School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	01-61143-6090328	May 18, 2026	June 17, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Washington Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Washington Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to ensure that we are providing a robust school-wide program to support all students and to provide details of comprehensive and targeted support systems for focal students. The School Site Committee reviews data and the plan to ensure alignment and effective implementation so that all students succeed.

Educational Partner Involvement

How, when, and with whom did Washington Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Committee, established via a school-wide election and composed of parent/guardians and staff, meets regularly, reviews data periodically, and updates the Washington SPSA annually.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Lack of sufficient funding to provide adequate reading, math and social emotional intervention services. No certificated math intervention support at present, proposed reduction in counseling services provided by the district.
Lack of sufficient funding to provide adequate staff training for both certificated and classified staff. We have two days of paid training before school begins each year, which is inadequate to meet the need, as it is often taken over by other departments for their training needs.
Lack of sufficient funding to systematically and holistically address attendance and chronic absenteeism issues. Attendance team is currently voluntary and uncompensated, Family Engagement is part time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For the 2024-25 School Year, Washington had no overall performance indicators in the "Red" or "Orange" performance categories, and just one in "Yellow" (Chronic Absenteeism).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

For the 2024-25 School Year, the following indicators had student groups two or more performance bands below "all student" performance: Chronic Absenteeism (African American - Red) and English Language Arts (Socioeconomically Disadvantaged - Yellow).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Washington Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.51%	0.50%	0.24%	2	2	1
African American	9.00%	10.47%	11.92%	35	42	49
Asian	10.28%	11.22%	10.71%	40	45	44
Filipino	1.03%	0.75%	0.97%	4	3	4
Hispanic/Latino	17.22%	17.96%	17.27%	67	72	71
Pacific Islander	0.77%	1.00%	0.73%	3	4	3
White	43.19%	39.40%	39.17%	168	158	161
Multiple/No Response	17.99%	18.45%	18.73%	70	74	77
			Total Enrollment	389	401	411

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	40
Kindergarten	48	55	52
Grade 1	64	48	60
Grade 2	62	61	64
Grade3	64	63	63
Grade 4	66	66	65
Grade 5	65	68	67
Total Enrollment	389	401	411

Conclusions based on this data:

1. TK enrollment continues to be strong, with two full classes in both of the last two years.
2. Demographic distributions have been relatively stable over the last 3 years, with a slight but significant increase in African American students being noteworthy.
3. Enrollment is increasing slightly over the last 3 years and projects to continue its increase next year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	35	34	25	8.1%	9.0%	6.1%
Fluent English Proficient (FEP)	23	20	31	7.6%	5.9%	7.5%

Conclusions based on this data:

1. We have experienced a slight decrease in the number of English Learner students since 2023-24, from 35 in 23-24 to to 25 in 25-26.
2. Fluent English Proficient numbers have fluctuated slightly due to the presence of younger ELs who are typically reclassified by 5th grade.
3. Reclassified Fluent English Proficient (RFEP) numbers experience year to year fluctuations.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	64	61	60	63	61	60	63	61	92.3	98.4	100
Grade 4	65	66	68	62	64	68	62	64	68	95.4	97	100
Grade 5	65	62	64	61	62	62	61	62	62	93.8	100	96.9
All Grades	195	192	193	183	189	191	183	189	191	93.8	98.4	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2460.	2455.	2457.	41.67	34.92	37.70	30.00	28.57	31.15	11.67	23.81	16.39	16.67	12.70	14.75
Grade 4	2508.	2516.	2530.	41.94	51.56	51.47	27.42	21.88	19.12	12.90	10.94	16.18	17.74	15.63	13.24
Grade 5	2530.	2551.	2561.	40.98	45.16	45.16	16.39	27.42	32.26	19.67	11.29	11.29	22.95	16.13	11.29
All Grades	N/A	N/A	N/A	41.53	43.92	45.03	24.59	25.93	27.23	14.75	15.34	14.66	19.13	14.81	13.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.67	15.87	22.95	66.67	71.43	63.93	11.67	12.70	13.11
Grade 4	24.19	37.50	29.41	67.74	54.69	64.71	8.06	7.81	5.88
Grade 5	37.70	35.48	43.55	47.54	54.84	48.39	14.75	9.68	8.06
All Grades	27.87	29.63	31.94	60.66	60.32	59.16	11.48	10.05	8.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.67	17.46	32.79	45.00	68.25	52.46	18.33	14.29	14.75
Grade 4	37.10	32.81	35.29	41.94	57.81	57.35	20.97	9.38	7.35
Grade 5	27.87	37.10	41.94	54.10	45.16	46.77	18.03	17.74	11.29
All Grades	33.88	29.10	36.65	46.99	57.14	52.36	19.13	13.76	10.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	11.11	14.75	73.33	80.95	72.13	11.67	7.94	13.11
Grade 4	14.52	18.75	27.94	77.42	73.44	66.18	8.06	7.81	5.88
Grade 5	21.31	25.81	16.13	65.57	66.13	74.19	13.11	8.06	9.68
All Grades	16.94	18.52	19.90	72.13	73.54	70.68	10.93	7.94	9.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	26.98	27.87	60.00	66.67	62.30	15.00	6.35	9.84
Grade 4	20.97	23.44	30.88	70.97	59.38	64.71	8.06	17.19	4.41
Grade 5	26.23	16.13	25.81	57.38	79.03	62.90	16.39	4.84	11.29
All Grades	24.04	22.22	28.27	62.84	68.25	63.35	13.11	9.52	8.38

