

School Description and Mission Statement (School Year 2020-2021)

"Increasing Student Success!"

The Vision of Corcoran Unified is to be "A Destination District where people are drawn to Corcoran due to the quality, reputation, and accomplishments of our students and schools."

The MISSION of the Corcoran Unified School District is "We are relentless in creating an environment for all to improve mind, character, and body"

The Vision and Mission of John Muir Middle School is "John Muir is a beacon destination where we nurture relationships through collaboration, student engagement and collective achievement to better our community." Our PBIS Motto is we are OPS - "Respect Others Property and Self"

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	280
Grade 7	275
Grade 8	235
Total Enrollment	790

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.3
Hispanic or Latino	92.3
White	3.7
Two or More Races	0.3
Socioeconomically Disadvantaged	92.7
English Learners	11.6
Students with Disabilities	8.9
Foster Youth	1.5
Homeless	2.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	29	33	153
Without Full Credential	6	9	5	16
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Our students have textbooks that are mostly digital and available on their iPads. We are a one-to-one school where each student has an iPad. The Social Studies text is available in both digital and print and the Science text is available in many forms in print (consumables). All of the texts are State Board of Education Approved and approved by the Corcoran Joint Unified School Board. All students have access to the most recent textbook adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas My Perspectives English Language Arts, 2020	Yes	0
Mathematics	Savvas enVision Mathematics, 2020	Yes	0
Science	Houghton Mifflin Science Dimensions CA 2020	Yes	0
History-Social Science	Holt, Rinehart and Winston California Social Studies 2006	Yes	0
Foreign Language	Not Applicable		0
Health	Not Applicable		0
Visual and Performing Arts	Not Applicable		0
Science Laboratory Equipment (grades 9-12)	Not Applicable		0

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

School Facility Conditions and Planned Improvements

John Muir Middle School received a good ranking in all systems inspected in the September 2020 FITT inspection. We received an overall ranking of exemplary. Minor areas of repair were found and fixed.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles need replacement or touch ups at the following locations: Office, B-1, B-2, B-5, K-3, Band Room, D-1, D-2, D-3, D-4, D-5, D-6, and M-6
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Lights or light lens need replacing at the following locations: B-5, K-1, K-2, K-3, K-6, Band Room, C-1, C-3, C-5, C-6, M-2, L-1, Girl's Locker Room; and Cafeteria.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Hand dryer not working in the B-Wing Girls RR; Hand dryer not working in Girl's Locker Room
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Classroom Volunteering

Parents may volunteer in classrooms. You can help the teachers with classroom tasks or assist in instruction.

During the COVID Pandemic - many of these activities have been cancelled or altered. We do not have any field trips planned for this year, which we normally need parent support on.

Other opportunities to participate include

Annual Title 1 Meetings

Back to School

- Open House
- Parent Conferences
- Assemblies

Committees

Parents are encouraged to join our ELAC (English Language Advisory Committee) or School Site Council. Non-Members are encouraged to attend meetings.

Student Activities

JMMS would like support with operating large student activities. Please contact our office for more information.

Parent Teacher Club

If any parent is interested in starting a JMMS Parent Teacher Club, please contact the principal for a meeting to discuss the possibility of starting this type of parent club on campus that will help organize educational support and fundraising for JMMS. We would love to create a Parent Teacher Organization on our campus.

Parent Workshops

Throughout the year John Muir conducts parent workshops on various topics. Information is sent home throughout the year, via Parent Link and flyers. Information on parent workshops is also placed in the Corcoran Journal, at local churches, RAC, and other local establishments that CUSD parents frequent. Please contact the office or attend any of the parent meetings to learn of upcoming workshops. Workshops include Technology Safety, Stress Management for Teens, the CAASPP, Literacy Night, Math Night, and many other topics.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	12.4	9.6	5.5	5.4	3.5	3.5
Expulsions	1.5	1.1	0.6	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.8	3.3	-
Expulsions	0.2	0.06	-

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our school's Comprehensive Safety Plan is the primary document for the safety and emergency procedures for our school. The document was primarily developed by a School Safety Committee which consisted of staff members, parents and administrators. This group of stakeholders provided the input and recommendations but the final approval came from the school site council on February 19, 2020 and then finalized by the CUSD School Board on February 25, 2020. . The evaluation and updating of this Comprehensive School Safety Plan is conducted on a yearly basis. Two key members involved in this document was Laura Duran, District Safety & Security Coordinator, as well as Officer Allred, SRO from Corcoran Police Dept. Parents, Students and community members were also provided opportunities to voice their concerns about school policies and practices and to provide input in making decisions that affect their school.

A top priority of the staff and administration at John Muir Middle School is that every student who attends our school finds a learning community built on a foundation of respect. Our school community offers a welcoming environment where the contributions and values of others ensure that everyone works towards academic excellence. The school site council also considered the following three essential components and/or strategies when reviewing this plan (AR 0450): 1) Assuring each student a safe physical environment 2) Assuring each student a safe, respectful, accepting and emotionally nurturing environment 3) Providing each student resiliency skills Evidence of these assurances is embedded throughout this school safety plan.

