



Eastmont School District #206 Relationships, Relevance, Rigor, and Results LAP Program Report for 2020-21

This report covers 2019-20 data.

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 |
|---------|--------------------|--------------------|---------------------|-------------------|----------|------|-------------------|-------|--------|------------------------|----------------|
| 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 |
| 2019-20 | 544** | 530** | 187** | 475 | ** | NA | 31.23 | 24.23 | 6.70 | .20 | .10 |

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

**Data is now grouped together to include Reading, Math, and Behavior.

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.
- **Behavior:** Provide support to students with significant behaviors that interfere with their learning.
- **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

| Year | LAP Base Funding | LAP Base Carryover | LAP High Poverty | LAP High Poverty Exp. |
|---------|------------------|--------------------|------------------|-----------------------|
| 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 |
| 2019-20 | \$2,169,778 | \$173,949 | \$1,560,183 | \$1,410,773 |

| District Goal/Strategy/Activity | Progress to Date/Available Data |
|---|--|
| (2000 B1) Develop core and supplemental instructional interventions by RTI level in reading, math, and special education services | Continue to refine our Multi-Tiered System of Supports (MTSS) to better match best practices and have greater consistency across the District. |
| (3000 A3) Recognize appropriate behavior, improvement, and academic success. | Continue to implement PBIS and SEL across the District. |

PBIS = Positive Behavioral Interventions and Supports

RTI = Response to Intervention

SEL = Social/Emotional Learning