Conclusions based on this data:

1. Washington has robust participation rates in all areas, and has maintained a nearly 100% testing completion rate (99% actual).
2. Student performance below standard has declined consistently in all areas year over year.
3. In Writing, the percentage of students below standard has meaningfully decreased, from 19% in 22-23 to 11% in 24-25.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	64	61	60	63	61	60	63	61	92.3	98.4	100
Grade 4	65	66	68	62	64	68	62	64	68	95.4	97	100
Grade 5	65	62	64	63	62	61	63	62	61	96.9	100	95.3
All Grades	195	192	193	185	189	190	185	189	190	94.9	98.4	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2471.	2477.	2471.	40.00	34.92	42.62	33.33	38.10	31.15	10.00	22.22	8.20	16.67	4.76	18.03
Grade 4	2513.	2519.	2549.	41.94	40.63	51.47	27.42	34.38	23.53	11.29	7.81	16.18	19.35	17.19	8.82
Grade 5	2528.	2545.	2550.	36.51	43.55	45.90	19.05	19.35	21.31	20.63	14.52	14.75	23.81	22.58	18.03
Grade 11															
All Grades	N/A	N/A	N/A	39.46	39.68	46.84	26.49	30.69	25.26	14.05	14.81	13.16	20.00	14.81	14.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.33	41.27	50.82	45.00	53.97	29.51	16.67	4.76	19.67
Grade 4	50.00	45.31	54.41	33.87	37.50	35.29	16.13	17.19	10.29
Grade 5	31.75	40.32	49.18	47.62	38.71	29.51	20.63	20.97	21.31
Grade 11									
All Grades	40.00	42.33	51.58	42.16	43.39	31.58	17.84	14.29	16.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.67	39.68	37.70	45.00	53.97	47.54	13.33	6.35	14.75
Grade 4	35.48	43.75	45.59	50.00	39.06	44.12	14.52	17.19	10.29
Grade 5	31.75	37.10	39.34	42.86	46.77	39.34	25.40	16.13	21.31
All Grades	36.22	40.21	41.05	45.95	46.56	43.68	17.84	13.23	15.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.67	33.33	34.43	48.33	63.49	54.10	10.00	3.17	11.48
Grade 4	40.32	42.19	41.18	40.32	45.31	50.00	19.35	12.50	8.82
Grade 5	30.16	25.81	36.07	57.14	54.84	44.26	12.70	19.35	19.67
All Grades	37.30	33.86	37.37	48.65	54.50	49.47	14.05	11.64	13.16

Conclusions based on this data:

1. The group of students in the Standards Nearly Met category would be a group upon which to focus efforts and staff resources.
2. Math continues to lag behind English in terms of overall proficiency.
3. Washington has robust participation rates in all areas, and maintained a nearly 100% participation rate in 2024-25 (98.4% actual).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1483.0	*	*	1503.7	*	*	1434.8	*	9	13	6
1	*	*	*	*	*	*	*	*	*	6	5	5
2	*	*	*	*	*	*	*	*	*	4	5	4
3	*	*	*	*	*	*	*	*	*	5	5	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	6	4	4
All Grades										33	35	26

