

**Appendix 10 - Oakland Tech  
Single Plan for Student Achievement Tool**



<b>DRAFT SPSA v1: IMPROVEMENT PRIORITY #1</b>		<b>School:</b>	Oakland Tech	<b>School ID:</b>	305				
<b>Instructions:</b>									
1. Begin with the three to four Major Improvement Priorities ("Big Rocks") identified in your school's Focused Annual Plan (FAP). Use one tab for each Major Improvement Priority in your FAP. Note: Your SPSA should stay focused on three to four Major Improvement Strategies.									
2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.									
3. If in the course of your analysis you identify other major improvement priorities not currently found in your FAP, use a new tab.									
<a href="#">Click here for more information on the LCAP.</a>									
<b>LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:</b>		Check the relevant LCAP Priorities.							
		Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.							
		1. College & Career Readiness (LCAP Goal 1)							
		2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)							
		3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)							
		4. Student Engagement (LCAP Goal 5)							
		5. Parent/Family Engagement (LCAP Goal 6)							
		6. Safe, Healthy & Supportive Schools (LCAP Goal 7)							
<b>SCHOOL GOAL</b>		Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.							
Students will engage in a class activity at least once a month that requires them to demonstrate the task skills; elaborate and clarify, supporting ideas, justify wit reason, paraphrase and synthesize conversatio points.									
100 participation in SRI									
Students will demonstrate 1 years growth or score a 1700 on SRI									
Define school-wide expectations and key strategies for Academic Discussion and Literacy across the Curriculum									
9th grade classes will focus on preparing students to successfully pass CAHSEE in 10th grade by using academic discussion to improve writing and literacy skills.									
(Enter Related Goal here)									
<b>SCHOOL GOAL TARGET(S):</b>		For each goal listed above, identify an indicator. To do this, select an indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.							
<b>Indicators for School Goal(s)</b>		<b>Indicator Description</b>			<b>Fall 2014 Baseline</b>	<b>2014-15 Target</b>	<b>2015-16 Target</b>		
Other		Students will engage in a class activity and interaction with peers and teachers that demonstrate the task skills; elaborate and clarify, supporting ideas, justify with reason, paraphrase and synthesize conversation points on a regular basis.							
SRI		100% participation in SRI							
SRI		Students will demonstrate 1 years growth or score a 1700 on the SRI							
Other		Define school-wide expectations and key strategies for academic Discussion and Literacy across the curriculum.							
		9th grade classes will focus on preparing students to successfully pass CAHSEE in 10th grade by using academic discussion to improve writing and literacy skills.							

<b>Analyze your current data for your School Goal(s):</b>	<i>Enter any analyses of the above indicators from the Inquiry &amp; Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Skills.</i>					
<b>Performance Strengths</b>	<b>Performance Challenges</b>					
Academic discussion has impacted positively impacted class culture	<i>Teachers' knowledge of AD</i>					
High engagement in most classes	Teachers need more planned moments to check for understanding					
Class where students sit in groups there is more academic discussion.	Teachers should develop meaningful questions to engage students. Lessons should include academic discussion as a focal point.					
	A lot of teacher directed talk					
	AA students in rigorous classes speak less than white peers					
	Teachers need time to plan with colleagues.					
<b>ROOT CAUSE ANALYSIS for this Improvement Priority</b>	<i>Review the data from the following activities: Extended Site Visit, Instructional Rounds, Observation &amp; Feedback, School Team(s) Reflection.</i>					
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>						
Teachers need to make knowing their students and their learning styles a priority.						
Core visit revealed structures are lacking that can promote academic discussion for struggling students.						
SQR revealed						
Walk throughs performed at end of 1st semester showed that						
<b>Given this analysis of our practices, what are the key root causes for the performance challenges identified above?</b>						
<i>Use Root Cause Analysis Protocols</i>						
Collaboration time needed for reading teacher and 9th grade team						
1/4 of entering 9th grade students come in reading below grade level. (115 9th grade students entered high school below grade level in 2014)						
Reading intervention class needs more structure and support. District support was pulled for 2014-15						
Teachers need more support with implementation of Academic discussion in non humanities classes.						
Department Heads need the time and training to coach teachers and observe classes.						
<b>MAJOR IMPROVEMENT STRATEGY</b>	<i>Develop a Major Improvement Strategy that addresses the Key Root Causes identified above.</i>					
The ILT is designing and implementing professional development to address academic discussion. Reading 3000 will be purchased to address reading needs of students. Summer Bridge will begin to address reading concerns as well as address transitioning to high school.						
<b>Document key practices to implement the major improvement strategy. Be sure that you have included relevant practices that address:</b>						
<b>1) Accelerating Specific Students through Targeted Approaches (e.g., Low-Performing, English Learners, Newcomers, and GATE)</b>						
<b>2) Teacher Professional Development</b>						
<b>3) Kindergarten Transition</b>						
<b>4) Extended Learning Time</b>						
<b>5) Parent/Family Engagement</b>						
<b>Teaching Practices:</b>	<b>Leadership Practices:</b>		<b>Organizational Practices:</b>			
			People   Teams   Time   Resources			
Monthly survey completed to identify academic discussion practices	Walkthroughs and observations		Professional development at the start of the year to address needs of teachers and students.			
Teachers will participate 100% in SRI test.	Monitor SRI site to make sure all students take SRI		Targeted outreach to parents of struggling readers to provide 7th period class to address reading			





