

**BOARD OF DIRECTORS**  
**VIRTUAL MEETING AGENDA**  
Monday, December 14, 2020  
5:30 p.m. Regular Meeting  
**Eastmont Administration Office**

*Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, December 14, 2020 is closed to in-person public attendance. This meeting will be broadcast by the Superintendent and staff from the Eastmont Administration Office Board Room via this link:*

<https://zoom.us/j/93286426061>

- *If requested, the password is Eastmont.*
- *If this link does not connect, please check the website for an updated Zoom link.*

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member is a fiduciary for the District and, as such is responsible for using his or her best judgment in conducting the affairs of the District.

The Board generally meets at 5:30 p.m. on the second and fourth Monday of each month at either a school site or the Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date with proper notification given to the media.

The complete 2020-21 Board Meeting Schedule is available at [www.eastmont206.org](http://www.eastmont206.org) under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a virtual regular meeting on Monday, December 14, 2020 beginning at 5:30 p.m. for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. REORGANIZATION OF THE BOARD

Board of Directors will vote on the following positions:

- Board President (roll call vote)
- Vice President (roll call vote)
- WIAA Representative

IV. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action.

Public comments will be accepted starting at about 5:32 by calling (509) 888-4698. Comments may also be sent by regular mail to Eastmont School District or emailed to [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org) Chat comments will not be enabled during the meeting.

V. BUILDING AND PROGRAM REPORT

- A. Kenroy Staff Recognition — Annette Eggers, Board Member
- B. Kenroy Elementary School Building Report — Kristy Daley, Principal

VI. INFORMATION

- A. Board News
- B. Superintendent News

VII. CONSENT AGENDA

*(All items on the Consent Agenda have been distributed to board members for study and are considered routine. ALL items appearing in this section are adopted by one single motion, unless a member of the board or the superintendent requests that an item be removed and voted on separately.)*

- A. Approval of the minutes from the virtual regular meeting held on November 23, 2020.
- B. Approval of the payment of the bills and/or payroll dated December 14, 2020.
- C. Approval of the Personnel Action Items dated December 14, 2020.
- D. Approval of the School Improvement Plan for Kenroy Elementary School.
- E. Approval of the Carl Perkins Grant Application/Assurances for 2020-21.
- F. Approval of the following policies for Second Reading/Adoption:

Section	Number	Title
3000 Students	Policy 3510 & 3510-P	Associated Student Bodies
3000 Students	Policy 3520 & 3520-P	Student Fees, Fines, and Charges

- G. Review of Monthly Student Enrollment Update.
- H. Review of Monthly Budget Status Update.

VIII. DISCUSSION ITEMS

- A. Draft Superintendent Evaluation Form 1630-F — Annette Eggers, Board Vice President
- B. Timeline for Procedure 3130-P District Attendance Areas — Spencer Taylor, Executive Director

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT

**FUTURE TOPICS – Identified by the Board for further review.**

- 1) Instructional screen time
- 2) Criteria and guidelines for student music and theater performances
- 3) Selection of sexual health curriculum
- 4) Revise superintendent evaluation

**UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be held virtually.**

- |                   |  |
|-------------------|--|
| <b>January 11</b> | Virtual or Regular Meeting with Grant Elementary at 5:30 p.m.            |
| <b>January 25</b> | Virtual or Regular Meeting at 5:30 p.m.                                  |
| <b>February 8</b> | Virtual or Regular Meeting with Eastmont Junior High School at 5:30 p.m. |

## Kenroy Elementary - School Board Recognition 2020-21

1.	Kenroy staff championed remote learning in the spring, along with successful 1a, 1b and 2a Reopenings. They did all of this incredibly difficult work with flexibility, positivity, and patience.
2.	Twenty-two percent of Kenroy's 116 EL students exited the bilingual program last spring through the ELPA 21 Assessment. Over a one year period, they were able to significantly decrease the number of level 1 students as well.
3.	Each day, the amazing Kenroy staff are running highly complex and unique models of learning across campus, including: child care, Educare, Life Skills, remote learning, and two sets of on-site cohorts. All of these models are taking place safely and seamlessly!
4.	Kenroy Site Council and staff have intentionally focused attention this year on the hope, optimism, and well-being of staff.



# Kenroy Elementary Report for 2020-21

**FTE=Full-time Equivalent; F & R=Free & Reduced; H=Hispanic; ELL=English Language Learners; M=Migrant; Sp Ed=Special Education; A=Students with <2 Absences Per Month; MB=Mobility, HL=Homeless, D=Discipline Rate, E1=Exclusion of <=1 day; E2=2-3 days; E4=4-5 days; E6=6-10 days; E10=>10 days.**

Student Demographics and Information (School % / District %)																Staff Information					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2015-16	467	57/56	46/46	NA/19	7/11	13/12	89/85	NA	NA	1.8/3.1	NA					54.75	30.75	20	1	2	1
2016-17	468	60/56	46/46	NA/19	7/10	11/12	87/85	NA	NA	1.8/3.1	NA					53.25	29.75	19	1	2	1.5
2017-18	476	61/55	47/47	NA/18	7/10	11/12	88/85	NA	NA	1.6/3.7	/29					55.5	32	19	1	2	1.5
2018-19	466	65/56	46/44	24/17	7/11	14/13	87/86	2.8/3.8	2.1/4	<1/3.8	<1/19	0/30	25/17	NA/16	NA/18	54	33	19	1	2	1.5
2019-20	477	64/58	46/48	26/17	8/10	13/13	87/86	3.8/3	1.3/4	<1/3.8	<1/19	<1/30	<1/17	<1/16	<1/18	57	33	19.5	1	2	1.5

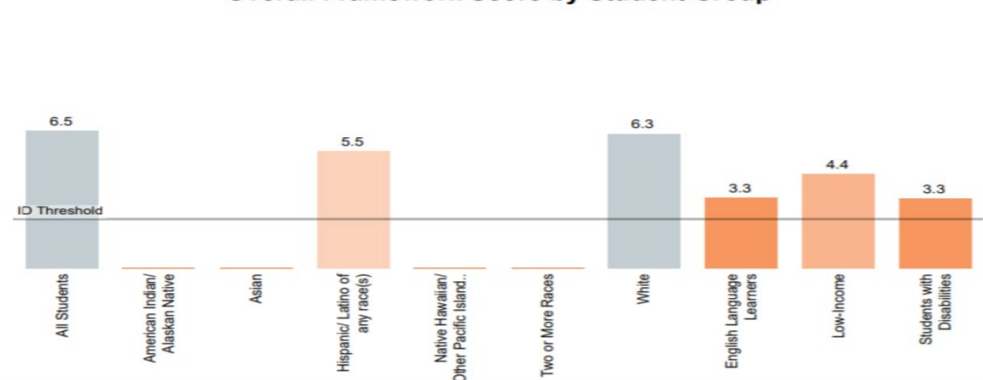
**Budget using prior year numbers: \$62,329 + prior year end balance of \$1,924 – expenditures of \$54,326 = year-end balance of \$9,927**

District or Building Goal & Supporting Strategy/Activity	Progress/Data
(3000A-3) Recognize appropriate behavior, improvement, and academic success.	<ul style="list-style-type: none"> <li>Weekly “Caught Ya” drawing/Monthly Character Trait/Positive Principal Phone Calls.</li> <li>Student appreciation note cards mailed home twice a year to all students.</li> <li>Kenroy’s PBIS program is modeled after the Tiered Fidelity Inventory and action planning.</li> </ul>
(2000B-2) Use formative assessment to identify appropriate core and supplemental instructional interventions. (2000C-1) Establish and support a continuing culture of professional collaboration.	<ul style="list-style-type: none"> <li>Renewed focus on developing the four questions of PLC work through the leadership and monitoring of Kenroy’s Site-Council.</li> <li>Grade level PLC’s are creating and analyzing common formative assessment data in order to work as a team to adjust instruction.</li> <li>“Remodeled” and recommitted to Kenroy’s 2019-20 mission, vision, and collective commitments.</li> </ul>

**Measures by Student Group**

	All Students	American Indian/ Alaskan Native	Asian	English Language Learners	Hispanic/ Latino of any race(s)	Low-income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	61.6%			19.0%	53.8%	53.1%		25.4%		68.7%
Math Proficiency Rate	55.7%			24.0%	48.3%	48.0%		22.4%		61.6%
ELA Median SGP	47			41.5	49	42.5		35.5		45.5
Math Median SGP	57.5			56.5	56.5	55		61		58.5
Graduation Rate										
EL Progress Rate*	65.7%									
Regular Attendance Rate	87.2%			81.5%	84.3%	84.7%		79.5%	83.3%	90.3%
Ninth Grade On Track Rate										
Dual Credit Rate										

**Overall Framework Score by Student Group**



Decile  
1

10



**BOARD OF DIRECTORS  
VIRTUAL REGULAR MEETING MINUTES**

November 23, 2020

**CALL TO ORDER & PLEDGE OF ALLEGIANCE**

The virtual regular meeting of the Eastmont School District Board of Directors was called to order by Board President Dave Piepel at 5:30 p.m. in the Eastmont Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee.

A Zoom link was provided on the District's website for public participation at:  
<https://zoom.us/j/99134083919>

**ATTENDANCE**

Present in the Board Room:

Dave Piepel, Board President  
Annette Eggers, Board Vice President  
Whitney Smith, Board Director  
Meaghan Vibbert, Board Director  
Cindy Wright, Board Director  
Garn Christensen, Board Secretary/Superintendent

Participating remotely:

Brandy Fields, Superintendent's Secretary  
District staff presenting and one media personnel

**APPROVE AGENDA/MODIFICATIONS**

Superintendent Garn Christensen reported there were no modifications to the Agenda.

MOVED by Director Smith and SECONDED by Director Vibbert to approve the Agenda for November 23, 2020 as presented. The motion CARRIED unanimously.

**PUBLIC COMMENT**

Instructions for public comment were provided on the Agenda. Public Comments can be made to the Board in three ways: 1) By calling (509) 888-4698; 2) By writing and sending regular mail to the Administration Office; and 3) By email to [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org)  
There was no public comment.

- DRAFT -

**BUILDING AND PROGRAM REPORT**

A. Lee Staff Recognition.

Director Eggers recognized Lee Elementary Staff for the following accomplishments:

1. Twenty-three percent more students exited the EL program in Spring 2020 than the previous year.
2. Grade level teams have worked horizontally and vertically to identify the “boulders” in ELA and Math essentials to ensure all students are receiving the requisite instruction during remote/hybrid learning.
3. Lee’s school counselor and PBIS coordinator conducted 120 home visits in Spring 2020 and have done more than 180 so far this school year, providing relationship building, student/family support, and assistance with technology issues.
4. Lee staff members built positive relationships during remote/hybrid learning by continuing the Lee Leaders student program, providing AMAZING SEL videos created by our PE & Music teachers, presenting Monthly Character Trait awards, and having a fun CAR-stume Party!

B. Lee Elementary School Building Report.

Principal Jamea Connor and Lee Elementary School staff shared information on their recent challenges and accomplishments. They answered questions from the Board.

**INFORMATION**

A. Board News.

Director Smith and Director Vibbert both shared the virtual WSSDA Annual Conference experience wasn’t the same as being there, but they recently watched a keynote speaker presentation along with President Piepel and Superintendent Christensen. They look forward to a future date to watch more conference content.

B. Superintendent News.

Executive Director Elementary Ed. Spencer Taylor and Assistant Superintendent Secondary Ed. Matt Charlton gave the Board verbal summaries on recent parent survey feedback. Superintendent Christensen shared that he is in on-going communication with our local CDHD health officer and medical doctors. In dealing with COVID, a continuing challenge will be to have enough staff to maintain instruction.

**CONSENT AGENDA**

A. Approval of minutes. The Board of Directors approved the minutes from the virtual regular meeting held on November 9, 2020.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated November 23, 2020:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7120226-7120226	\$218.17
7120227-7120229	\$710.27
7120230-7120322	\$2,493,705.10
7120323-7120323	\$262.80

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7120324-7120324	\$106.19
7120325-7120346	\$5,960,872.91
7120347-7120365	\$993,346.04
900118660-900118668	\$12,013.05

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated November 23, 2020.
- D. Approval of school of improvement plan. The Board of Directors approved the School Improvement Plan for Lee Elementary School.
- E. Approval of curriculum adoption. The Board of Directors approved the K-5 Music Curriculum Adoption.
- F. Approval of resolution. The Board of Directors approved Resolution No. 2020-14 Resolution to Request a Waiver of the Minimum 180-day School Year for Grades K-12 (WAC 180-18-040).
- G. Review of policies. The Board of Directors reviewed the following policies:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy 3510 & 3510-P	Associated Student Bodies
3000 Students	Policy 3520 & 3520-P	Student Fees, Fines, and Charges

MOVED by Director Eggers and SECONDED by Director Smith to approve Consent Agenda Items #A-G. The motion CARRIED unanimously.

### REPORT

- A. District Construction Related Projects Report.  
 Director of Maintenance Services Seann Tanner presented the District Construction Related Projects Report, answered questions from the Board, and invited Board Members to attend a construction walk-through if they are available.

### FUTURE AGENDA ITEMS

The Superintendent's evaluation tool is being revamped and will be shared with the Board as soon as its ready.

### ADJOURNMENT

MOVED by Director Eggers and SECONDED by Director Wright to adjourn the meeting. The motion CARRIED unanimously.

The meeting adjourned at 6:33 p.m.