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	34.29	26.92	42.42	37.14	50.00	18.18	25.71	15.38	9.09	2.86	7.69	33	35	26

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.52	48.57	38.46	27.27	40.00	42.31	15.15	11.43	15.38	6.06	0.00	3.85	33	35	26

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		23.08	*		30.77	*		38.46	*		7.69	*		13	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	6.06	20.00	19.23	30.30	34.29	38.46	48.48	34.29	30.77	15.15	11.43	11.54	33	35	26

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	61.54	*	*	38.46	*	*	0.00	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	42.86	34.62	60.61	54.29	61.54	0.00	2.86	3.85	33	35	26

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.55	48.57	53.85	33.33	45.71	34.62	12.12	5.71	11.54	33	35	26

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.12	17.14	20.00	69.70	62.86	64.00	18.18	20.00	16.00	33	35	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	46.15	*	*	23.08	*	*	30.77	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	28.57	34.62	57.58	57.14	53.85	12.12	14.29	11.54	33	35	26

Conclusions based on this data:

1. There has been significant improvement in the number of students performing at Level 4 Overall.
2. The number of English Learner students at Washington dropped in 2024-25 (from 33 in 22-23 to 26 students in 24-25).
3. Oral Language and Speaking are relative strength areas for Washington students, and Reading has seen a decrease in students performing at Beginning level, from 20% to 16% from 23-24 to 24-25.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
401	**33.4%**	**8.5%**	**0.5%**
Total Number of Students enrolled in Washington Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	34	8.5%
Foster Youth	2	0.5%
Homeless	13	3.2%
Socioeconomically Disadvantaged	134	33.4%
Students with Disabilities	47	11.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	10.5%
American Indian	2	0.5%
Asian	45	11.2%
Filipino	3	0.7%
Hispanic	72	18%
Two or More Races	74	18.5%
Pacific Islander	4	1%
White	158	39.4%

Conclusions based on this data:

1. Washington has a significant population of students who qualify as Socioeconomically Disadvantaged, which has increased in recent years

2. Washington has a diverse student population by race/ethnicity.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism continues to be a high impact issue at Washington, but has improved overall.
2. Our English Learner population in 3rd-5th grade is too small to measure their performance as a group.
3. On an overall level, Washington appears to perform at a high level academically, though disaggregation shows significant areas of need.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	3

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
45.6 points above standard	26.3 points below standard	
Increased 6.6 points	Increased 13.7 points	
190 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.6 points below standard
2 Students	7 Students	Increased 4.2 points
		68 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
67 points below standard	75.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 3.7 points	Declined 12.9 points	1 Student
29 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
40.8 points above standard	Fewer than 11 students - No Data for Privacy	51.7 points above standard
Increased 18 points	3 Students	Increased 20.1 points
20 Students		34 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
59.2 points above standard	0 Students	71.3 points above standard
Maintained -2.5 points		Increased 3.7 points
32 Students		80 Students

Conclusions based on this data:

1. Washington's overall achievement profile in ELA looks good, but performance by sub groups can vary dramatically. There has been good growth in achievement overall in the last year, with many sub groups increasing scores.
2. Washington has seen significant gains year over year for several groups - notably Asian, Hispanic, and English Learners.
3. Question: how much overlap is there in students who belong to the socioeconomically disadvantaged group and other underperforming subgroups?

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
40 points above standard	8.9 points below standard	
Increased 8.8 points	Increased 19.3 points	
189 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	13.8 points below standard
2 Students	7 Students	Increased 19.4 points
		68 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
81.7 points below standard	92.6 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -1.4 points	Declined 22.6 points	1 Student
29 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
63.5 points above standard	Fewer than 11 students - No Data for Privacy	38.5 points above standard
Increased 33.7 points	3 Students	Increased 30.9 points
20 Students		34 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
47.6 points above standard	0 Students	65.3 points above standard
Maintained 2.6 points		Maintained -0.9 points
31 Students		80 Students

Conclusions based on this data:

1. Washington's overall achievement profile in Mathematics looks good, but performance by sub groups can vary dramatically. There has been growth in overall achievement in the last year, but Students with Disabilities and African American students continue to perform well below standard.
2. Washington's English Learner and Socioeconomically Disadvantaged students saw increases in Mathematics achievement.
3. Overall achievement in Mathematics increased solidly from the previous year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
66.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -0.1 points	5 Students	
62 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	46.8 science points
	2 Students	Maintained -1.6 points
		17 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 66.7 science points Maintained 0.9 points 12 Students	No Performance Color 0 Students	No Performance Color 73.7 science points Declined 6 points 27 Students

Conclusions based on this data:

1. With small sample sizes for Science testing, it's difficult to form strong conclusions.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
62.5 making progress.	making progress.
Number Students: 16 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	25%	6.3%	56.3%

Conclusions based on this data:

1. Students are moving through the proficiency levels more or less as expected, and more than half of students have progressed at least one level.
2. Washington's reclassification rate is comparable to other elementary schools.
3. Our newcomer students are making rapid progress and are benefitting from their instructional groups provided by the ELD teacher and the materials she provides to classroom teachers.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A, as Washington is an Elementary (TK-5) school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
18.2% Chronically Absent	27% Chronically Absent	
Declined 1.3	Declined 10.5	
412 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	57.1% Chronically Absent	31.5% Chronically Absent
2 Students	0	Declined 5.2
	14 Students	146 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
39.6% Chronically Absent	45.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 5.1	Increased 7.6	2 Students
53 Students	44 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
14.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	22.1% Chronically Absent
Declined 7.4	3 Students	Declined 4.4
48 Students		77 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
15.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.9% Chronically Absent
Maintained -0.4	4 Students	Declined 2.8
73 Students		161 Students

Conclusions based on this data:

1. A significant percentage of our students of color are chronically absent, which has a major impact on academic achievement.
2. In all subgroups except African American, Absenteeism is improving, but there is work to be done still.
3. Overall improvement in absenteeism, highlighted by significant gains for English Learners.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A, as Washington is an Elementary (TK-5) school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0.2% suspended at least one day	0% suspended at least one day	
Maintained 0.2%	Maintained 0%	
414 Students	38 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.7% suspended at least one day
3 Students	15 Students	Increased 0.7%
		148 Students

Students with Disabilities	African American	American Indian
Orange	Blue	No Performance Color
1.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.9%	Maintained 0%	2 Students
53 Students	44 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
48 Students		79 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
Maintained 0%	4 Students	Increased 0.6%
73 Students		161 Students

Conclusions based on this data:

1. Washington suspended just one student in 2024-25.
2. Suspension rate can fluctuate due to new student enrollment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students, additional support for student groups performing below standard in ELA and Math

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS/STAR Outcomes in ELA and Math	DIBELS: K (28% of students in Red/Yellow), 1st (22%), 2nd (17%), 3rd (19%), 4th (21%), 5th (20%) STAR ELA: 3rd (24% of students in Red/Yellow), 4th (14%), 5th (21%) STAR Math: 3rd (32% of students in Red/Yellow), 4th (26%), 5th (38%)	Decreases in students in Red/Yellow by 10% in the following grade level (comparing 1st grade in 24-25 to 2nd grade in 25-26, for instance)
CAASPP Outcomes in ELA and Math	ELA: SED Students (Yellow) / Math: No student groups with performance colors are in Yellow	Improvement of at least one category band (Yellow to Green) or 20 points per student group

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy Coaches provide classroom coaching and reading intervention aligned with the Science of Reading, increased focus on adopting new ELA curriculum with fidelity and integrity. Support additional .25 FTE Literacy Coach, $29972 from BSEP. Remaining .75 FTE Lit Coach paid through centralized district resources, for a total of 1.0 FTE Literacy Coach.	All Students	29972 BSEP 1102 Certificated Monthly 7688 BSEP 1102 Certificated Monthly Personnel Variance