<b>DRAFT SPSA v1: IMPROVEMENT PRIORITY #2</b>		<b>School:</b>	Oakland Tech	<b>School ID:</b>	305				
<b>Instructions:</b>									
1. Begin with the three to four Major Improvement Priorities ("Big Rocks") identified in your school's Focused Annual Plan (FAP). Use one tab for each Major Improvement Priority in your FAP. Note: Your SPSA should stay focused on three to four Major Improvement Strategies.									
2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.									
3. If in the course of your analysis you identify other major improvement priorities not currently found in your FAP, use a new tab.									
<b>LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:</b>		<a href="#">Click here for more information on the LCAP.</a>							
		Check the relevant LCAP Priorities. Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.							
		1. College & Career Readiness (LCAP Goal 1)							
		2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)							
		3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)							
	✓	4. Student Engagement (LCAP Goal 5)							
		5. Parent/Family Engagement (LCAP Goal 6)							
	✓	6. Safe, Healthy & Supportive Schools (LCAP Goal 7)							
<b>SCHOOL GOAL</b>		Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.							
Students will be able to demonstrate the school values of Honor, Focus, Community and Positive Expression.									
95% of students will maintain 96% positive on time attendance									
9th grade students will receive Tech Culture support to aid with transitions during Summer Bridge									
(Enter Related Goal here)									
(Enter Related Goal here)									
(Enter Related Goal here)									
<b>SCHOOL GOAL TARGET(S):</b>		For each goal listed above, identify an indicator. To do this, select an indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.							
<b>Indicators for School Goal(s)</b>		<b>Indicator Description</b>			<b>Fall 2014 Baseline</b>	<b>2014-15 Target</b>	<b>2015-16 Target</b>		
Other- Discipline data		Students will be able to demonstrate the school values of Honor, focus, community and positive expression.							
Average Daily Attendance		95% of students will maintain 96% positive on time attendance							
		9th grade students will receive Tech Culture support to aid with transitions during Summer Bridge							
<b>Analyze your current data for your School Goal(s):</b>		Enter any analyses of the above indicators from the Inquiry & Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Skills.							
<b>Performance Strengths</b>					<b>Performance Challenges</b>				
Pillars are present in all classes					Takes a lot of energy and work to keep PILLARS alive				







