

Ingrid B. Lacy Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ingrid B. Lacy Middle School
Street	1427 Palmetto Avenue
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6665
Principal	Daniel Lyttle
E-mail Address	danlyttle@pacificasd.org
Web Site	http://pacificasd.org/IBLMS/
Grades Served	6-8
CDS Code	41-68932-4130126

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (Most Recent Year)

Pacifica School District, the community it serves, and the children they cherish, together prepare each child to meet the challenges of the future by providing an equitable, rigorous academic program which nurtures curiosity and inspires joy, confidence, and achievement in learning.

Our beliefs:

- Every person has inherent value.
- Trust and integrity are essential for successful relationships.
- Everyone has responsibility for his/her own actions.
- One person's actions can have an effect in the life of another.
- Learning is essential for personal growth.
- Working together we can build a strong community.

The educational structure of Ingrid B. Lacy (IBL) is designed to provide for the unique needs of early adolescents. Sixth graders have their own wing of the school where each classroom of students stays together throughout the day. These students participate in “cored” classes with one teacher who teaches language arts, literature and social studies; they’re in class with a second teacher for math and science. All sixth grade teachers have Multiple Subject Credentials and many have additional authorizations. The students remain together when they attend courses taught by the P.E. instructors at IBL. For their elective classes, they are mixed with other students from the sixth grade. This gradual transition from elementary school prepares them for the seventh and eighth grade, in which they experience a different teacher for each subject.

A demanding academic program continues in 7th and 8th grades, including accelerated and support classes. Student test scores, previous report-card grades, and teacher recommendations are used to determine the appropriate placement for each student. Seventh and eighth grade teachers are Single Subject credentialed in all of the core subjects they teach; math, language arts, social studies, lab science, and/or physical education.

Elective classes vary from year to year and typically include art, instrumental music, leadership, drama, robotics, study skills, and math intervention.

Our staff welcomes parent input and communicates with parents regularly via the phone, homework assignment journals, on-line grade book, progress reports, email, and school newsletters. Additionally, teachers, together with local high school students, provide small group and individual tutoring free-of-charge both before and after school daily.

IBL is fortunate to offer a number of co-curricular and extra-curricular opportunities for students. Sixth grade special activities include Greek Fest and museum trips. Seventh grade activities may include museum trips. Eighth graders can visit New York City or Washington D.C. at the conclusion of the school year. After school clubs that prepare students for leadership roles and provide supervised settings for student interaction are also available. Peer Helpers, Jazz Band, Marching Band, and Mural Project are examples of teacher-sponsored activities available after school. We also have strong partnerships with Spindrift, Pacifica PB&R, and the Boys and Girls Club to offer even more activities, such as the Hip-Hop Dance Club, after school technology and science exploratory, and a wide variety of competitive sports. The Boys and Girls Club is part of the North County Recreation League where our students compete in a full array of sports that include basketball, cross country, golf, lacrosse, flag football, track, volleyball, and tennis.

Through all its programs, Ingrid B. Lacy Middle School provides a safe, nurturing, and positive atmosphere for children to learn and grow.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	179
Grade 7	198
Grade 8	182
Total Enrollment	559

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	4.7
Filipino	15.2
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	1.6
White	39
Two or More Races	12.7
Socioeconomically Disadvantaged	25
English Learners	9.7
Students with Disabilities	10.9
Foster Youth	0.7