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Unallocated reserve for all Site BSEP Personnel Variance and Expenses: $7688 from BSEP - this accounts for all variance costs to BSEP Indirect Cost: $8235 from BSEP (to account for overhead, program management, administration) - this accounts for all indirect costs to BSEP		8235 BSEP 4380 Other/Reserve Indirect Cost
1.2	Provide culturally and linguistically appropriate materials and supplies to support classroom instruction. Considerations to be made to materials for Special Education Students, Socioeconomically Disadvantaged, African American, English Language Learners, Hispanic (student subgroups with unfinished learning).	All Students	1178 BSEP 4300 Materials and Supplies
1.3	Provide appropriate and enriching materials for high quality learning and engagement in the classroom.	All Students	2000 BSEP Carryover 4300 Materials and Supplies
1.4	Substitutes days for Observation, Coaching, and Assessment to support all curricular areas and teacher development. Support ~21 days of Substitute Pay, $6615 from BSEP.	All Students	6615 BSEP 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Literacy intervention and coaching remain strong parts of the academic program at Washington.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation aligned directly to goal in 2025-26.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal is reducing Literacy Coaching capacity (as there will not be as much need without the rollout of a new curriculum in 2026-27), and shifting resource to Intervention and struggling student support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students, additional support for student groups performing below standard in ELA and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS/STAR Outcomes in ELA and Math	DIBELS: K (28% of students in Red/Yellow), 1st (22%), 2nd (17%), 3rd (19%), 4th (21%), 5th (20%) STAR ELA: 3rd (24% of students in Red/Yellow), 4th (14%), 5th (21%) STAR Math: 3rd (32% of students in Red/Yellow), 4th (26%), 5th (38%)	Decreases in students in Red/Yellow by 10% in the following grade level (comparing 1st grade in 24-25 to 2nd grade in 25-26, for instance)
CAASPP Outcomes in ELA and Math	ELA: SED Students (Yellow) / Math: No student groups with performance colors are in Yellow	Improvement of at least one category band (Yellow to Green) or 20 points per student group

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide high quality reading intervention with activities based on the Science of Reading and more frequent assessments. District provided 0.7 FTE RTI TSA, supplemented by 0.55 FTE RTI TSA , $41961 from BSEP and $23978 from PTA for a total of 1.25 FTE Literacy RTI Provide additional capacity for reading intervention (on an hourly basis). Supplemental hourly Academic Intervention provided by certificated	Students below grade level in reading	District Allocation 1102 Certificated Monthly 0.6 FTE 41961 BSEP 1102 Certificated Monthly 23978 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff: $10000 from BSEP, $8000 from PTA, $10000 from BSEP Carryover (roughly 400 hours) Unallocated Reserve for Personnel Variance and Expenses: $3836 from PTA		1102 Certificated Monthly 10000 BSEP 1116 Certificated Hourly 8000 PTA 1116 Certificated Hourly 10000 BSEP Carryover 1116 Certificated Hourly 3836 PTA 1102 Certificated Monthly Personnel Variance
2.2	Math RTI TSA to provide math intervention aligned with district vision, direct student service and assessment. Support 0.45 FTE Math Interventionist, $64542 from Title IA, 0.15 FTE Math Interventionist from District Allocation for a total of 0.6 FTE Math RTI Unallocated reserve for Personnel Variance and Expenses (@ 6%): $3873 from Title IA	Students below grade level in math, Socioeconomically Disadvantaged Students	64542 Title I A - Basic Funding 1102 Certificated Monthly District Allocation 1102 Certificated Monthly 3873 Title I A - Basic Funding 1102 Certificated Monthly Personnel Variance
2.3	Support for Math RTI TSA via Materials Materials and Supplies: $512 from Title IA	Students below grade level in math, Socioeconomically Disadvantaged Students	512 Title I A - Basic Funding 4300 Materials and Supplies
2.4	Additional adult support and coaching to boost student engagement (and solidify intervention learning) BPSF Tutors and Volunteers, BUILD and SAGE Mentors	Students needing additional support in the classroom.	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