Approval:

\_\_\_\_\_  
 Chairperson Date Secretary Date





# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG  
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors  
FROM: Vicki Trainor, Executive Director of Human Resources  
SUBJECT: Personnel Action Items  
DATE: December 14, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

### New Hires

The following people have been offered tentative employment for the 20-21 school year:

Last Name	First Name	School	Position
DeLong	Michael	EHS	Custodian
Gilstrap	Timothy	Lee	Custodian
Jacoba	Jennifer	Transportation	Para-Educator
Love	Kathryn	Transportation	Bus Driver
Sanchez	Erica	EHS	Para-Educator Health Room

## ATTACHMENTS

None

## FISCAL IMPACT

Personnel Expenditure

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## RECOMMENDATION

The administration recommends approval of the Personnel Action Items listed above.



## EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Kenroy Elementary School

DATE: December 14, 2020

### CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Kenroy Elementary School for your review.

### ATTACHMENTS

School Improvement Plan

### FISCAL IMPACT

None

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### RECOMMENDATION

The administration recommends approval of the School Improvement Plan for Kenroy Elementary School.



# Kenroy Elementary School

## Title 1 Part A - Schoolwide Plan

2020-21

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Angie Willms	Chairperson		
Kristy Daley	Principal		
Erin Coyle	Asst. Principal		
Angie Velazquez	Teacher		
Hannah Veteto	Teacher		
Nicole Daggett	Teacher		
Michelle Lieberg	Teacher		
Rebecca Cattin	ParaEducator		
Adam Prater	Parent (non- Staff)		



**Mission/Vision Statement**

**Mission:** Kenroy Elementary ensures high levels of learning for all in a safe and caring environment.

**Vision:** Our vision is to create an equitable and inclusive school community highly regarded for its academic rigor, growth and positive relationships with students, staff and families.

**Collective Commitments:**

I will care/advocate for all students and colleagues.

I will work collaboratively and take responsibility for the success of each student.

I will use instructional strategies that are considered “best practice”.

I will use data from common assessments to address the learning needs of each student.

I will be a positive, contributing member of my collaborative team.

I will care for and treat my colleagues with respect, and engage in open and honest conversations.

I will include parents and the community in the learning process and encourage all parents to be involved.

**Culture of Equity Statement**

**Educational excellence can never be achieved at Kenroy Elementary unless it is achieved for each and every student at our school.**

Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion should be embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

**Component 1: Comprehensive Needs Assessment:**

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students’ demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.



Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their program.

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.

- During the 2019-20 school year, staff analyzed student achievement data in reading, writing and math. Staff also studied perception data, ELPA21, WA-Kids and attendance data.
- Fall 2020- Grade-level teams and Interventionists assessed students to determine ELA Academy Interventions and student placement.

Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)



**477**

Students Enrolled



**86.5%**

Students Regularly Attend

**60.1%**

Met ELA  
Standards

**50.8%**

Met Math  
Standards    Met Science  
Standard



**\$13,482**

Per-pupil Expenditure



Graduated in 4 Years



**31**

Number of Classroom  
Teachers



**39.3%**    **33.7%**

High Math  
Growth

High ELA  
Growth

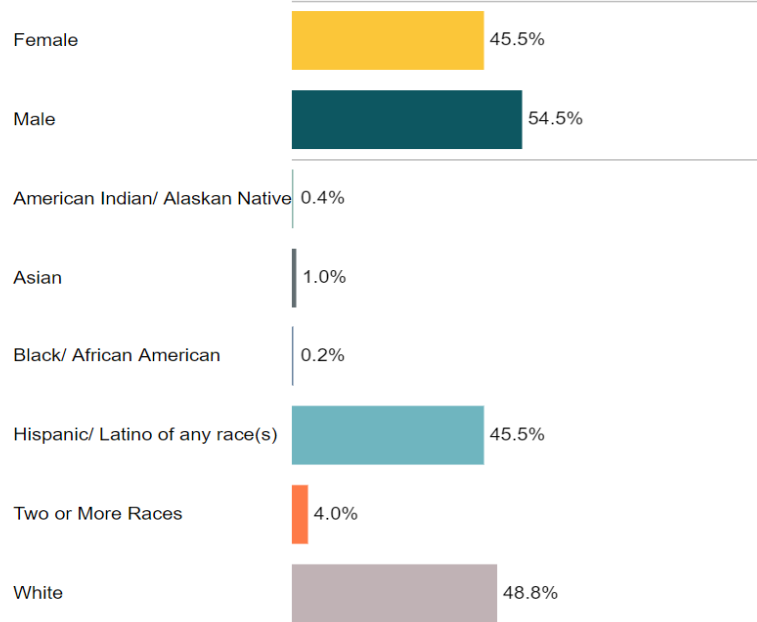


**14.1**

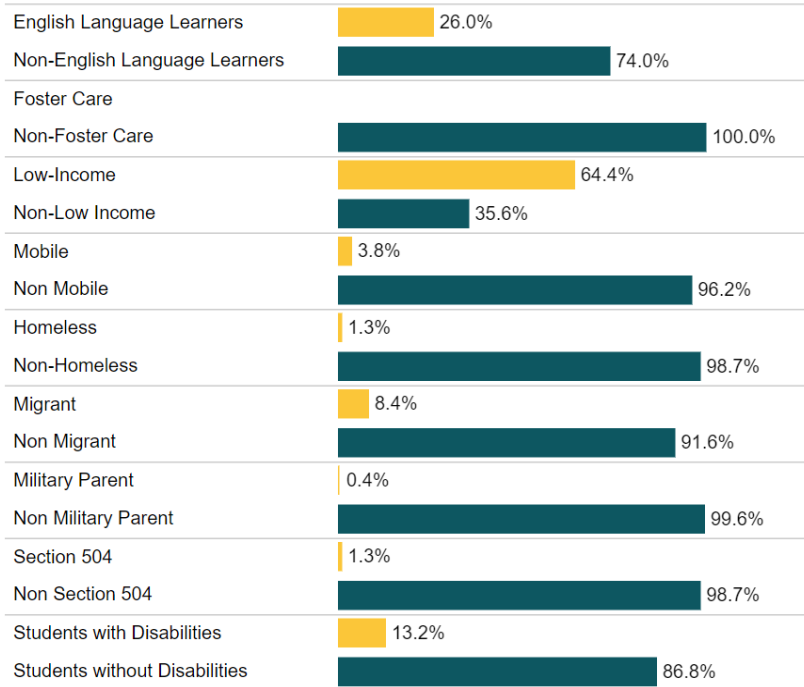
Average Years of Teaching  
Experience



**Kenroy Elementary**  
2019-20



**Kenroy Elementary**  
2019-20





Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- Perception trends (Annual School Satisfaction Surveys - Parents, Students, Staff).
- Academic Achievement of students by content using multiple assessments (trends, comparison to similar schools and the state, student subgroups, levels of achievement).
- Language Acquisition trends.
- Student Attendance trends.
- Student Discipline trends.
- Parent Involvement trends.

Perception Trends: Reopening 2A- Hybrid Learning; 82 responded, November 2020  
 (5-point scale)

**Question- How satisfied are you with hybrid learning?**

5- Very satisfied	35%
4	35%
3	18%
2	9%
1- Not at all satisfied	2%

5:5 - 29

4:5 - 29

3:5 - 15

2:5 - 7

1:5 - 2

**Average 3.92**

Sample Comments:

- Would be great if students could go full time.
- I am happy they are getting some on campus learning, but not enough.
- Split schedule is difficult to balance with other children and employers.
- When I go back to work, pick-up/drop off won't work.
- Wish students could spend a bit more time at school. Otherwise totally happy!
- My children are happier but I am scared it is getting worse.
- When a student gets quarantined, packets aren't a good way to learn.



**Question- How satisfied are you with the remote learning portion of your child’s day?**

5 - Very satisfied	20%
4	29%
3	29%
2	13%
1 - Not at all satisfied	9%

5:5 -16  
4:5 - 24  
3:5 - 24  
2:5 - 11  
1:5 - 7

**Average 3.37**

**Sample Comments:**

- Intervention is important but I wish it was earlier in the schedule.
- Sometimes technical difficulties make it hard to participate.
- At this point we have given up on the remote part. We aren’t stressing over it.
- Need more structure for at-home stuff.
- It’s the Eastmont School District checking a box.
- Either on-line or in school. One or the other.
- Remote learning allows my daughter to take her time.
- I love how teachers have suggested a structured schedule.
- It is difficult because the teacher is not available.

**Question- How is the attestation process going?**

5- Very satisfied	37%
4	39%
3	11%
2	6%
1- Not at all satisfied	7%





5:5 - 30

4:5 - 32

3:5 - 9

2:5 - 5

1:5 -6

**Average 3.91**

Sample Comments:

- I would love to use Parent Square.
- Keeping track of paper is difficult.
- Just one more thing to do in the morning.
- Too easy to have one symptom, like a headache.
- They need to be smaller to fit into the lanyard.
- Do they even get looked at?

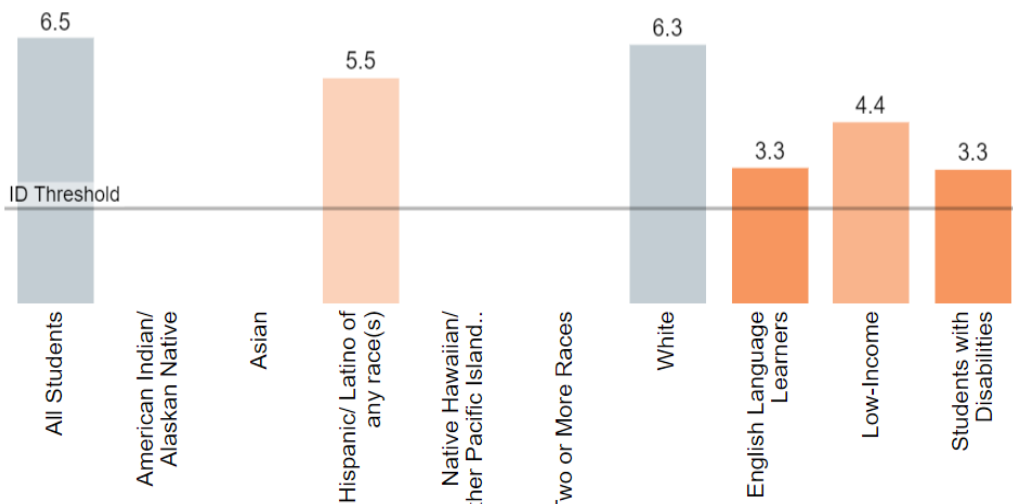
Academic Achievement (2019-20)

**Washington School Improvement Framework?**

**Kenroy Elementary**

**2017-2019**

**Overall Framework Score by Student Group**





### Kenroy Elementary

#### 2017-2019 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	61.6%			19.0%	53.8%	53.1%		25.4%		68.7%
Math Proficiency Rate	55.7%			24.0%	48.3%	48.0%		22.4%		61.6%
ELA Median SGP	47			41.5	49	42.5		35.5		45.5
Math Median SGP	57.5			56.5	56.5	55		61		58.5
Graduation Rate										
EL Progress Rate*	65.7%									
Regular Attendance Rate	87.2%			81.5%	84.3%	84.7%		79.5%	83.3%	90.3%
Ninth Grade On Track Rate										
Dual Credit Rate										

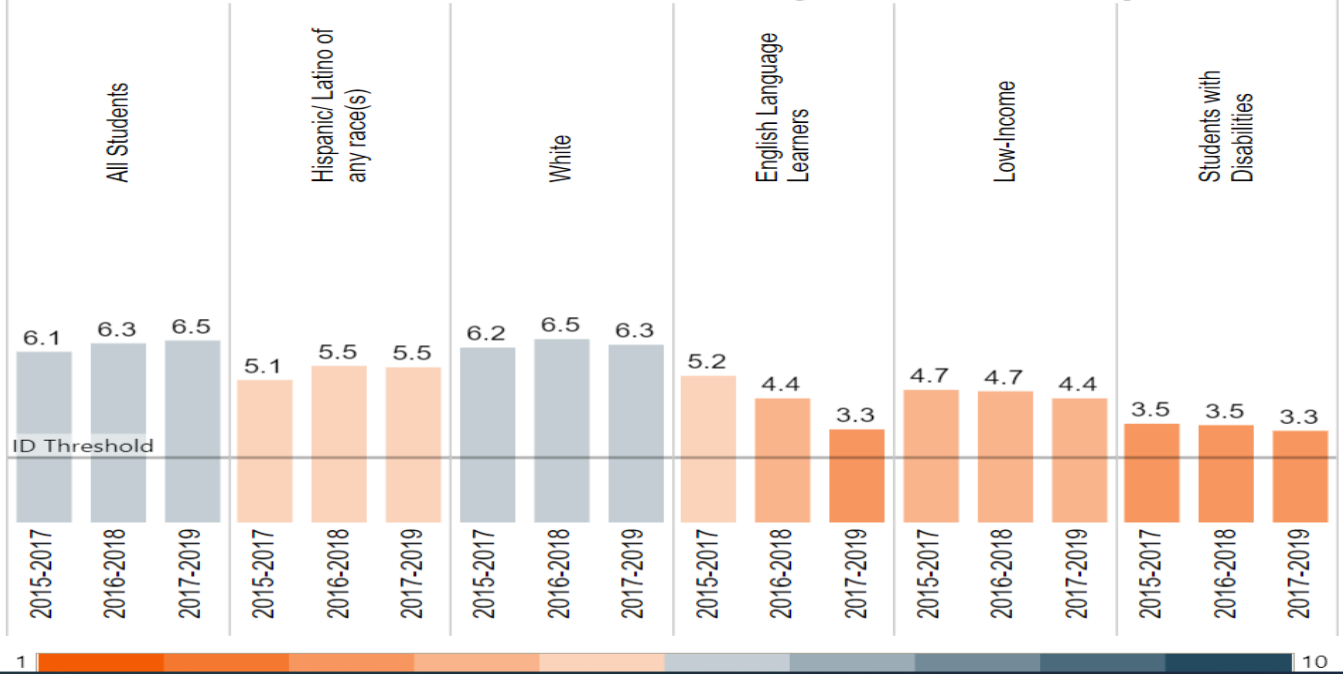
\*The EL Progress measure only applies to students who are English Learners

