



Eastmont School District #206 Relationships, Relevance, Rigor, and Results
Migrant and Bilingual Programs Report for 2019-20

State Transitional Bilingual Instructional Program (TBIP)

Enrollment	Cascade	Grant	Kenroy	Lee	RI	Sterling	Clovis	EJHS	EHS	Total
2014-15	114	167	114	158	119	108	141	98	112	1,131
2015-16	108	158	111	158	117	123	127	87	104	1,092
2016-17	91	160	116	122	110	124	131	130	144	1,128
2017-18	93	157	117	123	108	125	130	131	148	1,133
2018-19	83	138	110	123	93	107	108	151	165	1,080

Students Exiting TBIP

*Annual test changed to ELPA 21 changed in 2015-16.

Enrollment	Cascade	Grant	Kenroy	Lee	RI	Sterling	Clovis	EJHS	EHS	Total
2014-15	12	23	17	12	15	12	44	29	29	193
2015-16*	20	26	22	63	20	18	10	3	4	186
2016-17	24	32	27	33	15	29	22	1	7	190
2017-18	23	50	24	33	23	20	26	4	7	210
2018-19	14	30	17	20	16	17	11	6	36	167

2018-19 Staff: .75 FTE Administrator, 4.75 FTE Certificated, 11.2 FTE Classified

2018-19 Allocated Revenues & Expenditures: Revenues: \$1,605,877 with Direct Expenditures: \$1,593,734

Migrant Education Program (MEP)

Enrollment	Cascade	Grant	Kenroy	Lee	RI	Sterling	Clovis	EJHS	EHS	Total
2014-15	47	51	38	71	56	75	96	106	172	712
2015-16	37	64	38	60	53	81	118	126	175	752
2016-17	37	51	38	53	59	85	117	107	170	717
2017-18	29	46	36	60	57	105	104	110	166	713
2018-19	30	60	39	58	48	107	111	148	183	784

2019-20 Staff: 2.25 FTE Certificated, 1.25 FTE Classified

2019-20: Allocated Revenues & Expenditures: Revenues: \$456,284 with Direct Expenditures: \$380,595

English Learner Graduation Rates		
Year	Eastmont	State
2015	53.2	55.8
2016	52.8	57.6
2017	71.7	57.8
2018	65.0	64.2
2019	58.5	62.4

Migrant Graduation Rates		
Year	Eastmont	State
2015	59.6	64.4
2016	76.8	67.4
2017	83.3	68.2
2018	73.8	70.9
2019	79.0	73.6

All Grades Proficient – ELPA-21		
Year	Eastmont	State
2016	12.9	16.0
2017	16.6	13.9
2018	18.7	14.5
2019	15.3	14.2

District Goal/Strategy/Activity	Progress to Date/Available Data
(2000 B) (4) Implement K–9 GLAD instructional techniques.	Training 3 new teachers to become GLAD certified. Implementing support & training for teachers already GLAD trained. NCESD as a resource for future training opportunities. Monthly Newsletter with tips and strategies for ELL students. Integrating GLAD strategies with ELA and Science.
(4000 C) (1-4) Provide translations, Increase Parent participation in PAC. Increase principal and District Admin. presence at PAC meetings. Increase Staff knowledge of Hispanic Culture through staff development.	9/9 Schools have a Spanish speaking receptionist. All Admin are invited to Migrant Bilingual events with 2-3 Admin attend per meeting. Strong Parent Council attending FIT training at NCESD. Increased # of parents in attendance with Informed Parents & PAC meetings. PD at August Institute for Cultural Sensitivity. In building training for all schools. 7/9 completed
(5000 A) (3-5) Increase presence of Hispanic/Latino employees in the District. Increase the number of bilingual staff members. Provide one Bilingual support person in each school office.	Continue to hire bilingual (Spanish) teachers and paraprofessionals for mainstream classrooms, along with certificated ELL Specialists, Migrant/Bilingual Achievement Specialists, Student Advocate, Migrant Graduation Specialist, Bilingual Specialist, Migrant Recruiter, Migrant/Bilingual Coordinator, PASS Coordinators, ELL/GLAD Coach and Title III Coordinator.