High quality reading intervention is a regular and robust portion of the academic program at Washington, and must be maintained with a new curriculum deployed in 2025-26.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More funding was dedicated to after-school tutoring than was spent. Only a few teachers signed up, and we did not exceed the district-allotted hours. Additional BSEP-based funding to be discontinued.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Addition of Math RTI was made (Activity 2.2) last year in response to data trends from last several years. Direct intervention to students with unfinished learning in Math began in 2025-26 results TBD. For 2026-27, increasing RTI capacity to support students who are struggling with the new ELA curriculum demands.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Offering opportunities for all students to engage in a variety of arts (in addition to Music and in-class visual arts instruction). Provide supervision of the playground at recess and instruction in cooperative games.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST Referral Tracker	N/A - New measurement in 26-27	Declining rates of students referred for behavioral, social emotional, or conflict-related reasons over the course of the year.
TBD Student Wellness Survey	N/A - New measurement in 26-27	Increasing rates of student wellness - sense of belonging, connectedness, and joy.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instruct students in cooperative games and good sportsmanship. Provide adequate supervision to ensure student safety at recess. Teach students how to be inclusive on the playground through class games that emphasize inclusivity and fairness. Create a Junior Coaches program to foster student leadership. 0.26 FTE P.E. Teacher, $12916 from BSEP (0.12) and $15096 from PTA (0.14) 0.63 FTE P.E. Instructional Specialist, $43276 from BSEP (0.4 FTE) and $24884 from PTA (0.23 FTE)	All Students	12916 BSEP 1102 Certificated Monthly 15069 PTA 1102 Certificated Monthly 43276 BSEP 2102 Classified Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			24884 PTA 2102 Classified Monthly
3.2	Deploy arts programming at all grade levels through a variety of high-engagement "artists in residence" rotations. Create community around self-expression and identity as artists for all students. Display student work and engage families in art nights and exhibitions. External contracts with various arts providers: $20000 from BSEP, $15000 from PTA, $14000 from Arts Anchor	All Students	20000 BSEP 5800 Contracted Services (inc software subscriptions 15000 PTA 5800 Contracted Services (inc software subscriptions 14000 District Allocation 5800 Contracted Services (inc software subscriptions
3.3	Provide staff with Professional Development in school climate practices with an equity lens (Restorative Justice, PBIS, e.g.) Professional Development Contract: $5000 from BSEP Carryover	Identified Subgroups	5000 BSEP Carryover 5800 Contracted Services (inc software subscriptions Professional Development
3.4	Teacher Leadership support for high-quality systems, engaging extracurriculars, and special events (including the Oratorical Festival). Teacher Hourly work: $5000 from BSEP Carryover	all students	5000 BSEP Carryover 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal was implemented as planned in 2024-25. Safe and inclusive play continues to be a focus for our yard, and supports in managing emotions and conflict continue to be present on campus. Restorative Justice, in spite of a structural revamp, has not had as broad an effect as hoped.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Restorative Justice was inconsistently implemented, due to contractor limitations and program definition. This program will be discontinued in 2026-27.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PTA will be shifting funding from Restorative Justice to the Arts. Yard staffing model will shift.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absenteeism for selected subgroups, including African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Overall Student Population: 18.2% Chronically Absent	Increase of overall attendance rate by 2-5% (increased from 93.2% in 23-24 to 94.6% in 25-26) Decrease in chronic absenteeism rate by 2-5% (declined 1.3% year over year)
Attendance Rate	African American Students: 45.5% Chronically Absent	Decrease in Chronic Absenteeism rate for African American Students by 10% (increased by 7.6% year over year)
Attendance Rate	Students with Disabilities: 39.6% Chronically Absent	Decrease in Chronic Absenteeism rate for Students with Disabilities by 7% (declined by 5.1% year over year)
Attendance Rate	Socioeconomically Disadvantaged Students: 31.5% Chronically Absent	Decrease in Chronic Absenteeism rate for Socioeconomically Disadvantaged Students by 7% (declined by 5.2% year over year)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Support site Leadership and coordination of attendance based work (team meetings, teacher and family collaboration, SART and SARB	Chronically Absent Students, including Students with Disabilities	3109 BSEP 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	oversight) through additional Attendance Teacher Leader hourly work. Hourly Attendance Teacher Work: $3109 from BSEP		
4.2	Support Classified staff connections with Chronically Absent families and students by providing additional time for focal student communication and coordination. Classified Hourly Work: $3000 from BSEP Carryover	Chronically Absent Students, including Students with Disabilities	3000 BSEP Carryover 2116 Classified Hourly
4.3	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3) Promoting attendance and access to health services Parent Involvement: $718 from Title IA	Identified Students and Families, focus on Socioeconomically Disadvantaged students and families	718 Title I A - Parent Involvement 4300 Materials and Supplies
4.4	COS Team Integration - ensuring that all Students with Chronic Absenteeism challenges are regularly discussed in COST meetings, whether or not they have been referred by a teacher or family. Work to develop additional support strategies, connect families and teachers with OFEE and other resources, communicate and build community with students and families.	Chronically Absent Students, including Students with Disabilities	
4.5	PTA-Sponsored Chess Club - building engagement for families not currently enrolled in after school programming. Supported by teacher on staff, building relationships and connections. Chess Club Hourly Work: $1500 from PTA	Self-selected student group	1500 PTA 1116 Certificated Hourly
4.6	PTA-Sponsored Art Club - building engagement for families not currently enrolled in after school programming. Supported by teacher on staff, building relationships and connections. Art Club Hourly Work: $5000 from PTA Art Club Materials and Supplies: $683 from PTA	Self-selected student group	5000 PTA 1116 Certificated Hourly 683 PTA 4300 Materials and Supplies
4.7	PTA-Sponsored Club, Topic TBD - building engagement for families not currently enrolled in after school programming. Supported by teacher on staff, building relationships and connections. TBD Club Hourly Work: $2000 from PTA	Self-selected student group	2000 PTA 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.8	Partnership/contract with Community-Based Organization focused on attendance engagement and family wrap around services to target our highest-needs students suffering from Chronic Absenteeism. Internal capacity-building through partnership - including OFEE, Teachers, and Attendance Team. Contract services: $5000 from BSEP Carryover	Chronically Absent Students	5000 BSEP Carryover 5800 Contracted Services (inc software subscriptions