<b>DRAFT SPSA v1: IMPROVEMENT PRIORITY #3</b>		<b>School:</b>	Oakland Tech	<b>School ID:</b>	305				
<b>Instructions:</b>									
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2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.									
3. If in the course of your analysis you identify other major improvement priorities not currently found in your FAP, use a new tab.									
<b>LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:</b>		<a href="#">Click here for more information on the LCAP.</a>							
		Check the relevant LCAP Priorities.							
		Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.							
✓		1. College & Career Readiness (LCAP Goal 1)							
		2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)							
		3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)							
✓		4. Student Engagement (LCAP Goal 5)							
		5. Parent/Family Engagement (LCAP Goal 6)							
		6. Safe, Healthy & Supportive Schools (LCAP Goal 7)							
<b>SCHOOL GOAL</b>		Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.							
(Enter Main Goal here) Students in pathways (Computer, Health, Fada) will complete the ECHO curriculum, which will lead to college and career development as measur									
Students in 3 classes will complete 1 college class through Merritt College while enrolled in their college prep classes.									
All students will have access to Career readiness workshops.									
All students will take CSU vocational personality quiz to get a indication of career fields in their area of interest.									
(Enter Related Goal here)									
(Enter Related Goal here)									
<b>SCHOOL GOAL TARGET(S):</b>		For each goal listed above, identify an indicator. To do this, select an indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.							
<b>Indicators for School Goal(s)</b>		<b>Indicator Description</b>			<b>Fall 2014 Baseline</b>	<b>2014-15 Target</b>	<b>2015-16 Target</b>		
Linked Learning participation rate		Students in pathways (Computer, Health, Fada) will complete the ECC							
Other - Grades		Students in 3 classes will complete 1 college class through Merritt Coll							
<b>Analyze your current data for your School Goal(s):</b>		Enter any analyses of the above indicators from the Inquiry & Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Skills.							
<b>Performance Strengths</b>					<b>Performance Challenges</b>				
Career handbook					Workshops occur afterschool				
Career workshops					Person dedicated to this endeavour				









DRAFT SPSA v1: EXAMPLE		<b>School:</b>	Example School	<b>School ID:</b>	800			
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**Instructions:**

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2. To fill out each section below, analyze/re-analyze your School Goals, your Root Causes, and your identified Teacher, Leadership, and Organizational Practices for this Major Improvement Priority, focusing on what your 2015-16 plan will be for this Priority.
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<b>LCAP STRATEGIC PRIORITIES that this Major Improvement Priority addresses:</b>	<a href="#">Click here for more information on the LCAP.</a>			
	Check the relevant LCAP Priorities.			
	Note: It is neither expected nor recommended to have one major improvement priority for each LCAP Priority. Typically a school might have one priority for each LCAP numbers 1, 2, 3, and 6, with numbers 4 and 5 addressed within these.			
		1. College & Career Readiness (LCAP Goal 1)		
	✓	2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)		
		3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)		
		4. Student Engagement (LCAP Goal 5)		
✓	5. Parent/Family Engagement (LCAP Goal 6)			
	6. Safe, Healthy & Supportive Schools (LCAP Goal 7)			

**SCHOOL GOAL** Enter the Main School Goal for this Improvement Priority in the line immediately below. Enter any additional related Goals on subsequent lines.

MAIN SCHOOL GOAL: Increase by 5 percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI

RELATED SCHOOL GOAL: Increase by 20 percentage points the percent of 2nd - 5th graders who grow a year or more on SRI: Students at or above grade level will grow at least one year. Students below grade level will grow at least 1.5 years.

RELATED SCHOOL GOAL: Kinder/1st graders will meet expected end of year measures on BPST.

RELATED SCHOOL GOAL: Kinder/1st graders will meet level D and level J comprehension levels as measured by F+P running records.

**SCHOOL GOAL TARGET(S):** For each goal listed above, identify an indicator. To do this, select an indicator from the drop-down menu and clarify in the description exactly which data you will track. Then indicate your baseline and specific school targets for the goal. See the example tab for a model.

Indicators for School Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
SRI	MAIN SCHOOL GOAL: School-wide percent at or above grade level	39.80%	44.80%	49.80%
	<b>TARGET SETTING NOTE:</b> Pay attention to the difference between a "percentage point" (PP) increase and a "percent" increase. 5PP Increase on 40% = 45%. 5% Increase on 40% = 42%.			
SRI	RELATED SCHOOL GOAL: 2nd - 5th graders growth of year or more on SRI: Students at or above grade level at the baseline assessment will grow at least one year. Students below grade level at the baseline assessment will grow at least 1.5 years.	At Grade Level: 65% one year growth. Below Grade Level: 48% 1.5 years growth.	At Grade Level: 85% one year growth. Below Grade Level: 68% 1.5 years growth.	At Grade Level: 100% one year growth. Below Grade Level: 88% 1.5 years growth.
Other	RELATED SCHOOL GOAL: Percent of Kinder/1st graders meeting expected end of year measures on BPST.	K: 76% met; 1st: 84% met	100% for both	100% for both
Other	RELATED SCHOOL GOAL: Percent of Kinder/1st graders meeting level D and level J comprehension levels as measured by Fountas+Pinnell running records.	K: 81% met D; 1st: 68% met J	100% for both	100% for both

