



Eastmont School District #206 Relationships, Relevance, Rigor, and Results LAP Program Report for 2019-20

Students and Staff

Students below grade level in Reading and/or Math in grades K-7 and students who are credit deficient for graduation in grades 11-12.

Year	K-4 Reading / Math	5-7 Reading / Math	8-10 Reading / Math	11-12 Grad. Asst.	Behavior	RTL*	Total Staff (FTE)	Cert.	Class.	District Office Class.	District Admin
2014-15	678/0	0/441	26/132	125		62	15.71	12.16	3.15	.30	.10
2015-16	1,436/0	0/167	83/0	82	61	69	15.31	11.20	3.71	.30	.10
2016-17	825/0	36/32	55/27	100	56	60	17.27	10.05	6.82	.30	.10
2017-18	808/0	108/125	0/279	119	211	59	23.29	17.90	5.02	.30	.07
2018-19	612/11	105/81	73/50	166	225	51	27.57	21.90	5.27	.30	.10

*RTL = Readiness to Learn (has been discontinued for the 2019-20 School Year due to budget reductions).

Delivery of Services

- **Instruction:** Tiers 2 and 3 of our Multi-Tiered Systems of Support (MTSS). Students who are below benchmark receive supplemental instruction in small groups during the day and extended day.
- **ParaEducators:** Provide support in and out of class, supplemental intervention services, and summer school.
- **Professional Development:** Intervention Support, Early Reading, and Social Emotional Learning.
- **Parent and Family Engagement:** Each school has a bilingual Migrant/Bilingual Achievement Specialist (partially funded out of LAP) who assists with parent communication.

Curriculum

- Supplemental intervention materials for ELA, Math, Graduation Assistance (11th-12th), and Behavior including Social Emotional Learning.

Allocated Revenues & Expenditures

School Year	LAP Base Funding	LAP Base Carryover	LAP High Poverty Funding	Expenditures
2014-15	\$1,506,508	\$138,450	N/A	\$1,429,810
2015-16	\$1,588,175	\$150,630	N/A	\$1,578,342
2016-17	\$1,604,031	\$109,489	N/A	\$1,503,480
2017-18	\$1,714,698	\$145,375	\$941,674	\$2,509,549
2018-19	\$1,983,578	\$174,117	\$1,163,272	\$1,069,122

District Goal/Strategy/Activity	Progress to Date/Available Data
(2000 B-1) Develop core and supplemental instructional interventions by RTI level in reading, math, and special education services	Continue to refine our MTSS to better match best practices and have greater consistency across the district.
(3000 A-3) Recognize appropriate behavior, improvement, and academic success.	Continue to implement PBIS across the District. Begin PBIS training and implementation in Transportation.