



Eastmont School District #206 Relationships, Relevance, Rigor, and Results LAP Program Report for 2018-19

Students and Staff

Year	Total Students	K-4 Reading/ Math	5-7 Reading/ Math	8-10 Reading/ Math	11-12 Grad. Asst.	Behavior	RTL**	Total Staff (FTE)	Cert	Classified	Office	Admin
2013-14	1,657	1,225/366	242/187	0/72	102			12.80	5.40	6.90	.30	.20
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

* = Total unduplicated headcount not available due to changes in reporting requirements **RTL = Readiness to Learn

Schedule

Supports supplemental interventions during the regular day, before/after school, and Summer.

Curriculum

Supports ELA, Math, Readiness to Learn, Graduation Assistance (11th-12th), and Behavior.

Delivery of Services

- **Instruction:** Tiers 2 and 3 of our Response to Intervention (Rtl) system. 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, tutorial time, supplemental intervention services and summer school.
- **Professional Development:** Intervention Support and Early Reading.
- **Parent Involvement:** Each school has a bilingual Migrant/Bilingual Achievement Specialist (partially funded out of LAP) who assists with parent communication.

Allocated Revenues & Expenditures

School Year	LAP Base Funding	LAP Base Carryover	LAP High Poverty Funding	Expenditures
2013-14	\$1,500,255	\$78,429	N/A	\$1,381,163
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

District Goal/Strategy/Activity	Progress to Date/Available Data
(2000 B-1) Develop core and supplemental instructional interventions by RTI level in reading and math and special education services	Continue to refine our Rtl system to provide focused intervention support and better track student performance to increase the number of students at grade level.
(3000 A-3) Recognize appropriate behavior, improvement, and academic success.	Hired PBIS Coordinators at Elementary Schools to work on systems in the school and provide direct intervention/support for students.