<b>Analyze your current data for your School Goal(s):</b>	<i>Enter any analyses of the above indicators from the Inquiry &amp; Planning Tool or other staff/SSC analyses, including analyses done during principal professional learning. Analyses of these indicators should include student performance regarding: 1) Proficiency; 2) Growth; 3) Equity (LCAP groups); and 4) Specific Skills.</i>	
<b>Performance Strengths</b>	<b>Performance Challenges</b>	
At mid-year SRI, 44% of students were already at or above grade level. 45% of our African American students were at/above.	At mid year SRI, 48% of 2nd & 3rd graders were at or above grade level, but 39% of 4th and 5th graders were at/above. 40% of ELs were at/above. 4th & 5th graders and ELs not showing progress.	
At mid-year SRI, 75% of "at grade level" students were on track toward at least one year's growth. 2nd and 3rd grades posted the highest "progress" percentages for the "at" and "below" groups, with both groups above 80%.	At mid-year SRI, only 45% of "below grade level" students were on track toward at least 1.5 years of growth. Both "at" and "below" groups look unlikely to reach 100% target at mid-year. 4th & 5th grades posted the weakest "progress" percentages for the "at" and "below" groups, with both groups hovering around 50%.	
80% of Kinders and 88% of 1st are "on track" to meet end of year targets on BPST and F&P.	Of those Kinders and 1st graders not on track, 65% are ELs and 78% are boys--disproportionate!	
	We don't have a data system yet that will give us good information on our lower-income students. Difficult to do sorts in SRI, BPST, and Fountas & Pinnell to understand the performance of this student group.	
<b>ROOT CAUSE ANALYSIS for this Improvement Priority</b>	<i>Review the data from the following activities: Extended Site Visit, Instructional Rounds, Observation &amp; Feedback, School Team(s) Reflection.</i>	
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>		
Observation/Feedback and our Extended Site Visit has shown that teachers are consistently implementing Readers Workshop, although quality varies. Teachers are not yet consistently implementing Writers Workshop, and our writing instruction is not clearly aligned and developmental across grade levels.		
Observation/Feedback and our Extended Site Visit has revealed that teachers, particularly our newer teachers in 4th & 5th, are asking for more support to use the formative assessments and to design and implement lessons grounded in CCSS and using Readers & Writers Workshop.		
Leadership reflection has revealed that the literacy coach gets pulled into school climate supports too often and has difficulty maintaining a regular calendar of support sessions with teachers. The coach also struggles to primarily support teachers who have demonstrated need over those who just ask for help alot.		
<b>Given this analysis of our practices, what are the key root causes for the performance challenges identified above?</b>		
<p style="text-align: center;"><i>Use Root Cause Analysis Protocols</i></p>		
In using a "5 WHYS" protocol, our school identified the following Root Causes (the last WHY in each row):		
WHY1: All students don't get the same, high-quality Balanced Literacy instruction. WHY2: Teachers, especially our newest teachers, are struggling with the transition to the CCSS and to the specific planning requirements of Balanced Literacy (mini-lessons; Readers & Writers workshop). WHY3: We have not differentiated our supports for teachers (literacy coach; grade-level planning time; observation & feedback) to implement high quality Readers Workshop.		
WHY1: All students don't get the same, high-quality Balanced Literacy instruction. WHY2: Teachers, especially our newest teachers, are struggling with the transition to the CCSS and to the specific planning requirements of Balanced Literacy (mini-lessons; Readers & Writers workshop). WHY3: Our supports for teachers (literacy coach; grade-level planning time; observation & feedback) have not focused adequately on the implementation of Writers Workshop. WHY4: We have not scheduled adequate extended PD time to deepen teacher understanding of effective writing instruction and to give teachers opportunity to align the writing curriculum to build student skill across grades.		
WHY1: Students need to do more reading for interest at home for their students. WHY2: Most parents don't understand what reading-level materials to use at home and how to organize quiet reading time in addition to homework time. WHY3: Our school has expected our parents to figure this out and has not focused its parent meetings on literacy issues or provide any specific supports to parents to help with WHY2.		
WHY1: Fewer lower readers participate in the pull-out intervention block in 4th/5th grades than in 2nd/3rd. WHY2: 4th/5th grades have several new teachers that are still learning to use formative assessments, to create academic RTI groups, and to manage their daily schedule to take full advantage of the pull-out intervention block. WHY3: The Literacy Coach has not been able to consistently support these new teachers and 4th/5th planning time has been consistently interrupted. WHY4: Leadership has not managed the Literacy Coach and facilitated planning time consistently on this priority.		