Deciles



### Kenroy Elementary

#### Overall Framework Score by Student Group





### Decile Changes from 2018 to 2019 WSIF Runs

	All Students	American Indian/ Alaskan Native	Asian	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
Final Score	0.1			-1.1	0.0	-0.3		-0.2		-0.2
ELA Proficiency Rate	0			0	0	0		0		0
Math Proficiency Rate	-1			0	0	0		0		-1
ELA Median SGP	0			-4	0	0		0		0
Math Median SGP	1			1	2	1		0		1
Graduation Rate										
EL Progress Rate*	2									
Regular Attendance Rate	-1			-1	-2	-1		0	0	0
Ninth Grade On Track Rate										
Dual Credit Rate										

\*The EL Progress measure only applies to students who are English Learners

## Kindergarten Readiness

Summary

Trend

By Area

Details

Range of Skills

**What percent of students entered kindergarten ready in all six areas of development and learning?**

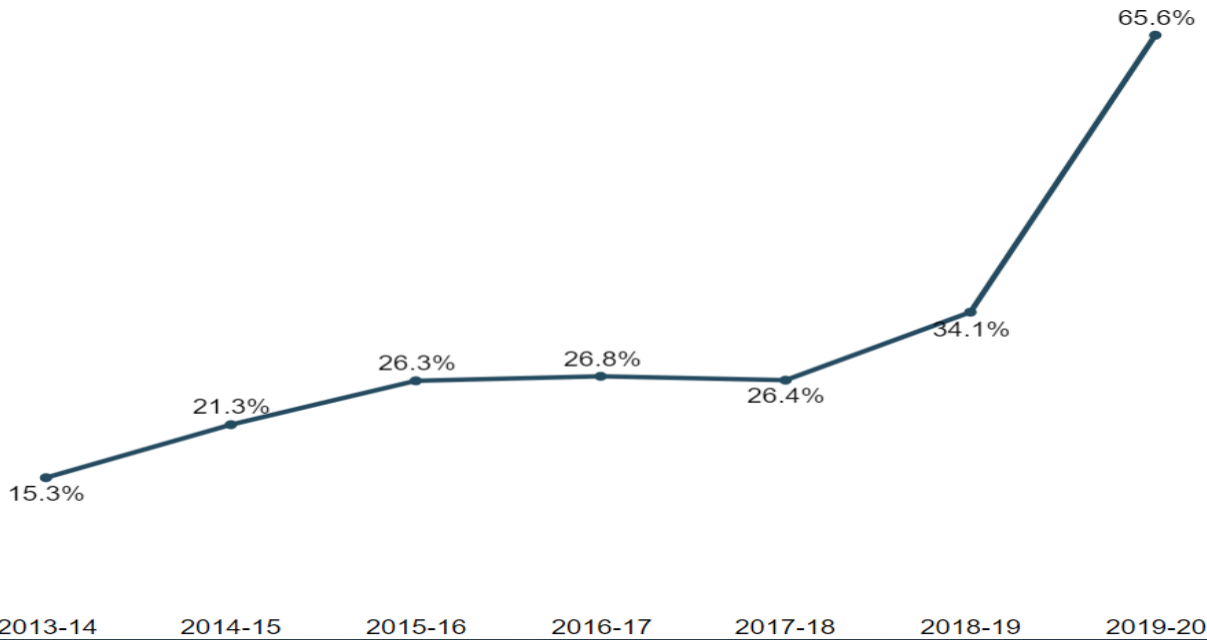
**Kenroy Elementary**  
2019-20

**65.6%**



**What percent of students entered kindergarten ready in all six areas of development and learning, over time?**

**Kenroy Elementary**



**Which area of development and learning are children most prepared for kindergarten? Least prepared?**

**Kenroy Elementary**  
 2019-20

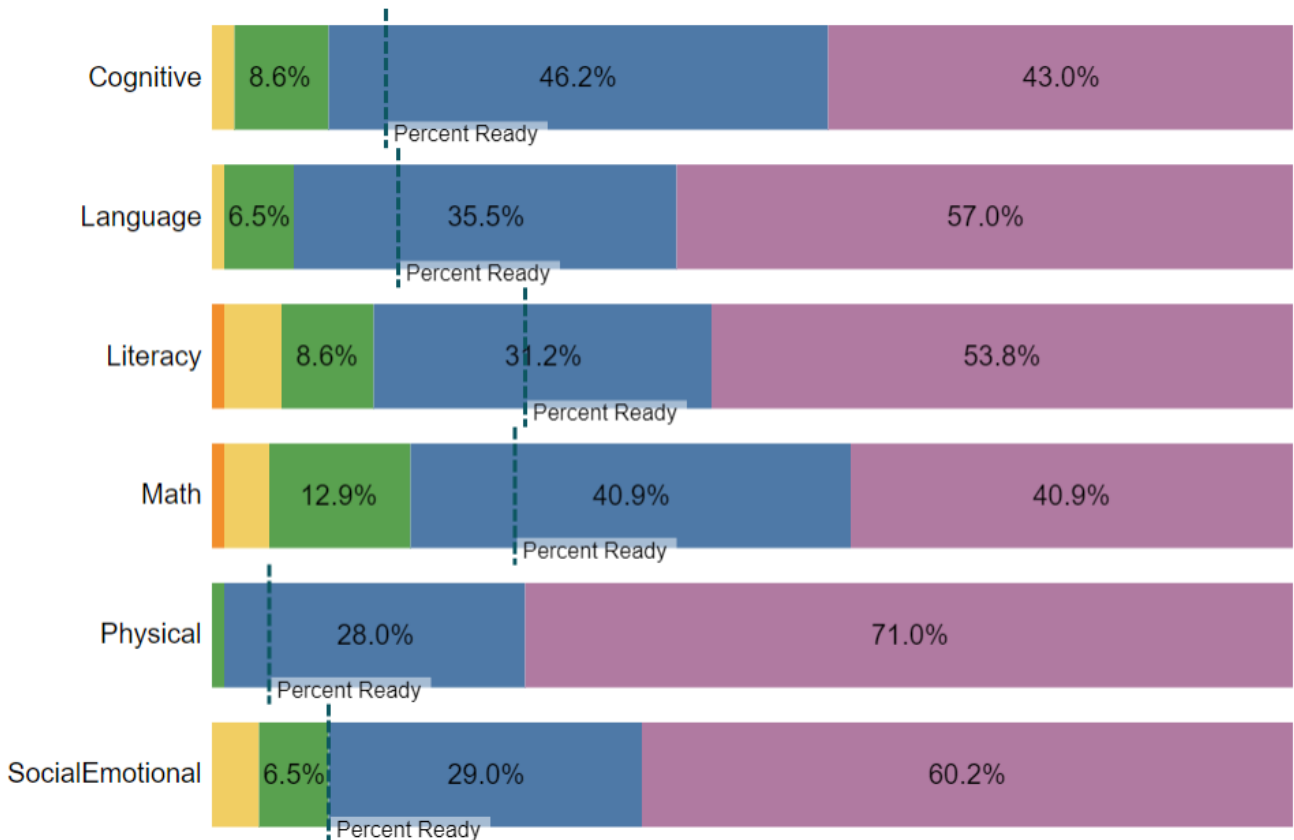




## Kenroy Elementary 2019-20

Demonstrating skills typical of

- 0-2 year olds
- 3 year olds
- Kindergarten and up
- 2 year olds
- 4 year olds



**Describe the strengths of your school.**

**Perception Survey of Hybrid Model-** Overall, parents are happy students are back on campus and 70% are satisfied with the hybrid model, AM/PM model.

**Academic Achievement-** ESSA data shows Kenroy is above the identification threshold with all subgroups. Math Student Growth Percentiles increased in all but one subgroup. Overall framework scores continue to increase. WA-Kids data shows the number of kindergarten students entering school ready in all 6 areas increased substantially.

**Language Acquisition-** Progress of English Language Learners increased by 2 deciles from 2018-2019 (WSIF), compared with negative 2 deciles the previous years. We attribute this to an aligned RTI system, which gives EL students 3 solid tiers of instruction, including collaborative tier 1 instruction aligned to standards.



Last year we had a total of 116 EL students at Kenroy. We celebrated 26, or 22%, of those students exiting the bilingual program last spring. One of our primary focuses is working with our Level 1 language learners to improve their ability to engage in the gen ed classroom and with their peers. Level 1 is the beginning level on ELPA21. These students are the kids that are usually new to the country, and have little to no experience with English instruction and a limited vocabulary. They also could be adjusting to a new culture. Over a one year period we were able to decrease the number of level 1 students from 9% to 0% in listening, 13% to 9% in reading, 15% to 2% in speaking, and 45% to 18% in writing. Writing was our school wide focus so we are particularly proud of the improvement in this area.

**Student Attendance-** Systems are in place at Kenroy which align with attendance laws and communicate with families regarding attendance concerns. The 2020-21 school year is proving to be difficult with long-term absences due to COVID.

**Student Discipline-** Professional development in Tier 1 behavior and best practice has reduced SWIS data referrals. Kenroy has a PBIS committee that is tracking survey data through the Tiered Fidelity Inventory to create actionable steps. Grade-level teams are regularly studying and reflecting on SWIS data.

**Parent Involvement-** Kenroy has a PTO that is active in fundraising and support of students and staff. There is parent representation on Site Council and PBIS.

**Describe the challenges of your school.**

**Perception Survey of Hybrid Model-** The remote side of the hybrid model still needs tweaking. Technology proves challenging for families; and teachers are not available to help, due to on-site teaching during that time. PE & Music are not being accessed by all students and interventions are complex to run.

**Academic Achievement-** English Learner decile scores decreased in ELA Growth (SBA).

**Language Acquisition-** A continual challenge is giving EL students access to all tiers of intervention, especially this year in a hybrid model.

**Student Attendance-** At the end of the year 87.2% of students had 2 or fewer absences in a month; this was a decline from the prior year. With hybrid learning and the COVID pandemic, we are seeing more absences than ever before for longer lengths of time.

**Student Discipline-** Last year, kindergarten and first grade students had the highest discipline rates during recess.

**Goal and Solution Selection:** Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:

- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.



**District Goal:** Students will perform at or above the state average for districts of similar size and demographics.

**Building Goal:** All students, regardless of subgroups, will show growth in grade-level standards using multiple measures as data points.

**Grade-Level Goals:**

**Kindergarten:** Between October 1, 2020 and May 31, 2021, all students will increase their knowledge of CCSS RF.K.3.A and RF.K.3.B as measured by Eastmont Kindergarten ELA Common Assessment (pre & post) and Wonders Reading unit assessments and student self-assessments. We choose to define “increase” as growth of at least one performance level towards mastery of standard.

**First Grade:** Between November and May, all students will increase their knowledge and understanding of CCSS 1.OA.6 (addition & subtraction fact fluency to 20), as measured by the District Addition and Subtraction Timed Two Minutes Fluency Assessment (pre and post), ESGI Timed Fact Fluency Assessment, or Teacher Observation. We chose to define "increase" as a minimum of 5 additional facts from the initial assessment.

**Second Grade:** By May, 70% of 2nd grade students will be able to solve two digit addition problems up to 100 (CCSS 2.NBT.B.5) as measured by pre-assessment, common formative assessments, and summative assessment.

**Third Grade:** During the 3rd grade unit on Fractions, addressing Common Core State Standard 3.NF.A.2, all students will improve their scores by one performance level as measured on a 4 point scale. (1-Doesn't get it 2-Almost got 3-Got it, 4-Got it at an extended level). Performance levels will be analyzed using a pre-assessment, common formative assessments, and a summative assessment.

**Fourth Grade:**

During units of study in reading using Journeys and Storyworks, addressing CCSS R.I. 4.2 , ALL 4th grade students will increase their ability to determine the main idea and supporting details of a text by January 2021 as measured by a variety of formative assessments including the use of a story map, short response questions, and multiple choice. We chose to define increase using a 4 point rubric. Students will increase at least one point.

**Strategies and Action Steps:**

**Kindergarten:**

**What is our current reality? Why did we choose this goal?**

Our current reality is that many of our students have had little or no exposure to schooling prior to kindergarten. Due to the pandemic, several students had little exposure to larger groups of children their age in the past several months helping them learn about cooperation, behaviors needed to successfully navigate the school setting as well as ways to communicate with others. Additionally, our students needed to gain essential academic skills required to form a strong academic foundation. With a condensed timeframe to teach all skills typically taught in a full-day kindergarten program, literacy ranked highest of the most essential skills needed to succeed beyond kindergarten. We chose letter recognition and sound production for our goals this year as they are standards students need to master to become successful readers.



