



# Eastmont School District #206 Relationships, Relevance, Rigor, and Results LAP Program Report during 2021-22

This report covers 2020-21 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
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
2020-21	298/94	172/125	174/75	213	169	NA	29.86	23.15	6.41	.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

School Year	LAP Base Funding	LAP Base Carryover	LAP High Poverty Funding	Expenditures
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
2020-21	\$2,194,553	\$219,455	\$1,589,643	\$1,576,587

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 Multi-Tiered System of Supports (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 Positive Behavioral Interventions & Supports (PBIS) and Social-Emotional Learning (SEL) across the District.