

# Howard Pence

## 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
<b>School Name</b>	Howard Pence
<b>Street</b>	877 Via Tonga Court
<b>City, State, Zip</b>	San Diego, CA 92154
<b>Phone Number</b>	(619) 662-8100
<b>Principal</b>	Susy Chavez
<b>Email Address</b>	<a href="mailto:schavez@sbusd.org">schavez@sbusd.org</a>
<b>Website</b>	<a href="http://www.sbusd.org">www.sbusd.org</a>
<b>County-District-School (CDS) Code</b>	37-68395-6094973

Entity	Contact Information
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

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

### MISSION STATEMENT

We are a purposeful community committed to the academic and social success for all students.

### VISION STATEMENT

We at Howard Pence Elementary believe in a culture of universal achievement. The academic success of every student in reading, writing and mathematics is an obsession. We believe we have the power to neutralize the challenges we face and accept no excuses in accomplishing this goal. It is our primary responsibility to establish a solid academic foundation containing the prerequisite qualities, characteristics and abilities that will enable them to attend the college of their choosing one day.

### SCHOOL OVERVIEW

Howard Pence Elementary School is one of eleven schools in the South Bay Union School District currently serving approximately 652 students (Transitional Kindergarten through Sixth Grade). Howard Pence is located on 9.8 acres of land with 35,685-sq. ft. of permanent and 6,240-sq. ft. of temporary classrooms. Student support services include: speech, a school psychologist, nurse and a health clerk. Students in grades third through sixth have personal netbooks. All students have access to a computer lab which is equipped with 34 computers. Additionally, there are interactive Promethean whiteboard systems in every classroom. These are world class tools for learning, which engages all students. This allows them the opportunity to learn and grow as individuals.

### NO EXCUSES UNIVERSITY (NEU)

Howard Pence School is South Bay's No Excuses University (NEU) campus. As a NEU school, Pence demonstrates a commitment to the development of specific systems, such as aligning teaching standards and the strategic use of assessment data and meets the criteria for membership in the No Excuses University Network of Schools. The Pence team believes that every child deserves the opportunity to be educated to prepare them for higher education and encourages the idea that every student is college bound. The Pence campus exposes students to the sights and sounds of college. Students wear NEU shirts and every classroom has adopted a university. The environment at Pence and the dedication of the staff to the NEU program supports all students in their goal to attend college.

### FOCUS ON LITERACY

Pence is focused on literacy! The instructional team has implemented the methods and strategies of the Reader's and Writer's Workshop, which is based on the work of Columbia University's Teachers College Reading and Writing Project. Students are assessed on their reading level, which informs instruction and the goals established for all children. To foster an authentic enthusiasm for reading in all students, teachers lead mini-lessons and small group instruction. Classrooms have reading areas and numerous books that appeal to all interests. Pence encourages independence, choice and volume to create a culture where reading is valued and enjoyed!

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	91
Grade 2	85
Grade 3	97
Grade 4	82
Grade 5	109
Grade 6	98
<b>Total Enrollment</b>	<b>663</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
Asian	1.1
Filipino	3.3
Hispanic or Latino	90.6
White	1.2
Two or More Races	1.1
Socioeconomically Disadvantaged	84.9
English Learners	60.8
Students with Disabilities	10.4
Homeless	7.2

## 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	28	28	28	22
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

**Year and month in which data were collected:** September 2019

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13  K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
<b>Mathematics</b>	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15  6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
<b>Science</b>	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08  Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Pence's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff takes great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

#### SCHOOL FACILITIES GOOD REPAIR STATUS

Pence Elementary was built in 1975. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

#### OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on August 9, 2019, the average ranking for Pence Elementary was 95.93%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Please note that all needed repairs or deficiencies identified in the August FIT report have been completed and/or resolved.