**What are our action steps?**

We teach phonemic awareness and phonics skills daily using our district adopted curriculum. We also incorporate a supplemental phonemic awareness program to teach the foundations of reading. Students are taught the above standards while on-campus and are provided review practice for off-campus learning to strengthen these skills. Additional intervention is provided in small groups delivered by our RTI team during off-campus learning to assist students who are not adequately gaining these skills. Monthly assessments are administered to determine growth as well as restructure intervention groups based on student needs.

**How and when will it be assessed?**

Students are assessed using formative assessments often. We administer the Eastmont School District Common Assessment for ELA each month. Students use this assessment to track growth and set goals. We also use the Wonders Unit Assessments (every three weeks) and student self-assessments (weekly) to determine student growth and inform our future instruction.

**First Grade:**

**What is our current reality? Why did we choose this goal?**

Our current reality is that our students ended the year in March due to COVID and although our kindergarten teachers taught remotely, not all students made the progress they should have. Addition and subtraction facts are a beginning foundation for all math skills, so we felt since this was such a huge deficit, this would be our area of focus.

**What are our action steps?**

We are doing weekly practice timed tests, monthly tests to check for growth, Zearn and Math Fact practice games, flashcards and other fact games to help build this skill. We are teaching addition and subtraction facts in unison.

**How and when will it be assessed?**

We are assessing with our District Fact Fluency Assessment every month. In addition, we are using our ESGI Fact Assessment for students who we feel know the facts, but do not have the fine motor skills to show their knowledge of the facts. We will also be using weekly check-ins to monitor student progress. Teacher observation will also be a factor in student progress.

**Second Grade:**

**What is our current reality? Why did we choose this goal?**

Last year, our 2nd grade team spent time developing unit plans in math. We used our Origo curriculum as a skeleton and pacing guide with our standards. We took the time to make sure we were focusing on our essential standards and developed common formative assessments to go along with our units. One overarching standard that we build up to throughout the year, is CCSS 2.NBT.B.5.

**What are our action steps?**

Before we teach modules 5 and 6 in math, we will give a pre-assessment to all second grade students to see what students already know. Another purpose of the pre-assessment is to be able to measure the growth our students make.





Throughout the two units, we will introduce a variety of strategies students can use to solve two digit addition problems. We will give common formative assessments throughout to see how students are doing. Though we will teach several strategies, students do not need to master all of them. Rather, we will give them strategies to use and they will get to choose the one that is most efficient for them.

When we finish modules 5 and 6, we will then move to modules that introduce strategies students can use to solve three digit addition problems. These strategies will build upon what students have already learned in previous modules.

**How and when will it be assessed?**

Students will be given a pre-assessment before teaching modules 5 and 6. Throughout the lessons, we will give common formative assessments to students. At the end of module 6, we will give the pre-assessment again but this time use it as a summative assessment.

**Third Grade:**

**What is our current reality? Why did we choose this goal?**

Our current reality is that our students ended the year in March due to COVID and although our third grade teachers taught remotely, not all students made the progress they should have. Fraction standards were taught entirely through remote instruction, and it is evident that our students did not learn the standards to mastery. We chose this goal because third grade students should develop an understanding of fractions as numbers.

**What are our action steps?**

Before we teach standard 3.NF.A.2 in math, we will give a pre-assessment to all third grade students to see what students already know. Another purpose of the pre-assessment is to be able to measure the growth our students make.

Throughout the fractions unit, we will introduce a variety of strategies students can use to represent a fraction as a number on a number line. We will give common formative assessments throughout to see how students are doing.

**How and when will it be assessed?**

Students will be given a pre-assessment before teaching the fractions unit. Throughout the lessons, we will give common formative assessments to students. At the end of the unit, we will give the pre-assessment again, but this time use it as a summative assessment.

**Fourth Grade:**

**What is our current reality? Why did we choose this goal?**

Students missed many months of reading instruction. We are not only teaching students to read, but how to interact with the text. Our pre-assessment of RI. 4.2 revealed less than 20% of our students could identify the main idea of a passage and three supporting details.



**What are our action steps?**

Our next units of study will be focusing primarily on informational text.

We plan to teach main idea/supporting details with nonfiction text.

We will use Journeys, Story works, short passages as a daily teach, and a GLAD unit for regions of Washington.

Informational writing is being taught at the same time which allows students to write their own main ideas and corresponding key details.

We will give formative assessments at the end of each story either with a graphic organizer or multiple choice questions.

**How and when will it be assessed?**

We will give the SBAC block interim in January for the main idea and supporting details.

We will analyze the data and plan intervention or extensions after that.

**Component 2: Schoolwide Reform Strategies**

Schoolwide programs need to have a schoolwide focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. There are several ways to ensure school wide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

**Reform Strategy 1: *Positive Behavior Intervention Support (PBIS)***

- Develop productive citizens.
- Promote student leadership.
- Promote anti-bullying.
- Social Skills training/SEL.
- Celebrate student success.

**How will it strengthen the core reading, mathematics and/or science programs of the school?**

*Clear expectations and a focus on positive behaviors will help students maximize learning time in core content areas as it will reduce off-task behaviors and discipline.*



- Create a PBIS committee to meet monthly at the building level. Administration PBIS Coordinator, Natalie Hoback-Noyd & PBIS committee to meet regularly for planning short term building goals.
- Reinforce 3 essential behavior standards: Be Respectful; Be Responsible: Be Safe; explicitly teach and post in classrooms and throughout the school.
- Teachers to develop Classroom Plans for behavior and review mid-year.
- Post and teach common area expectations in a systematic way through staff and grade-level teams
- Track behaviors through SWIS data collection site. Teams to analyze behavior data regularly.
- PBIS committee to set short-term goals (action planning) through Tiered Fidelity Inventory.
- Track student interventions for repeated behaviors, including Guidance Team meetings and social skills groups
- Celebrate student success- Monthly Character Recognition and Weekly Caught 'Ya drawings.

#### ANGIE W TO REVIEW

##### Reform Strategy 2: **Professional Learning Communities.**

- Recommit and update the foundations of a PLC; mission, vision and collective commitments. We added a new norm; to treat all meetings as if students, parents and colleagues were in the room. We also added the word equity to our vision.
- All staff recommitted to the remainder of our mission, vision, collective commitments as they were last year.
- Outline year-long Essential Standards in reading and math. Teachers are encouraged to focus on only a few of these due to COVID.
  - What are we going to guarantee students will learn at each grade level?
  - How will we communicate these to parents?
- Develop/score/analyze common formative assessments for essential standards. Teachers will continue to use any CFA's they created last year to implement and analyze this year.
- Reteach/Extend standards based on learning data (tier 2). Most of this is being done during remote learning this year.

#### **How will it strengthen the core reading, mathematics and/or science programs of the school?**

*Our teachers answer the four critical questions in their content areas:*

- 1) *What do we expect our students to learn?*
- 2) *How will we know they have learned it?*
- 3) *What will we do if they do not learn it?*
- 4) *What will we do if they have already learned it?*

#### **2020-21; Action Plan/Next Steps**

- School staff to recommit to and update a mission, vision and common commitments (Foundations of a PLC)
- Grade-level teams revise current year-long essential standards ELA/Math
- Teams will develop norms
- Teams will create 2020-21 SMART goals; tracked through TACA document and shared quarterly with the site council.



**Reform Strategy 3: *Response to Intervention***

- Develop a responsive, data-driven, Academy system of extensions and interventions to meet the needs of all students in math and ELA. This year, due to COVID we will continue our academy system but we only have the capacity to serve kids who are significantly below and below grade level. Any students that are at or above grade level will not be served during this academy time, which is done while the kids are at home.
- Determine and implement progress monitoring assessments that will allow for student fluidity and changed instructional methodology. We will use DIBELS this year K-4 to progress monitor students who are below grade level. STAR will continue to be used as well for 2-4 grade.
- Analyze and review data (SBA, STAR, DIBELS, QPS, CFA's) at least 1 time a month to meet the learning needs of individual students and check program effectiveness. Due to COVID, there was a longer benchmark window to finish remote benchmark testing for the whole school. However, beginning in January, we will resume our data meetings once a month to review data and progress in our academy system.
- Use ESGI (K & 1) as a collection site for data of grade-level standards. This allows for easy access in order to analyze data and reflect on instructional practice.

**How will it strengthen the core reading, mathematics and/or science programs of the school?**

*Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention matched to student need and monitoring progress frequently to make decisions about changes in instruction or goals. Frequent progress monitoring of school level data will allow us to place students in groups based on "like skills" and target using sound instructional practice slightly more rigorous than the level they are currently performing.*

**2020-2021; Action Plan/Next Steps**

- Develop a hybrid master schedule that supports grade-level interventions.
- RTI coordinators facilitate and coordinate intervention programs, including assessments, data meetings and training of para-educator staff
- Create RTI protocol/process (process for identifying students, skill needs, assessments, analyzing, moving students)
- Analyze data every 6-weeks with grade-level teams. Check program effectiveness using data tied to specific intervention. All students who tested below grade level on our DIBELS and STAR screener were given a placement test to one of the main phonics intervention programs we use. This was a main basis for determining if students should participate in a phonics program or if their focus was comprehension and/or fluency.
- Maintain communication between RTI Coordinators and classroom teachers. This year, the idea is to do this once a month during a staff meeting since the switch to hybrid learning has removed our late start Monday. We no longer have the time for the data meetings.



**Reform Strategy 4- Parents as partners in the hybrid learning process.**

- Communication of remote learning is clear and responsive to family needs.
- Communication with parents about goals of instruction (standards)
- Updates to parents and guardians about student progress toward goals of instruction (standards) using print and/or technology.
- Teachers and parents are both aware of student goals.
- Communication about due dates, upcoming units, academic progress & positive anecdotes.
- Teacher sends additional materials and communication when students are struggling and gives ideas of how to provide additional support at home.
- Teachers translate materials when necessary to prevent language barrier.
- Engages in 2-way communication & is responsive to parent insights.

**How will it strengthen the core reading & mathematics programs of the school?**

*Parent partnership is more important than ever, during hybrid learning. Ensuring that students continue learning and practice at home is essential to student growth. This parent involvement in a child's education has an impact on student success, not just in school but throughout life. When families are involved, students have less behavior referrals, attend school more regularly, have higher grades and graduation rates. We also must be inclusive of ALL Kenroy families when implementing policies and everyday practices.*

**2020- 2021; Action Plan/Next Steps**

- Grade-levels to collect perception data to ensure needs are being addressed. This could be done via Parent Square, teams could then analyze data to tweak and improve services
- Communication tools such as Parent Square, email and phone calls are used regularly to ensure 2-way communication.
- Systems of communication (such as Tiger Binders) are established at each grade-level so evidence of student learning can be distributed to families.

***How will the school improve transitions between grades and/or schools?***

A formal transition meeting with parents and staff is planned for all preschool students entering with an IEP. These students and their parents visit the kindergarten classrooms in the spring to acquaint them with the school, as well as holding a transition meeting with the kindergarten teachers.

In addition at the beginning of the year, our kindergarten teachers meet individually with families to go over kindergarten curriculum and student expectations. At this time initial assessments are administered.

Students visit the middle school and receive an orientation meeting in the spring, where they are introduced to their music electives, and are given a brief orientation by the principal. Teachers and the school counselor meet with middle school counselors to provide additional information for students with special circumstances or who will need extra support to be successful.



How will the school enrich and accelerate curriculum?

**In Class Differentiation:** General Education Teachers provide individualized instruction to accelerate instruction when formative assessments indicate the need for this.

**Highly Capable:** This program provides extension activities within the school day for identified students. Math Is Cool is an after-school program to enrich students in the area of math.

**Lexia (grades K-2):** This computer based program adapts to students' individual reading ability, which allows our accelerated growth for our highly capable students. This is also available for at-home access.

How will the school provide opportunities for students both ahead of and behind grade level?

Our RTI model provides opportunities for a wide range of academic abilities through our tiered system of student support.

Tier 1: Access to grade level essentials for all students. Tier 2: Additional time and support to meet grade level essentials. Tier 3: Intensive remediation in foundational skills.

Our building provides opportunities for above grade level students via the Highly Capable program, Lexia and in-class extensions.

Describe your Parent and Family Engagement strategy. How will you align it to building goals and evaluate your targeted assistance practices and strategies? How will you know that your strategies are working?

We have a Migrant/Bilingual Specialist who reaches out and supports our community. We are constantly seeking feedback on our practices through bilingual/migrant meetings, Kenroy PTO and parent representation on our PBIS and Site Council committees and perception surveys. We engage our families through consistent communication in the form of conferencing, newsletters, email, phone calls and Parent Square. We are cognizant of communication needs and translation.

Parent engagement aligns with our grade-level content goals because it is through this parent partnership that our students will meet the grade-level standards documented in these goals. We will know this partnership is working when the wrap-around support from home and school yields high levels of student learning by all subgroups.

**Component 3: Activities to Ensure Mastery**

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out.



Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improvement student achievement with strategies, including:

- Counseling and mental health support.
- College and career readiness.
- Tiered behavioral support.
- Preschool transition support.
- Professional development for staff.
- Intensive academic support for students.

How does the school screen all students to identify those that are at-risk of falling behind on mastery of key skills?

Students who are experiencing difficulty mastering skills and meeting standards will be identified through Smarter Balanced, ELPA 2, DIBELS (K-4) and STAR Reading, as well as teacher observation of student performance. At least once per month, grade level teams will meet with the intervention team to review progress and identify students needing more assistance. The Guidance Team is designed to determine a student's need for additional testing or Special Education qualification.