The following persons and entities were notified in writing of the public hearing concerning input:

- Notice sent to all parents regarding the SSC meeting and School Safety Committee held on Feb. 12, 2020
- School Site Council Meeting: Review and votes on the for Comprehensive Safety plan on Feb. 19, 2020
- The School Board approves the Comprehensive School Safety Plan for John Muir Middle School on February 25, 2020

The Comprehensive School Safety Plan prepared for the 2019-20 school year was also shared with:

- Communicated to school staff on February 26, 2020 and once again reviewed at staff meeting on Aug. 6, 2020
- Plan was reviewed with parents and stakeholders on October 8, 2020 at the School Site Council Meeting.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	21	13	15	1	20	13	15		21	14	15	
Mathematics	27	2	23	1	24	7	25		29	4	12	4
Science	26	5	12	2	26	3	15		32	2	12	4
Social Science	25	7	11	1	24	5	14		25	3	17	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	790

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7506.53	\$1100.36	\$6406.17	\$74,817.25
District	N/A	N/A	\$11909.77	\$75,061
Percent Difference - School Site and District	N/A	N/A	-60.1	-0.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-19.0	-1.2

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

Types of Services Funded (Fiscal Year 2019-2020)

We use a variety of systems to support our students.

We offer after school help in our Wildcat Den for students that are struggling with grades. We have teachers that focus on helping students with study skills, homework, math and reading skills. After school we also offer students that are in the English Language Development Program additional support in developing reading skills. For Migrant students we offer specific tutoring with teachers to assist them in accessing curriculum.

We have instilled a Positive Behavior Intervention System (PBIS) to help students maintain positive behavior in the classroom. We have worked to instill restorative justice remedies to avoid students missing important instructional time with suspensions.

We have a full-time counselor that works with students on both academic and emotional needs. She is a lead in our Restorative Justice System for PBIS and works with students to avoid potential issues rather than let them turn into fights, etc. In addition, she works with students to make sure that they are on-track to meet academic goals.

During school we have a full-time intervention teacher that works with students who are several grade levels below in reading. She works with our students that are reading below third grade level, helping them to recover missing skills.

We fund several different intervention programs for both reading and math. For reading we have a site license for Reading Plus and Moby Max and limited licenses for Power Up Lexia and Rosetta Stone. For math we have site licenses for Imagine/Think Through Math and Symphony Math.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,090	\$47,145
Mid-Range Teacher Salary	\$77,097	\$74,952
Highest Teacher Salary	\$102,489	\$96,092
Average Principal Salary (Elementary)	\$118,668	\$116,716
Average Principal Salary (Middle)	\$123,844	\$120,813
Average Principal Salary (High)	\$132,714	\$131,905
Superintendent Salary	\$162,010	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	77	68	60

As a school we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as a staff on making sure that we are encouraging and helping our students to read and connect to text, as well as, using collaborative structures in our classrooms to encourage academic discourse. In 2017-2020, we had professional development on STEM education from the National Center for Earth and Space Science Education center and the Arthur C. Clarke in state for Space Education as we were part of the Student Spaceflight Experiments Program.

We have also had Suicide Prevention Training for the entire staff as well as Trauma Response training for the teachers. JMMS has weekly professional development time built into the school schedule. It is on Wednesday mornings from 8-9:40 a.m. This year during Distance Learning that time was shifted to the afternoons on Wednesdays from 2:--3:30.

In 18-19 we had new teacher orientation for 3 days before the year started. 2 days for Ed Elements and Personalized learning. We spent 10 total days with science teachers on the NGSS. Pearson came in and worked with our Math and ELA teachers, splitting the time and spending 12 days with our teachers. We entered the GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs), Our Math teachers spent 6 days in training with the ACCESS group that runs the GEAR UP grant in California and we had an additional 6 days of coaching and training from an expert coach from GEAR UP, Finally new teachers had a day of Thinking map training and we had two days where teachers attended New Teacher Orientation with the county. Plus the 2 hours on late start Wednesdays of which we had 35, total.

19-20 we will again have 35 Wednesdays with 2 hours of Professional Development. We have two full days to work on Personalized Learning with Ed Elements and two 1/2 days. Our Math teachers have eight full days to work on Main Science we have six days to work with our teacher on their math teaching competence; followed by six coaching days with their math expert. We have six days with the Science Expert from KCOE to work on the NGSS with our teachers; we also had a day of training for our new textbook adoption and two additional days with the County expert to work with our first year teachers. Following up from our training at the beginning of the year we have two additional dates with Capturing Kids' Hearts experts from the Flippen group. We have Three days that we have teachers working with the County office on New Teacher Orientation, plus one on site day to work on Thinking maps. WE had two full days to work with the ELD consultant from TCOE. She presented on ELD strategies and she did lesson planning with our professional learning communities.

20-21 we will again have 35 Wednesdays with Professional Development. We had 4 days at the beginning of the year to work on professional development. The Science Specialist from Kings County office of Education worked with our science teachers for 10 days this year. We will have 4 half days to work with Ed Elements on Personalized Learning this year. The Math experts from Gear Up will work with our math teachers for 5 days this year and the intervention experts will work with our equity team for two days this year.