CALCULATOR	LCAP Discretionary	LCAP Supplemental	LCAP Concentration	Title I Basic	Title I Parent	21st Century	After School Education & Safety (ASES)	TOTAL
<i>Loaded:</i>	\$10,000.00	\$5,000.00	\$5,000.00	\$15,000.00	\$0.00	\$2,500.00	\$1,000.00	\$38,500.00
<i>Spent on this Improvement Priority:</i>	\$10,000.00	\$5,000.00	\$0.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$27,500.00
<i>Spent in Total on All Priorities:</i>	\$10,000.00	\$5,000.00	\$0.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$27,500.00
<i>Balance Remaining:</i>	\$0.00	\$0.00	\$5,000.00	\$2,500.00	\$0.00	\$2,500.00	\$1,000.00	\$11,000.00

**KEY PRACTICES: BUDGET ACTIONS & FUNDING**

*As you fill in your teaching, leadership, and organizational practices above, the following table will automatically populate. Please complete that section first!*

*For each of the Practices identified above:*

- Determine whether the Practice requires specific budget actions and funding to be implemented.
- If it does, complete the information requested in each column. If it does not, put N/A in the Budget Action column.
- If the Practice requires more than one Budget Action, insert any additional rows needed immediately below. Copy the original row and paste the information into the new blank row.

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action (what specifically is being funded)	Budget Resource	Object Code	Position (if applies)	FTE (if applies)	Budget Amount
All Kinder-5th grade teachers implementing Reader's Workshop. (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	SRI	Low-Income Students	Purchase additional leveled reading libraries	Title I	4310			\$2,500.00
Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students	SRI	English Language Learners	Hire Literacy Coach	LCAP Supplementary	1300	TSA	1.00	\$5,000.00
Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned.	SRI	English Language Learners	Hire STIP sub for teacher release time	LCAP Discretionary	1150	STIP	1.00	\$5,000.00
Kinder-2nd grade focus on guided reading during centers time. (1B.1 - using student data to inform instruction)	Other	English Language Learners	--					
Organizing data nights to focus on parent education around Reader's Workshop	SRI	Low-Income Students	Food for Parent Data Nights	Title I	4850			\$2,500.00
Pull-out intervention block staggered by grade level for Superstars Literacy and Intervention Teacher to pull lowest readers - using SIPPS and LLI	SRI	Low-Income Students	Hire Teacher for Intervention	Title I	1100	Teacher	1.00	\$5,000.00
3rd-5th grade implementing AR quizzes and goals to progress monitor (3D.3 - students self monitoring progress)	SRI	Low-Income Students	Accelerated Reader License	Title I	4910			\$2,500.00
Organizing volunteer day to focus on leveling classroom libraries (4x/year)	SRI	Low-Income Students	--					
Weekly observation/feedback for each teacher with literacy coach	SRI	English Language Learners	[Action above: Hire Literacy Coach]	LCAP Supplementary	[See above]	[See above]	[See above]	[see above]
Implementing Writer's Workshop (3rd-5th focus in 1st trimester, K-2 gradual implementation starting 2nd trimester) (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	?? Didn't define an indicator or goal that would measure student writing performance	English Language Learners	Purchase Lucy Caulkins materials	LCAP Discretionary	4310			\$2,500.00
SRI progress monitoring given 5-6 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs.	SRI	African American Students	Teacher extended contract time (100 hours X \$25 = \$2500)	LCAP Discretionary	1120			\$2,500.00
2-4 x/month Wednesday PD focus on Writer's Workshop and Guided Reading	SRI	English Language Learners	--					
Leading 3x/year data meetings around literacy data. Particular attention to ELs and AAMs.	SRI	English Language Learners	--					