The counselor and school psychologist facilitate behavioral intervention for struggling students based on SWIS data and teacher referral.

Following are procedures to ensure student success:

- Grade-level teams meet every 6 weeks with the intervention team to review students' progress and determine if any adjustments need to be made to a student's educational program.
- At the beginning of the year, staff examines schoolwide as well grade-level data from state assessments and discipline data to determine overall program effectiveness and set goals. Collaborative teams meet in PLC's to further plan common summative assessments, as well as pre-tests and quick checks
- All teachers participate in data analysis meetings in order to help form intervention groups. These groups are flexible, and teachers determine where students should be moved.
- Teachers utilize data meetings to seek suggestions for interventions for struggling students.

How does the school monitor progress of at-risk students in their mastery key grade level skills?

Listed below are the assessments used at each grade level to monitor student progress. Assessments for **Reading** include the following:

- Kindergarten: WaKids Assessments, Common formative assessment, DIBELS Phoneme Segmentation Fluency 3x a year to all kids: monthly for kids below benchmark
- First Grade: DIBELS Phoneme Segmentation Fluency and Nonsense word fluency 3x a year to all kids: monthly for kids below benchmark. Common formative assessments based on Journey's curriculum and foundational skills assessment (tracked through ESGI program). Progress monitoring assessments are aligned to instruction in specific Academy classes.
- Second Grade: STAR Reading/Math testing 3x/year, monthly for kids below benchmark. DIBELS oral reading fluency is given 3x a year to all kids: monthly to those below benchmark. Common



formative assessments based on Journey’s curriculum and foundational skills assessment. Progress monitoring assessments are aligned to instruction in specific Academy classes.

- Third Grade: STAR Reading/Math testing 3x/year, monthly for kids below benchmark. DIBELS oral reading fluency is given 3x a year to all kids: monthly to those below benchmark. Common formative assessments based on Journey’s curriculum. Progress monitoring assessments are aligned to instruction in specific Academy classes.
- Fourth Grade: Classroom formative assessments based on Journey’s curriculum, STAR Reading/Math testing 3 x/year, monthly for kids below benchmark, DIBELS oral reading fluency is given 3x a year to all kids: monthly to those below benchmark. Smarter Balanced Interim Assessment Blocks (IAB’s).

Assessments for **Math** include the following:

- Kindergarten: Classroom formative assessments.
- First Grade: Classroom formative assessments.
- Second Grade: Classroom formative assessments.
- Third Grade: Smarter Balanced IAB’s, Classroom formative assessments.
- Fourth Grade: Smarter Balanced IAB’s, Classroom formative assessments.

How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?

Staff meet monthly with RTI staff (reading, EL, SpEd, and administration) to discuss relevant data to make intervention decisions. Intervention groups are fluid, with students moving in and out of groups based on their most current assessment data. A data grid with schoolwide reading and math scores is updated monthly by Rtl staff. This year we are using the University of Oregon DIBELS website to enter/track and analyze data more thoroughly.

Describe the school’s three tiers of intervention to support at-risk students.

**Kenroy Academic RTI model** provides for a wide range of academic abilities through our tiered system of student support.

Tier 1: Access to grade level essentials for all students. Tier 2: Additional time and support to meet grade level essentials. Tier 3: Intensive remediation in foundational skills.

**Kenroy Behavior/SEL RTI Model** provides for a wide range of behaviors through our tiered system of student support.

Tier 1- All students are taught expectations in classroom and common areas:

- Classroom Behavior Plans are developed by teachers.
- Staff work to develop positive relationships with students.
- Staff teach Social Emotional Lessons and recognize students exhibiting the monthly character trait.





Tier 2- Additional support for students not responding to Tier 1:

- Individual behavior plan/contracts.
- Check and Connect.
- Small group and Individual Counseling.

Tier 3- Support for students who exhibit patterns of problem behavior:

- Conduct a Functional Behavior Assessment (FBA).
- Observe student in class by district specialists.
- Meet with Guidance Team and parents to create a behavior support plan.

**Component 4: Coordination and Integration of Federal, State and local services.**

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

<b>Program</b>	<b>Allocation</b>	<b>How the funds will be used to implement the Schoolwide Plan.</b>
BEA		
Title IA	\$205,651	PBIS Coordinator Certified Staffing Supplies and Materials Professional Development and Training



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG  
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Carl Perkins Grant/Application and Assurances for 2020-21

DATE: December 14, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Any school district offering Vocational-Technical Education programs in secondary schools must have an operational requisite of the State Plan which provides evidence that the District will offer programs consistent with the federal and state standards and those assurances listed within the plan.

The submission of the Carl Perkins Grant Application is done electronically through iGrants. Attached are the Career and Technical Education (CTE) District Wide Plan with Carl Perkins Assurances for the 2020-21.

## ATTACHMENTS

Assurances & Plan

## FISCAL IMPACT

Grant requirement

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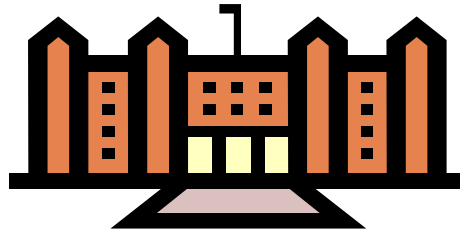
## RECOMMENDATION

The administration recommends approval of the Carl Perkins Grant/Application and Assurances for Eastmont School District's CTE Program for 2020-21.

Eastmont High School

# CARL PERKINS ASSURANCES

*Career & Technical Education*



## **Instructions**

- Review the Carl Perkins Assurance statements.
- Board motion approving Carl Perkins Assurances for 2020-2021.
- Sign & date—Signatures are not required this year due to Covid19.
- Place the hard copy of the printed, signed, and dated Carl Perkins Assurances in district files for monitoring/auditing purposes.

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**Date: November 19, 2020**

## Memorandum

To: Dr. Garn Christensen, Superintendent  
Members of the Board

From: Jim Schmutzler, CTE Director

Date: November 19, 2020

Re: Approval of Carl Perkins Assurances

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The submission of the Carl Perkins Grant is done electronically through iGrants. The assurances we as a District agree to in order to be eligible for the grant are on file. The signatures are to be filed and held in the District for audit purposes. Electronic signatures are allowed this year due to Covid19.

Eastmont's allocation for the 2020-21 school year will be utilized as noted below:

**2020-2021** - Plan to Utilize/Purchase: Perkins dollars will promote the continued implementation of educational technology / equipment in Career & Technical Education.

**2019-2020** - Plan to Utilize/Purchase: Perkins dollars will promote the continued implementation of educational technology / equipment in Career & Technical Education. (Plasma Cutter and ShopBot CNC – both for HS)

**2018-2019** - Plan to Utilize/Purchase: Perkins dollars will promote the continued implementation of educational technology / equipment in Career & Technical Education. (2 computer labs / hydraulic shear, spot welder, laser cutter, drill presses and band saws for HS and JH shops)

**2017-2018** - Plan to Utilize/Purchase: Perkins dollars will promote the continued implementation of educational technology / equipment in Career & Technical Education. (table saws and grinders for HS & JH shops)

The resources to stay current in the area of technology are an on-going challenge and a never-ending theme. We appreciate your time and support in continuing our efforts to better serve our students through Career & Technical Education. If there are any questions please, don't hesitate to contact me.

Carl Perkins Grant for 2020-2021

**Career and Technical Education  
Eastmont High School**

**Carl Perkins Assurances  
2020-2021**

Type in the names requested below. Print a copy of this section of the application. Affix original signatures and dates and keep the original on file in the district. (Electronic signatures are allowed this year due to Covid19)

\_\_\_\_\_  
Dr. Garn Christensen  
Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Mr. Spencer Taylor  
Section 504 Coordinator

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Ms. Vicki Trainor  
Title IX Officer/ADA Coordinator

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
General Advisory Chair

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Mr. Dave Piepel  
Board President

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Mr. Jim Schmutzler  
Career & Technical Education Director

\_\_\_\_\_  
Date Signed

Date: November 19, 2020

TO: Board of Directors

FROM: Garn Christensen, Superintendent  
Cindy Ulrich, Executive Director of Financial Services

SUBJECT: Policy 3510 Associated Student Bodies – Second Reading/Adoption  
Policy 3520 Student Fees, Fines, & Charges – Second Reading/Adoption

DATE: December 14, 2020

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

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**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

The Legislature passed House Bill 1660 – *Relating to the participation of students who are low-income and in extracurricular activities*. This bill is effective June 2020 and aims to increase the participation in extracurricular activities by:

- Creating equitable access to extracurricular opportunities that improve academic, social, and emotional outcomes;
- Collecting and analyzing data; and
- Addressing barriers to extracurricular activities, such as ASB fees.

In addition, it established annual goals for student possession of ASB cards. Each year, it is the goal for high schools that require an ASB card for participation in clubs and school based activities that 70% of students possess an ASB card. High schools are defined as schools that serve students in 9<sup>th</sup> through 12<sup>th</sup> grade.

The new law requires school districts to calculate the opportunity gaps between students who are eligible for free or reduced price meals and students who are not, and to work toward closing those gaps. During 2020-21, the opportunity gap must be 20 or fewer percentage points. OSPI will be assisting schools in defining processes for calculating opportunity gap, as well as additional data reporting.

Districts who collect fees for extracurricular activities are required to have a policy in place for waiving and reducing such fees. Eastmont's Policy 3510 Associated Student Bodies and Policy 3520 Student Fees, Fines, and Charges have been modified to reflect the new requirement to waive fees for students who qualify for free or reduced price meals.

No corrections, changes, or concerns have been identified by Board Members

**ATTACHMENTS**

Policies and Procedures

**FISCAL IMPACT**

Revenue

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**RECOMMENDATION**

The administration recommends approval of Policy 3510 Associated Student Bodies and Policy 3520 Student Fees, Fines, and Charges and their related procedures as revised.

## ASSOCIATED STUDENT BODIES

An associated student body (ASB) will be formed in each school within the District whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the District.

An ~~associated student body~~ ASB will be a formal organization of students, including sub-components or affiliated student groups. Each ~~associated student body~~ ASB will submit a constitution and bylaws to the Board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance, and financing. Subject to such approval process, any lawful activity ~~which that~~ promotes the educational, recreational, or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an ~~associated student body~~ ASB activity. Any lawful fundraising practices that are consistent with the goals of the District and ~~which that~~ do not bring disrespect to the District or its students may be acceptable methods and means for raising funds for student body activities. ~~Elementary schools are exempt from these requirements.~~ The Board may act or delegate the authority to a staff member to act as the ~~associated student body~~ ASB for any school which contains no grade higher than grade six.

The principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with District policy, ASB standards, student safety, or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult the principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the Board for approval. All property and money acquired by ASBs, except private non-associated student body funds, will be District funds and will be deposited and disbursed from the District's associated student body program fund.

Money acquired by ~~associated student body~~ ASB groups through fundraising and donations for scholarships, student exchanges, and charitable purposes will be private non-associated student body fund moneys.

Solicitation of funds for non-associated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the District will hold the funds in trust for their intended purpose. Non-associated student body fund moneys will be disbursed as determined by the group raising the money. Private non-associated student body funds will be held in trust by the District for



the purposes indicated during the fundraising activities until the student group doing the fundraising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

The Board may establish and collect a fee from students and nonstudents as a condition to their attendance at, or participation in, any optional noncredit extracurricular District event of a cultural, social, recreational, or athletic nature. If the Board establishes such a fee or fees, the superintendent/designee will establish a procedure for waiving fees for students who are eligible to participate in the federal free or reduced-price meals program and for reducing fees for students' family members and other nonstudents sixty-five or older who, by reason of their low income, would have difficulty in paying the entire amount of such fees. Fees collected pursuant to this paragraph shall be deposited in the ASB program fund of the district.

Cross References:

<u>Board Policy 2510</u>	<u>Co-Curricular Program</u>
<u>Board Policy 3515</u>	<u>Student Incentives</u>
Board Policy 3520	Student Fees, Fines and Charges <sup>[CU1]</sup>
Board Policy 6020	System of Funds and Accounts

Legal References:

<u>RCW 28A.325.010</u>	<u>Fees for optional noncredit extracurricular events — Disposition</u>
RCW 28A.325.020	Associated student bodies — Powers and responsibilities affecting
RCW 28A.325.030	Associated student body program fund — <del>Created — Source of funds — Expenditures — Budgeting — Care of other moneys received by students for private purposes</del> <u>Fundraising activities — Nonassociated student body program fund moneys</u>
<u>RCW 28A.325.050</u>	<u>Associated study body program fund — Publication of information on school district website</u>
WAC 392-138	Finance — Associated student body moneys

Management Resources:

Policy & Legal News, August 2020

Policy News, December 2014

- Second Reading -

## ASSOCIATED STUDENT BODIES

The Associated Student Bodies (ASBs) in the schools of the District will operate within the following guidelines:

### Structure

- A. ASBs are mandatory in grades 7 through 12 whenever students engage in money raising activities with the approval and under the supervision of the District. ASBs are not mandatory at the elementary level (K-6). However, any money raised with the approval and under the supervision of the District must be administered in the same way as ASB money. The school principal is designated to act as the ASB for K-6 school buildings.
- B. The Board has authority over ASBs. ASBs are subject to the same laws as the District, including accounting procedures, budgets and warrants.