### 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:** 8/9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	7-10 Bldg boys-Rusted clean out cover.
<b>Interior:</b> Interior Surfaces	Good	Rm 18-Multiple carpet stains. Rm 19-Torn wallpaper on low wall at entry.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	K1-Cluttered(wrm). Storage shed-Egress/clutter. VAPA RM 24-Walk off trip hzrd (carpet torn). Staff RM 25-Musty air, carpet stains, soiled tables. (To outside) Elec-Improper storage of traffic signs. Rm 4-Excessive clutter in storage room.
<b>Electrical:</b> Electrical	Good	Rm19-Limited access to electrical panel.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	7-10 Bldg boys-Sink to wall caulking gap. Rm 4-Fountain pressure too low.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	K1-Disinfectant under sink. K1-storage over cabinets. K2-Storage over cabinets(wkrm). Storage Shed-Fire ext. missing. Storage shed-Fuel storage. PTA-Fire ext. brkt(Bracket). MPR Green-Fire ext brkt. MPR Stage-Missing fire extinguisher. MPR Store room-Fire ext. brkt. missing. Rm 8-Spray paint in storeroom. Rm 15-Items too close to ceiling in storeroom. Rm21-Plastic tubs stacked too close too ceiling.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	33	36	36	50	50
Mathematics (grades 3-8 and 11)	24	31	29	30	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	387	377	97.42	2.58	33.16
Male	208	202	97.12	2.88	28.71
Female	179	175	97.77	2.23	38.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	18	17	94.44	5.56	58.82
Hispanic or Latino	350	342	97.71	2.29	30.99
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	320	97.56	2.44	32.19
English Learners	273	264	96.70	3.30	28.79
Students with Disabilities	50	48	96.00	4.00	10.42
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	30	28	93.33	6.67	35.71

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	387	387	100.00	0.00	30.75
Male	208	208	100.00	0.00	28.85
Female	179	179	100.00	0.00	32.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	350	350	100.00	0.00	28.86
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	328	100.00	0.00	29.57
English Learners	273	273	100.00	0.00	28.21
Students with Disabilities	50	50	100.00	0.00	8.00
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	30	30	100.00	0.00	20.00

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	25.7	20.2	22.9

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)

Pence boasts an engaged and involved parent group and strong partnerships with community organizations. The Community Volunteer Coordinator organizes parent volunteers so that they may assist in a variety of ways. Parents volunteer on school committees, such as School Site Council (SSC), English Language Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) and regularly participate in extracurricular activities. Pence hosts several family events each year. Parent workshops providing assistance with school and family related topics are provided periodically by an outside resource. For information on opportunities for school involvement, please contact the school office at (619) 662-8100.

### 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	0.5	0.4	0.1	0.9	0.9	0.7	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)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a Comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers and district/site communication plan, are just a few of the elements included within the plan. School staff reviewed plan on July 19, 2019. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office.

## 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	3		22	1	4		21	1	4	
1	25		3		25		3		22	1	3	
2	22	1	3		23	1	3		21	2	2	
3	24		4		23		4		24		4	
4	31		3		32		3		31		2	
5	31		3		31		3		30		4	
6	26	1	4		26	1	4		22	1	4	
Other**	11	1			10	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*	.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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7155.07	892.22	6262.85	89228.92
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-44.6	9.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-18.1	10.5

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)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- Lottery (6300 - Restricted)

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	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	31	29	31

The South Bay Union School District academic calendar includes four full days and 51 minimum days (early release Wednesdays and other calendared dates) dedicated to staff development. Of the four full days at the beginning of the year, two of those days are dedicated to Professional Development while the other two are used for Professional Planning Time and Professional Learning Communities. Throughout the school year, 51 Minimum Day Wednesdays and other calendared dates, are dedicated to specific teacher tasks. The breakdown of the 51 minimum days is as follows: 26 Professional Learning Communities (PLC), 11 Staff Meetings for Professional Development, 3 District Professional Development Days, 8 Parent/Teacher Conference Days, and 3 Prepping and Planning Times (PPT). This school year is the third year of Teachers College Reading and Writing Project (TCRWP) being fully implemented in grades Transitional Kindergarten through Sixth Grade. Through the implementation of Reading and Writing Workshop, we are continuing our goal of creating a community of readers and writers by providing students numerous opportunities to extend their understanding of challenging text through a variety of strategies and skills. Teachers plan collaboratively by reviewing student work and consulting with the Teacher on Special Assignment (TOSA). Detailed planning consists of reviewing and sharing strategies and details of the TCRWP Units of Study to ensure that the components of a balanced literacy model are fully implemented. Included in this plan, students are given ample opportunities to read and write during class time. Teachers utilize the product of these reading and writing periods to measure student efficiency and to tailor the instruction based on formal and informal assessments. The analyzing of student assessments and work is needed for the planning of next steps of instruction to help supports students in improving their reading and writing levels and working towards student efficacy.