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

OFEE Collaboration was a highlight in combatting Chronic Absenteeism and we were successfully able to connect a number of families to outside resources (including PACT for ~5 families) which have improved attendance for some significantly chronically absent students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Unable to recruit Attendance Teacher Leader in 2025-26, due to capacity devoted to Literacy Adoption - no expenditure here. OFEE and COS Team integrations were strong and an Attendance Team met regularly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Chronic Absenteeism decreased overall, but some subgroups have increased or do not have satisfactory rates of attendance yet. Metrics have been updated to reflect 3 target subgroups. Similar strategies to be rolled out, with an increased focus on after-school engagement via PTA funded clubs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

N/A - only applies to BTA

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
N/A - only applies to BTA		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	N/A - only applies to BTA		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A - only applies to BTA

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A - only applies to BTA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A - only applies to BTA

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$398,545.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
BSEP	$184,950.00
BSEP Carryover	$30,000.00
District Allocation	$14,000.00
PTA	$99,950.00
Title I A - Basic Funding	$68,927.00
Title I A - Parent Involvement	$718.00

Subtotal of state or local funds included for this school: $398,545.00

Total of federal, state, and/or local funds for this school: $398,545.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
BSEP	184,950.00
BSEP Carryover	30,000.00
District Allocation	14,000.00
PTA	99,950.00
Title I A - Basic Funding	68,927.00
Title I A - Parent Involvement	718.00

Expenditures by Budget Reference

Budget Reference	Amount
1102 Certificated Monthly	203,835.00
1116 Certificated Hourly	51,224.00
2102 Classified Monthly	68,160.00
2116 Classified Hourly	3,000.00
4300 Materials and Supplies	5,091.00
4380 Other/Reserve	8,235.00
5800 Contracted Services (inc software subscriptions	59,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1102 Certificated Monthly	BSEP	92,537.00
1116 Certificated Hourly	BSEP	19,724.00
2102 Classified Monthly	BSEP	43,276.00
4300 Materials and Supplies	BSEP	1,178.00
4380 Other/Reserve	BSEP	8,235.00