### Financial Operations

- A. The District must have an ASB program fund budget approved by the Board.
- B. All ASB money is accounted for, spent, invested and budgeted the same way as other public money.
- C. Disbursements may be made either by warrant, imprest bank accounts, procurement card, or petty cash funds.
- D. ASB purchases must comply with state bid procedure as outlined in the District bid requirements policy and procedure. Purchases of the same goods or services for more than one school must be considered together when establishing the purchase amount and applicability of bid requirements.
- E. All property acquired with ASB moneys becomes property of the District.
- F. Associated student body groups may raise private nonassociated student body fund moneys through fund raising and donations for scholarships, student exchanges, and charitable purposes. Such fund raising and donation solicitation must meet the requirements for other ASB fundraising and those requirements specific to nonassociated student body funds, including clear notice to all donors of the purpose of the fundraising. Students wishing to use District facilities to raise private non-associated student body funds must comply with District's policy and procedures regarding community use of school facilities. For handling the accounting for complex fundraising programs for private nonassociated student body fund money, the District shall recoup its costs (Board Policy 3530).
- G. Purposes that directly further or support the District's program – both co-curricular and extracurricular – are suitable uses for ASB funds, as long as the activities are optional for students.

H. ASB funds may not be used for gifts or recognition to individuals for private benefit. Private non-associated student body funds may be raised for scholarships and charitable purposes pursuant to District policy and procedure.

Waiver or Reduction of Fees

For a student to have a fee waived or reduced, the student or the student's parent or guardian must ask the school principal for a waiver or reduction. The principal will then determine whether the student's family, by reason of their low income, would have difficulty in paying the entire amount of such fees. In making that determination, the principal will consider the student's specific circumstances, including whether the student is eligible to participate in the federal free or reduced-price meal program.

Website Publication of Program Fund Information

The District will publish the following ASB program fund information on its website:

- A. The fund balance at the beginning of the school year;
- B. Summary data about expenditures and revenues occurring over the course of the school year; and
- C. The fund balance at the end of the school year.

H. The information will be published for each ASB of the District and each account within the ASB program fund. If the District website contains separate websites for schools in the District, the information will be published on the website of the applicable school of the ASB. The District will add updated annual information to its website by each August 31st, except that the District is only required to maintain the information on its website from the previous five years.

- Second Reading -

## STUDENT FEES, FINES, AND CHARGES

The Eastmont School District will provide an educational program for the students as free of costs as possible.

The superintendent may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The Board delegates authority to the superintendent to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent will establish a procedure for annually notifying parents of the availability of fee waivers and reductions, including eligibility information for free or reduced-price meals.

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's ~~grades, transcripts, or~~ diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parent/guardian may appeal the imposition of a charge for damages to the superintendent and Board.

~~If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, records will be transferred according to Policy 3231 Student Records. However, for students who meet the definition of homeless, the District will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.~~

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

Cross References:

Board Policy 3115	Students Experiencing Homelessness – Enrollment Rights and Services
<u><a href="#">Board Policy 3510</a></u>	<u><a href="#">Associated Student Bodies</a></u>
Board Policy 3231	Student Records
Board Policy 3241	Student Discipline

Legal References:

42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
RCW 28A.220.040	Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit
RCW 28A.225.330	Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
RCW 28A.320.230(f)	Instructional materials — Instructional materials committee
RCW 28A.330.100	Additional powers of board
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diplomas or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
AGO 1965-66,#113	Districts — Schools — Fees — Tuition — Supplies — Authority of school districts to charge tuition fees or textbook fees
AGO 1973, No. 11	Districts — Schools — Tuition & Fees — Authority of school districts to charge various fees

Management Resources:

- Policy & Legal News*, July 2019
- Policy & Legal News*, May 2018
- Policy News*, June 1999 School Safety Bills Impact Policy

## STUDENT FEES, FINES, AND CHARGES

### Definitions

- **Fees** – Amounts collected by the District to cover the cost of optional supplementary supplies, materials or services to students.
- **Fines** – Amounts assessed for the cost of replacing materials or property which are lost or damaged due to negligence, amounts levied for items such as overdue books, or damage to technology equipment.
- **Fee Waivers** – The reduction or elimination of fees may be granted to students whose families would have difficulty paying due to their income status. The USDA Child Nutrition Program guidelines will be used to determine qualification for waiver.

Questions regarding fees, fines, or waivers should be initially directed to the building or program administrator. The Executive Director of Financial Services will review if additional clarification is needed and will recommend a system-wide decision about the fee or charge to the Superintendent and Board.

### Fees

Student fee schedules for individual buildings must be approved on an annual basis. Each spring, schools and departments will submit a list of proposed fees for the ensuing school year to the Executive Director of Financial Services for review, compilation and submission to the Board of Directors. Fees charged will be consistent among schools where comparable circumstances exist. Fees charged will be restricted to levels appropriate for the activity or service.

In establishing fees, the following guidelines will be used:

- A. Class registration information will describe fees for each class or activity and the process for obtaining a waiver or fee reduction;
- B. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The district will furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials;
- C. A fee may be collected for personal physical education and athletic equipment, apparel, and towels/towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety;
- D. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected;
- E. Students may be required to furnish personal or consumable items including pencils, paper, erasers, notebooks, and planners;

- F. Security deposits for the return of materials or equipment may be collected. Provisions will be made to return the deposit when the student returns the item at the conclusion of the school term;
- G. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities;
- H. Schools may request voluntary fees to help support a school or classroom activity or project. However, the school is required to notify the parent/guardian about the extent that the student's participation in the educational activity or project is required and that students will not be denied participation based on inability to pay the voluntary fee; and
- I. A fee may be collected from students as a condition for attendance at any optional, non-credit, extracurricular event or activity, which are of a cultural, social, recreation, or athletic nature.

Fees will not be levied for:

- A. Field trips required as part of a basic educational program or course;
- B. Textbooks (non-consumable) that are designated as basic instructional material for a course of study; or
- C. Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions will be granted to students whose families would have difficulty paying by reason of their low income.

For students and families participating in the National School Lunch program, the School Breakfast program, or both, the USDA Child Nutrition Program guidelines will be used to determine qualification for a fee waiver or reduction. The District will annually distribute and collect information and an application for all households of children in kindergarten through grade twelve to determine student eligibility for free or reduce-price meals in compliance with chapter 28A.235 RCW, Policy 6700, and Procedure 6700-P. [Parent or guardians will need to complete the "Parental Release of Information Form" in order for meal eligibility information to be shared for activity fee waivers.](#)

### Fines

Fines or damage charges may be levied for lost textbooks, library books, technology, or other equipment. In the event the student does not make proper restitution (or discharge the fine through voluntary work obligation) the following may occur:

- A. Grades, transcripts and/or diplomas may be withheld;
- B. Fees and/or fines that are unpaid after one semester may result in the student being held out of participation in extracurricular activities, including athletics.

- C. Fees and/or fines that are unpaid after one semester may result in the student being held out of participation in optional school activities including dances and excursions.
- D. A student may make restitution through a voluntary work program.

If a student has transferred to another public K-12 school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be forwarded. This information will be communicated to the enrolling school as soon as possible. The official transcript will not be sent until the fine or fee is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

A charge for lost or damaged materials or equipment may be appealed to the superintendent. The superintendent's decision may be appealed to the board. Care will be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension. When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension

Statements communicating fees and/or fines due will be sent to parents/guardians by schools no less than twice each school year. All fees will be deposited on a regular basis in accordance with District Policy 6020. The respective departments and schools will be credited by the amount of their deposit for fees related directly to school programming.

Refunds of Fees and Fines

- A. Refunds of fees or fines paid will be initiated by the School Office Manager. Refunds will be paid by Eastmont School District Accounts Payable check. No refunds will be issued for fines or fees paid more than one (1) year prior to date of request.
- B. Refunds for students withdrawing from the District will be paid as follows:

<b>Fee or Fine</b>	<b>Refund Schedule</b>
General Student Fees	50% during first semester 0% thereafter
School Meal Fees	100% of amount on account over \$5.00. Account balances under that amount will be reported to DOR Unclaimed Property
Fines for Lost Books	100% upon return of book in reusable condition 50% if book is damaged 0% if book is unusable

- Second Reading -



Fines for Lost/Damaged Technology	Not eligible for refund
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- C. A student or their parent/guardian may request to have their fee and/or fine waived by completing the Fee/Fine Waiver Request and submitting to the Building Administrator. (Form 3520 F-1).

- Second Reading -

**To:** Board of Directors  
**From:** Cindy Ulrich, Executive Director of Financial Services  
**Date:** December 7, 2020  
**Subject:** Monthly Student Enrollment Report

Student full time equivalent (FTE) enrollment data is used in a variety of funding formulas that allocate resources to school districts. Districts are therefore required to report their enrollment data to OSPI as of the fourth school day of September and the first school day of October through June (WAC 392-121-119). OSPI requires Form P223 be used for this purpose.

**Headcount and Actual FTE Reported in P223H & P223:**

Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,794. This is a decrease of 292 students (-4.8%) from the total reported in December 2019 (6,086).

Total student FTE reported, including ALE, is 5,736.10. This is a decrease of 223.80 FTE (-3.7%) from the total FTE reported in December 2019 (5,959.89) and a decrease of 177.46 FTE (-2.9%) from the actual average FTE (AAFTE) for the 2019-2020 school year.

Program Name	Current Year Average	Prior Year Average (as reported thru 03/20)		Increase / (Decrease)
Running Start (Head Count)	179	158		20
Special Education (Age K-21 Head Count)	666	688		(22)
Transitional Bilingual (Head Count)	946	1,050		(104)
Exited Transitional Bilingual (Head Count)	350.67	338.00		13
Career/Technical Education-Gr 7-8 (FTE)	58.29	78.40		(20.11)
Career/Technical Education-Gr 9-12 (FTE)	321.56	356.90		(35.34)

**Budget to Actual FTE Analysis:**

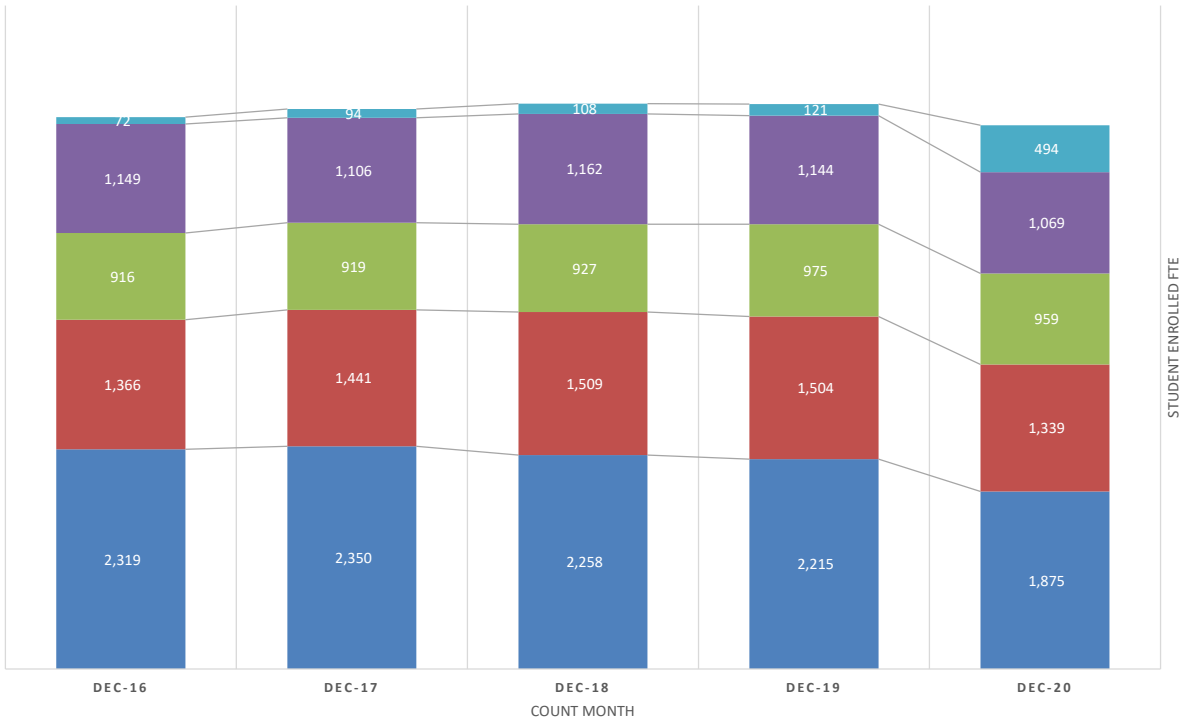
Budgeted K-12 FTE, including ALE program, is 5,906. Total FTE as of December is 151 FTE less than the estimated used for budget development. K-12 student enrollment is 5,281 FTE, which is **499 FTE less** than expected. ALE program enrollment is 473 FTE and **348 FTE more** than expected.