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	27	22.93	138.33
Without Full Credential	0	0	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments *	2	0	0
Vacant Teacher Positions	2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002	Yes	0
Mathematics	CPM Core Connections (6-8)/2014	Yes	0
Science	CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Health	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repairs being made to emergency breaker box.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	53	56	44
Mathematics	41	50	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	182	180	98.9	20	28	41	11
	7	196	195	99.5	23	26	36	13
	8	182	176	96.7	15	26	47	13
Male	6	182	91	50.0	27	30	36	4
	7	196	98	50.0	28	18	37	13
	8	182	91	50.0	27	30	33	10
Female	6	182	89	48.9	12	26	45	17
	7	196	97	49.5	18	33	36	12
	8	182	85	46.7	2	21	61	15
Black or African American	6	182	3	1.6	--	--	--	--
	7	196	2	1.0	--	--	--	--
	8	182	5	2.7	--	--	--	--
American Indian or Alaska Native	7	196	3	1.5	--	--	--	--
	8	182	2	1.1	--	--	--	--
Asian	6	182	8	4.4	--	--	--	--
	7	196	8	4.1	--	--	--	--
	8	182	10	5.5	--	--	--	--
Filipino	6	182	35	19.2	11	37	37	11
	7	196	30	15.3	17	27	53	3
	8	182	21	11.5	14	29	43	14
Hispanic or Latino	6	182	43	23.6	35	26	40	0
	7	196	54	27.6	33	24	28	13
	8	182	39	21.4	21	26	54	0
Native Hawaiian or Pacific Islander	6	182	2	1.1	--	--	--	--
	7	196	4	2.0	--	--	--	--
	8	182	3	1.6	--	--	--	--
White	6	182	70	38.5	16	23	41	20
	7	196	68	34.7	18	25	37	16
	8	182	71	39.0	14	20	46	20
Two or More Races	6	182	19	10.4	11	26	53	5
	7	196	26	13.3	19	27	35	19
	8	182	25	13.7	8	32	44	16
Socioeconomically Disadvantaged	6	182	61	33.5	21	30	41	8
	7	196	41	20.9	37	29	32	0
	8	182	36	19.8	25	25	44	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6	182	19	10.4	74	26	0	0
	7	196	24	12.2	50	17	25	0
	8	182	14	7.7	86	7	7	0
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	6	182	180	98.9	26	36	23	14
	7	196	195	99.5	25	32	27	13
	8	182	177	97.3	25	29	22	23
Male	6	182	91	50.0	31	36	21	12
	7	196	98	50.0	17	31	29	17
	8	182	91	50.0	34	31	19	16
Female	6	182	89	48.9	21	36	26	17
	7	196	97	49.5	32	33	25	9
	8	182	86	47.3	15	28	26	30
Black or African American	6	182	3	1.6	--	--	--	--
	7	196	2	1.0	--	--	--	--
	8	182	5	2.7	--	--	--	--
American Indian or Alaska Native	7	196	3	1.5	--	--	--	--
	8	182	2	1.1	--	--	--	--
Asian	6	182	8	4.4	--	--	--	--
	7	196	8	4.1	--	--	--	--
	8	182	10	5.5	--	--	--	--
Filipino	6	182	35	19.2	20	49	17	14
	7	196	30	15.3	17	43	37	3
	8	182	21	11.5	19	38	14	29
Hispanic or Latino	6	182	43	23.6	40	30	28	2
	7	196	54	27.6	35	30	15	17
	8	182	40	22.0	30	25	25	18
Native Hawaiian or Pacific Islander	6	182	2	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	7	196	4	2.0	--	--	--	--
	8	182	3	1.6	--	--	--	--
White	6	182	70	38.5	23	30	21	26
	7	196	68	34.7	25	26	29	13
	8	182	71	39.0	24	27	24	25
Two or More Races	6	182	19	10.4	11	58	21	11
	7	196	26	13.3	23	27	27	23
	8	182	25	13.7	16	28	24	32
Socioeconomically Disadvantaged	6	182	61	33.5	30	36	20	15
	7	196	41	20.9	37	37	20	2
	8	182	36	19.8	36	31	14	19
Students with Disabilities	6	182	19	10.4	95	5	0	0
	7	196	24	12.2	67	21	0	0
	8	182	15	8.2	80	7	0	7
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	73	58	67	73	71	75	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	67
Male	57
Female	78
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	66
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	--
White	74
Two or More Races	78
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	59
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.00	20.80	63.50