5800 Contracted Services (inc software subscriptions	BSEP	20,000.00
1116 Certificated Hourly	BSEP Carryover	15,000.00
2116 Classified Hourly	BSEP Carryover	3,000.00
4300 Materials and Supplies	BSEP Carryover	2,000.00
5800 Contracted Services (inc software subscriptions	BSEP Carryover	10,000.00
5800 Contracted Services (inc software subscriptions	District Allocation	14,000.00
1102 Certificated Monthly	PTA	42,883.00
1116 Certificated Hourly	PTA	16,500.00
2102 Classified Monthly	PTA	24,884.00
4300 Materials and Supplies	PTA	683.00
5800 Contracted Services (inc software subscriptions	PTA	15,000.00
1102 Certificated Monthly	Title I A - Basic Funding	68,415.00
4300 Materials and Supplies	Title I A - Basic Funding	512.00
4300 Materials and Supplies	Title I A - Parent Involvement	718.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,688.00
Goal 2	166,702.00
Goal 3	155,145.00
Goal 4	21,010.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Joshua Heideman	Principal
Dawn Bail	Classroom Teacher
Annelisa Hedgecock	Classroom Teacher
Lily Howell	Other School Staff
Shireen Ali	Classroom Teacher
Mina Sun	Parent or Community Member
Alex Schoenfeld	Parent or Community Member
Laura Valdez	Parent or Community Member
Shawna Ota	Parent or Community Member
Ritu Sen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Faculty, Washington School Community through surveys and conversations

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:

	Principal, Joshua Heideman on 5/19/26
	SSC Chairperson, Ritu Sen on 5/19/26

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-9-26
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6/10/26
Date

SITE BUDGET SUMMARY 2026-27

Washington (121) May 1, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach		1102							0863/0841	0.70					3312	CCEIS	0.10	0.80
Literacy Coach	1/1	1102	29,972	0.25														0.25
Literacy Coach		1102							0841	0.05								0.05
RTI TSA	2/1	1102	41,961	0.35									23,978	0.20				0.55
RTI TSA	2/2	1102			64,542	0.45			0863	0.10								0.55
RTI TSA		1102										0.60						0.60
ELD Teacher		1102										0.60						0.60
Instructional Specialist- PE	3/1	2182	43,276	0.40									24,884	0.23	0000	SCA	0.27	0.90
4th/5th PE and Yard Support	3/1	1102	12,916	0.12									15,069	0.14	0000	release	0.64	0.90
Arts Co-Teaching		1102					23,978	0.20										0.20
Arts Coordination		1102					16,582	0.10										0.10
Arts Events		1102					16,897	0.10										
Art Contract	3/2	5800	20,000										15,000		Art Anc.	14,000		
Teacher Hourly - Academic Intervention	2/1	1116	10,000										8,000		Title IV			
Substitutes for Observations and Coaching	1/4	1103	6,615															
Teacher Hourly - Attendance Leadership	4/1	1116	3,109															
Teacher Hourly - Art Club	4/6	1116											5,000					
Teacher Hourly - Chess Club	4/5	1116											1,500					
Teacher Hourly - Club TBD	4/7	1116											2,000					
Materials & Supplies	1/2, 2/3, 4/6	4300	1,178		512		1,209						683		0000			
Parent Involvement	4/3				718													
Contract Behavioral Health (CTIM)		5800													Dist.		0.4	0.40
Unallocated Reserve	1/1, 2/1, 2/2	4380	7,688		0		2,434						904					
Indirect Cost (0852 only)	1/1	7340	8,235															
Total Expenditures			184,950	0.12	1,230	0.00	61,099	0.40		0.85	0	0.00	48,156	0.14		14,000	1.41	1.60
Revenue Allocation			**184,950**		**69,644**		**61,099**						**99,949**					
			0		68,414		0						51,793					
BSEP Site Fund Carryover Priorities:																		
Available BSEP site fund carryover available: TBD Fall 2026						**In case of unspent Title I Funding:**												
Materials and Supplies	1/3	4300	2,000		1.	Increase Math RTI TSA FTE												
Teacher Hourly (Leadership)	3/4	1116	5,000			reduce 0852 FTE proportionally												
Community Based Org. Partnership/Contract	3/3	5800	5,000		2.	Academic Intervention Hourly												
Academic Intervention	2/1	1116	10,000			as available												
Professional Development	3/3	5800	5,000															
Classified Hourly	4/2	2116	3,000															
Indirect Cost		7340	1,398															
Total BSEP site fund Carryover Priorities:			31,398															