The following additional information is presented for your review:

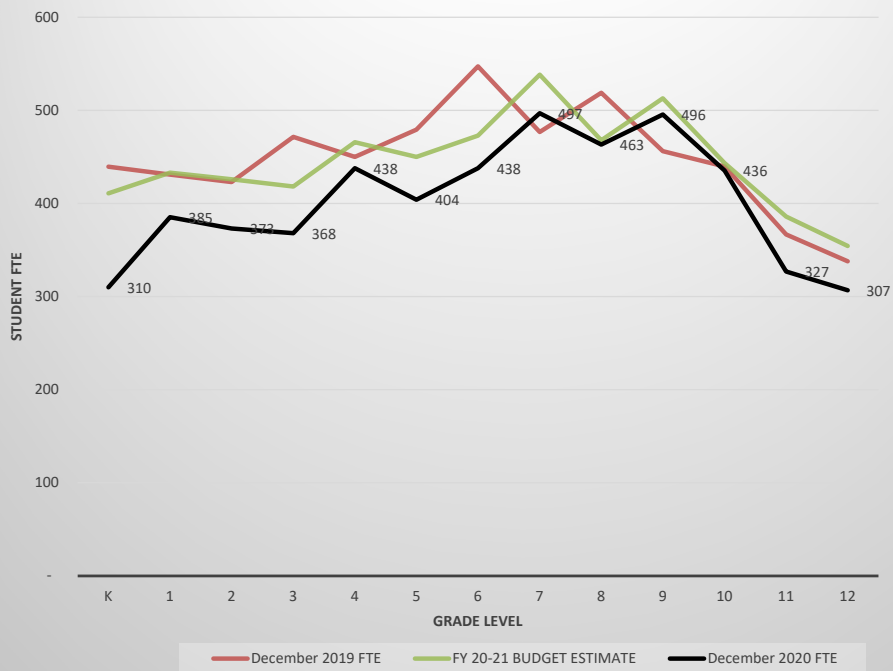
- A graph that compares the five prior December count dates to December 2020.
- A graph that compares December 2020 and December 2019 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

### K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

■ Grade K-4 ■ Grade 5-7 ■ Grade 8-9 ■ Grade 10-12 ■ ALE



### K-12 Student FTE Comparison-Excludes ALE enrollment



Eastmont School District  
 FY 2020-2021 K-12 Monthly Enrollment FTE by Grade Level  
 (Includes ALE Program FTE; Excludes CTE & Running Start FTE)

Count Date: 12/1/2020

20-2021 AAFTE for Budget 5,906

SPI COVID-19 Calculation 5,932.63

Grade	2020-21 FTE for Budget	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average FTE	AAFTE Increase / Decrease from Budget Est.	AAFTE % variance from Budget	Prior Year AAFTE	Variance from Prior Year AAFTE
K	411	314.00	319.00	315.00	310.00	-	-	-	-	-	-	314.50	(96.50)	-23.48%	437.47	(122.97)
1	433	386.00	385.15	385.30	385.30	-	-	-	-	-	-	385.44	(47.78)	-11.03%	430.03	(44.60)
2	426	379.00	382.00	376.00	373.15	-	-	-	-	-	-	377.54	(48.49)	-11.38%	421.18	(43.64)
3	418	376.00	374.00	370.15	368.15	-	-	-	-	-	-	372.08	(46.31)	-11.07%	470.07	(97.99)
4	466	454.00	453.00	447.00	438.00	-	-	-	-	-	-	448.00	(17.99)	-3.86%	449.59	(1.59)
5	450	411.00	410.00	406.77	404.00	-	-	-	-	-	-	407.94	(42.06)	-9.35%	477.36	(69.41)
6	473	434.00	434.00	436.03	438.03	-	-	-	-	-	-	435.52	(37.45)	-7.92%	543.78	(108.27)
7	538	503.00	501.00	500.00	497.00	-	-	-	-	-	-	500.25	(38.22)	-7.10%	475.50	24.75
8	468	466.24	465.24	466.49	463.49	-	-	-	-	-	-	465.37	(2.55)	-0.55%	516.19	(50.82)
9	513	501.00	501.00	496.50	495.73	-	-	-	-	-	-	498.56	(14.43)	-2.81%	456.36	42.20
10	444	434.79	436.00	432.51	435.51	-	-	-	-	-	-	434.70	(8.87)	-2.00%	435.24	(0.54)
11	386	339.78	332.76	327.60	326.99	-	-	-	-	-	-	331.78	(54.17)	-14.03%	360.41	(28.63)
12	355	315.73	308.54	309.58	306.94	-	-	-	-	-	-	310.20	(44.36)	-12.51%	334.01	(23.81)
<b>Total Resident Student FTE (Excludes ALE)</b>	<b>5,781</b>	<b>5,314.54</b>	<b>5,301.69</b>	<b>5,268.93</b>	<b>5,242.29</b>	-	-	-	-	-	-	<b>5,281.86</b>	<b>(499.18)</b>	<b>-8.63%</b>	<b>5,807.20</b>	<b>(525.34)</b>
<b>ALE (Opportunities &amp; HomeField) Program Total K-12 Enrollment Reported to OSPI</b>	<b>125</b>	<b>444.19</b>	<b>457.23</b>	<b>497.99</b>	<b>493.81</b>	-	-	-	-	-	-	<b>473.31</b>	<b>348.31</b>		<b>125.43</b>	<b>347.88</b>
	<b>5,906</b>	<b>5,758.73</b>	<b>5,758.92</b>	<b>5,766.92</b>	<b>5,736.10</b>	-	-	-	-	-	-	<b>5,755.17</b>	<b>(150.87)</b>		<b>5,932.63</b>	<b>(177.46)</b>

Over/(Under) Budget (150.87)

Over/(Under) Prior Year Actual AAFTE (177.46)

Net Change from Prior Month Reporting	Total	ALE	K-12
Change from September Reporting	(22.63)	49.62	(72.25) -0.4%
Total Enrollment Growth from Prior Year	-2.99%		

FY2020-2021 Monthly Enrollment FTE by Building

Building/Grade	FY 2020-2021 BUDGET AAFTE	Month										Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year	
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June							
<b>Cascade</b>																		
K (Funded Full Day)	93	78.0	78.0	79.0	80.0								78.8	2.0	(14.3)		103.8	(25.0)
1	103	95.0	94.15	94.3	96.3								94.9	1.3	(8.0)		102.8	(7.8)
2	102	87.0	87.0	86.0	84.0								86.0	(3.0)	(16.1)		97.1	(11.1)
3	99	85.00	84.00	84.15	87.2								85.1	2.2	(14.2)		114.6	(29.5)
4	113	114.00	114.00	113.00	112.0								113.3	(2.0)	0.3		100.2	13.1
5	-	-	-	-	-								-	-	-		-	-
<b>Total</b>	<b>510</b>	<b>459.00</b>	<b>457.15</b>	<b>456.45</b>	<b>459.45</b>	-	-	-	-	-	-	-	458.0	0.5	(52.4)	-10.26%	518.4	(60.4)
<b>Grant</b>																		
K (Funded Full Day)	93	81.00	83.00	82.00	76.0								80.5	(5.0)	(12.5)		93.3	(12.8)
1	92	80.00	80.00	82.00	81.0								80.8	1.0	(11.6)		88.5	(7.8)
2	88	85.00	86.00	86.00	85.2								85.5	0.2	(2.1)		91.8	(6.2)
3	91	83.00	83.00	83.00	81.0								82.5	(2.0)	(8.4)		109.9	(27.4)
4	110	108.00	107.00	107.00	105.0								106.8	(3.0)	(3.2)		107.4	(0.6)
<b>Total</b>	<b>474</b>	<b>437.00</b>	<b>439.00</b>	<b>440.00</b>	<b>428.15</b>	-	-	-	-	-	-	-	436.0	(8.9)	(37.8)	-7.99%	490.8	(54.7)
<b>Kenroy</b>																		
K (Funded Full Day)	93	77.00	79.00	77.00	77.0								77.5	-	(15.5)		101.3	(23.8)
1	100	85.00	84.00	82.00	80.0								82.8	(5.0)	(17.6)		95.3	(12.5)
2	94	81.00	82.00	82.00	82.0								81.8	1.0	(12.6)		79.4	2.4
3	92	86.00	86.00	84.00	84.0								85.0	(2.0)	(7.5)		87.5	(2.5)
4	111	102.00	101.00	97.00	95.0								98.8	(7.0)	(12.7)		111.9	(13.1)
5	-	-	-	-	-								-	-	-		-	-
<b>Total</b>	<b>492</b>	<b>431.00</b>	<b>432.00</b>	<b>422.00</b>	<b>418.00</b>	-	-	-	-	-	-	-	425.8	(13.0)	(65.9)	-13.41%	475.3	(49.6)
<b>Lee</b>																		
K (Funded Full Day)	93	50.00	50.00	49.00	48.0								49.3	(2.0)	(43.8)		91.5	(42.3)
1	91	82.00	81.00	81.00	83.0								81.8	1.0	(8.8)		101.2	(19.5)
2	100	87.00	87.00	86.00	86.0								86.5	(1.0)	(13.3)		92.3	(5.8)
3	93	87.00	86.00	85.00	84.0								85.5	(3.0)	(7.7)		79.9	5.6
4	94	90.00	90.00	90.00	88.0								89.5	(2.0)	(4.8)		88.8	0.8
<b>Total</b>	<b>471</b>	<b>396.00</b>	<b>394.00</b>	<b>391.00</b>	<b>389.00</b>	-	-	-	-	-	-	-	392.5	(7.0)	(78.4)	-16.64%	453.6	(61.1)
<b>Rock Island</b>																		
K (Funded Full Day)	39	28.00	29.00	28.00	29.0								28.5	1.0	(10.5)		48.1	(19.6)
1	47	44.00	46.00	46.00	45.0								45.3	1.0	(1.8)		42.1	3.1
2	42	39.00	40.00	36.00	36.0								37.8	(3.0)	(4.3)		41.9	(4.1)
3	42	35.00	35.00	34.00	32.0								34.0	(3.0)	(8.4)		37.4	(3.4)
4	37	39.00	40.00	39.00	37.0								38.8	(2.0)	1.5		40.6	(1.9)
<b>Total</b>	<b>208</b>	<b>185.00</b>	<b>190.00</b>	<b>183.00</b>	<b>179.00</b>	-	-	-	-	-	-	-	186.0	(6.0)	(23.8)	-11.34%	210.1	(25.9)