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement is an extensive, vital aspect of Ingrid B. Lacy Middle School. Parents provide many support services, from helping in the classrooms, library, and office to assisting with field trips and activities. Most importantly, parents work with our administration and staff to develop rich programs that are unique to our school. Our communication with parents is ongoing and takes many forms. We produce a monthly newsletter and calendar of events to keep parents informed. Teachers send home progress reports and report cards, and they schedule student-led conferences with parents. Phone calls, informal conferences, notes, emails, the student assignment book, and on-line grade book offer additional means of communication between home and school. For more information on how to become involved, please contact Daniel Lyttle, Principal, at (650) 738-6668 or danlyttle@pacificasd.org.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.33	2.92	3.83	1.94	2.29	2.77	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students is our highest priority at Ingrid B. Lacy Middle School. We continue to re-evaluate and refocus attention on safety plans in order to ensure the safety of all of our students and staff. Our safety plan was developed by a collaborative effort of school personnel, local emergency officials, and our county office of education. The purpose of the plan is to identify and support the actions of school personnel when responding to an emergency or disaster. The plan is meant to be used as a guide for “Best Practice” and flexibility in procedures could be needed.

The Ingrid B. Lacy Safety Plan is regularly reviewed to reflect best practices and to ensure that our students and staff know what to do in the case of an emergency. We hold emergency drills once a month as part of this plan to ensure that we are prepared in the case of an actual emergency.

Ingrid B. Lacy’s Safety Plan outlines responsibilities for everyone on site in the event of a school-wide or community disaster. The plan focuses on several areas:

- Emergency procedures for staff and students to follow in the event of an emergency or disaster
- Assignment of duties for personnel in the event of emergencies
- Warning signals that will alert students and school personnel to each emergency situation
- Specific actions to be taken in the event of an emergency
- Emergency telephone numbers

The site safety plan and district-wide plan can be found on our district web-site. Our site emergency plan can also be found in all buildings on the Ingrid B. Lacy campus. It received Pacifica School District Board of Trustee approval on November 19, 2014.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	23	12	37	2	27	8	27	10	24	12	37	2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	6	18	4	23	8	24	2	23	11	18	4
Mathematics	24	5	3	7	21	8	9	2	10	4		
Science	30	1	4	7	26	2	10	3	27	2	11	1
Social Science	30	1	4	7	26	2	10	3	27	2	11	1

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,177	260	3918	56470
District	N/A	N/A	5585	\$59,122
Percent Difference: School Site and District	N/A	N/A	-29.8	-7.7
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-16.1	-18.4

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

Types of Services Funded (Fiscal Year 2014-15)

Through Title I and Supplemental funds, Ingrid B. Lacy Middle School provides teachers with professional development and offers a variety of support services to our students, such as:

- English learners may take a zero period class designed to boost academic vocabulary, background knowledge, and overall performance.
- Free tutorials with IBL teachers are available before and after school every day of the week.
- An additional online academic intervention program is provided for eighth graders that are struggling.
- Three math intervention classes, one for each grade level, are available.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,838	\$42,723
Mid-Range Teacher Salary	\$58,589	\$65,936
Highest Teacher Salary	\$75,693	\$84,545
Average Principal Salary (Elementary)	\$99,397	\$106,864
Average Principal Salary (Middle)	\$101,821	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$196,854	\$159,133
Percent of Budget for Teacher Salaries	35%	40%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

We offer training seminars throughout the year to our staff and faculty. Additionally, teachers meet in grade-level groups and subject-area groups regularly to review student work, plan instruction, and review teaching strategies. We also provide staff development days so teachers may attend workshops or conferences.

In the area of math we have a strong partnership with the Silicon Valley Math Initiative (SVMI) to support teacher development; we collaborate with the North San Mateo County Math Collaborative; and we participate in district-wide professional learning communities. Our language arts/literacy teachers and school administration have participated in PSD/Teacher College professional development on Writers Workshop, one of the three main blocks of Balanced Literacy. Through district and site support, teachers are learning about the use of Balanced Literacy with a focus on Readers and Writers Workshop at the middle school level. Pacifica School District has dedicated three days for professional development for the current school year.