FY2020-2021 Monthly Enrollment FTE by Building

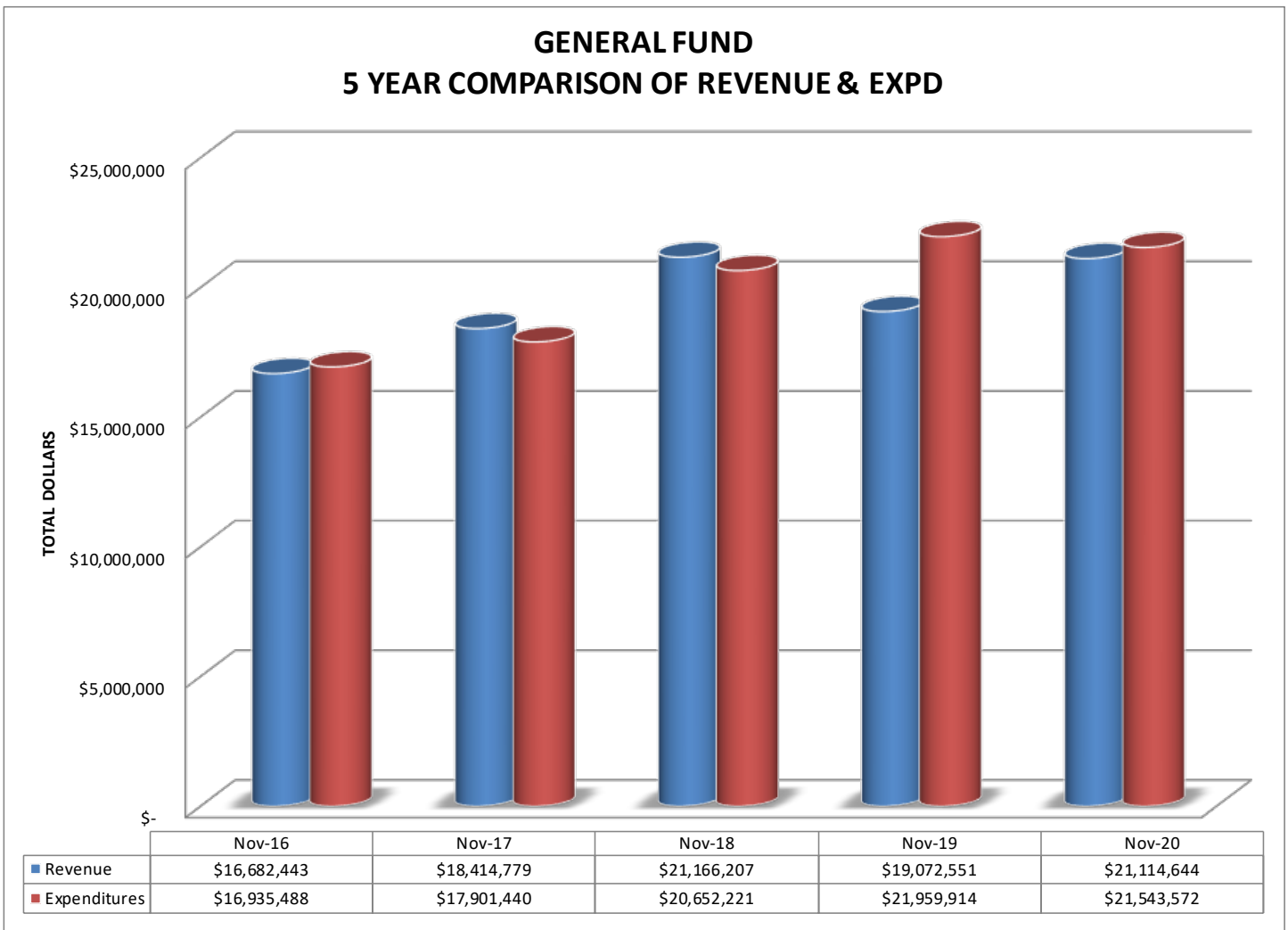
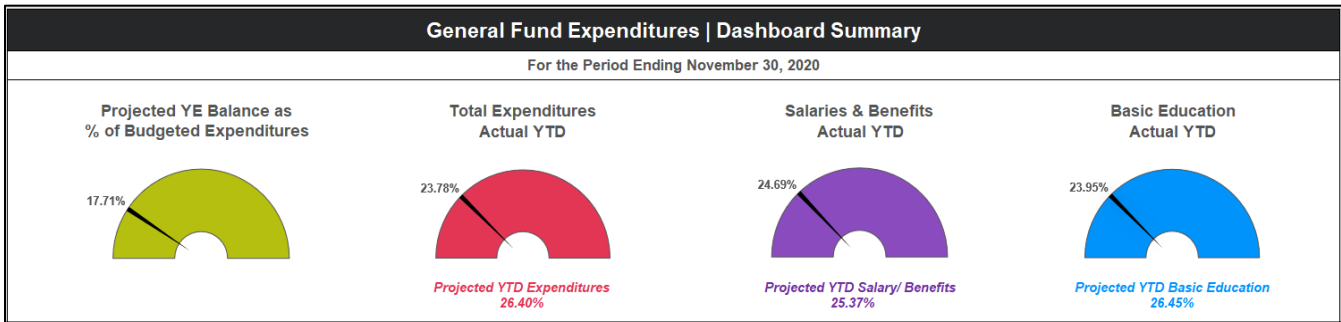
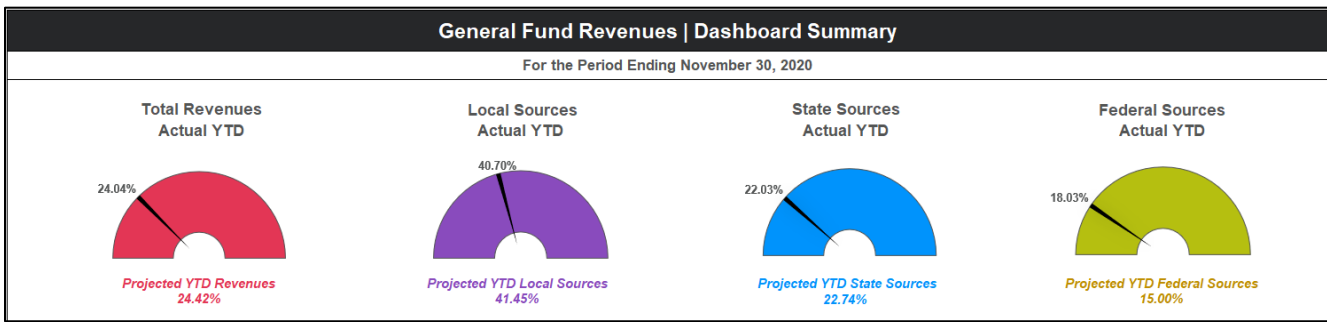
Building/Grade	FY 2020-2021 BUDGET AAFTE	Month										Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year		
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June								
<b>Sterling</b>																			
K (Funded Full Day)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	(20.0)	
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42.1	(42.1)	
4	-	1.00	1.00	1.00	1.00	-	-	-	-	-	-	-	-	1.0	-	1.0	0.0	1.0	
5	225	196.00	196.00	193.77	191.0	-	-	-	-	-	-	-	-	194.2	(5.0)	(30.8)	244.7	(50.5)	
6	243	221.00	221.00	222.03	223.0	-	-	-	-	-	-	-	-	221.8	2.0	(21.7)	287.3	(65.5)	
7	284	259.00	259.00	260.00	259.0	-	-	-	-	-	-	-	-	259.3	-	(24.4)	260.7	(1.5)	
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>752</b>	<b>677.00</b>	<b>677.00</b>	<b>676.80</b>	<b>674.03</b>	-	-	-	-	-	-	-	-	<b>676.2</b>	<b>(3.0)</b>	<b>(75.8)</b>	<b>-10.08%</b>	<b>854.9</b>	<b>(178.7)</b>
<b>Clovis Point</b>																			
5	225	215.00	214.00	213.00	213.0	-	-	-	-	-	-	-	-	214.0	(2.0)	(11.0)	231.1	(17.1)	
6	230	213.00	213.00	214.00	215.0	-	-	-	-	-	-	-	-	213.3	2.0	(16.2)	257.5	(44.2)	
7	255	243.00	241.00	239.00	237.0	-	-	-	-	-	-	-	-	241.0	(6.0)	(13.9)	213.3	27.7	
<b>Total</b>	<b>709</b>	<b>671.00</b>	<b>668.00</b>	<b>666.00</b>	<b>665.00</b>	-	-	-	-	-	-	-	-	<b>668.3</b>	<b>(6.0)</b>	<b>(41.1)</b>	<b>-5.79%</b>	<b>701.9</b>	<b>(33.6)</b>
<b>EJHS</b>																			
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	(1.0)	
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	-	1.00	1.00	1.00	1.00	-	-	-	-	-	-	-	-	1.0	-	1.0	-	1.0	
8	468	466.24	465.24	466.49	463.49	-	-	-	-	-	-	-	-	465.4	(2.8)	(2.6)	518.1	(52.8)	
9	513	500.00	500.00	495.50	494.73	-	-	-	-	-	-	-	-	497.6	(5.3)	(15.4)	457.5	40.1	
10	-	1.00	1.00	1.00	1.00	-	-	-	-	-	-	-	-	1.0	-	1.0	4.1	(3.1)	
11	-	4.00	4.00	4.00	4.00	-	-	-	-	-	-	-	-	4.0	-	4.0	-	4.0	
12	-	1.00	1.00	1.00	1.00	-	-	-	-	-	-	-	-	1.0	-	1.0	1.0	-	
<b>Total</b>	<b>981</b>	<b>973.24</b>	<b>972.24</b>	<b>968.99</b>	<b>965.22</b>	-	-	-	-	-	-	-	-	<b>969.9</b>	<b>(8.0)</b>	<b>(11.0)</b>	<b>-1.12%</b>	<b>981.69</b>	<b>(11.77)</b>
<b>EHS</b>																			
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.8	(0.8)	
9	-	1.00	1.00	1.00	1.00	-	-	-	-	-	-	-	-	1.0	-	1.0	-	1.0	
10	444	433.79	435.00	431.51	434.51	-	-	-	-	-	-	-	-	433.7	0.7	(9.9)	434.0	(0.3)	
11	386	335.78	328.76	323.60	322.99	-	-	-	-	-	-	-	-	327.8	(12.8)	(58.2)	363.1	(35.4)	
12	355	314.73	307.54	308.58	305.94	-	-	-	-	-	-	-	-	309.2	(8.8)	(45.4)	337.7	(28.5)	
<b>Total</b>	<b>1,184</b>	<b>1,085.30</b>	<b>1,072.30</b>	<b>1,064.69</b>	<b>1,064.44</b>	-	-	-	-	-	-	-	-	<b>1,071.7</b>	<b>(20.9)</b>	<b>(112.4)</b>	<b>-9.49%</b>	<b>1,135.6</b>	<b>(63.9)</b>
<b>K-12 Variance</b>															(498.3)				
<b>ALE-EASTMONT VIRTUAL ACADEMY PROGRAM</b>																			
K	-	28.00	30.0	36.0	39.0	-	-	-	-	-	-	-	-	33.3	11.0	33.3	-	33.3	
1	-	37.00	41.0	43.0	45.0	-	-	-	-	-	-	-	-	41.5	8.0	41.5	-	41.5	
2	-	33.00	33.0	44.0	45.0	-	-	-	-	-	-	-	-	38.8	12.0	38.8	-	38.8	
3	-	33.00	34.0	36.0	35.0	-	-	-	-	-	-	-	-	34.5	2.0	34.5	-	34.5	
4	-	28.00	28.0	35.0	38.0	-	-	-	-	-	-	-	-	32.3	10.0	32.3	0.1	32.2	
5	-	33.79	33.79	34.79	33.79	-	-	-	-	-	-	-	-	34.0	-	34.0	2.0	32.0	
6	-	35.00	36.00	37.00	36.00	-	-	-	-	-	-	-	-	36.0	1.0	36.0	-	36.0	
7	-	36.79	38.79	39.79	39.79	-	-	-	-	-	-	-	-	38.8	3.0	38.8	1.3	37.5	
8	-	20.27	20.00	18.00	18.00	-	-	-	-	-	-	-	-	19.1	(2.3)	19.1	1.6	17.5	
9	5	23.00	24.50	27.50	28.27	-	-	-	-	-	-	-	-	25.8	5.3	25.8	2.5	23.3	
10	15	22.48	22.48	24.21	23.48	-	-	-	-	-	-	-	-	23.2	1.0	23.2	14.6	2.1	
11	30	36.26	38.97	42.93	41.46	-	-	-	-	-	-	-	-	39.9	5.2	39.9	37.8	2.1	
12	75	77.60	76.70	79.77	71.02	-	-	-	-	-	-	-	-	76.3	(6.6)	76.3	63.3	12.9	
<b>Total</b>	<b>125</b>	<b>444.19</b>	<b>457.23</b>	<b>497.99</b>	<b>493.81</b>	-	-	-	-	-	-	-	-	<b>473.3</b>	<b>49.6</b>	<b>348.3</b>	<b>278.64%</b>	<b>123.2</b>	<b>341.6</b>
<b>Total Monthly Variance</b>															(22.63) #DIV/0!				
<b>K-4 Total</b>	<b>2,155</b>	<b>2,068.00</b>	<b>1,913.15</b>	<b>1,893.45</b>	<b>1,874.60</b>	-	-	-	-	-	-	-	-	<b>1,958.20</b>				<b>6,053.41</b>	
<b>K-12 Total</b>	<b>5,906</b>	<b>5,758.73</b>	<b>5,758.92</b>	<b>5,766.92</b>	<b>5,736.10</b>	-	-	-	-	-	-	-	-	<b>5,761.52</b>					

**To:** Board of Directors  
**From:** Cindy Ulrich, Executive Director of Financial Services  
**Date:** December 8, 2020  
**Subject:** Monthly Budget Status Report – November 2020

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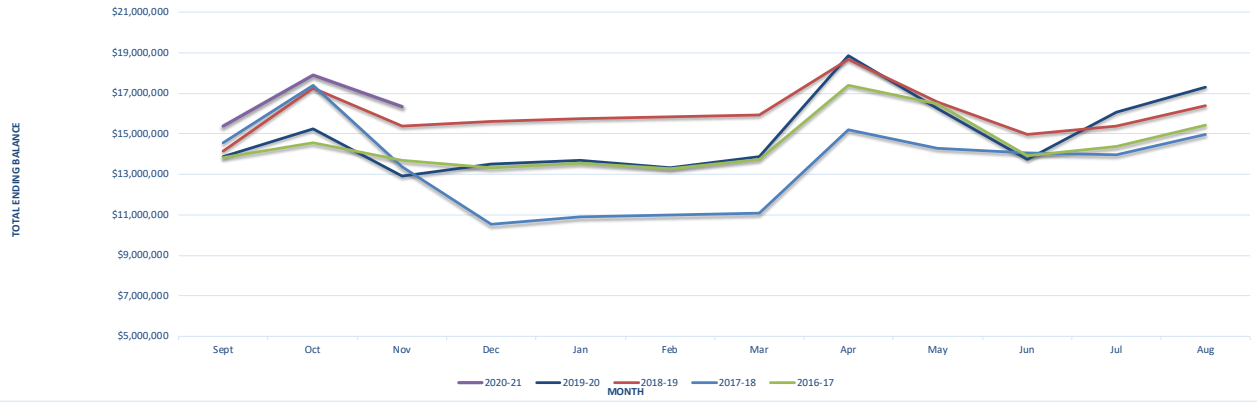
The information contained in this report is for the fiscal beginning September 1, 2020 through November 30, 2020 (25% through fiscal year). Noteworthy highlights of operating revenue and expenditures are:

- General Fund:
  - Year to date revenues total \$21.1 million, or 24% of budget. This is \$2.0 million more than what was received at the same time last year.
    - Property tax collections through November are \$1.4 million more than what was received at the same time last year. This is a result of the District's levy for 2019 reduced to reflect the statutory limit of \$1.50 per thousand and then increased in 2020 to the full value authorized by voters.
    - State General Purpose (Apportionment) & Special Purpose funding will trend as budgeted through December. We expect a \$500,000 reduction in January, when OSPI will "true up" allocations to equal actual average enrollment (average student enrollment is 150 FTE less than anticipated when the budget was developed).
  - Year to date expenditures total \$21.5 million, or 23.9% of budget. This is \$416,342 less than at the same time the previous year. Spending patterns in this fiscal year will vary from previous years as school operations are adjusted as a result of the COVID-19 pandemic.
  - Fund balance at the beginning of the year is \$2.2 million more than estimated when the budget was developed. This was a result of reduced spending in the latter half of the 2019-2020 fiscal year (as discussed in the 2019-2020 Final Budget Status Report). Assuming that we remain in a hybrid service model, we anticipate:
    - State revenue will be \$1.5 million less in revenue due to the decline in student enrollment in all state funded programs
    - Expenditures will also be less than projected, as the budget assumed capacity to operate in a "normal" in-person service model.
    - We are estimating a "use" of fund balance of approximately \$1.5 million. This is less than projected as we've attempted to reduce expenditures when and where feasible.
- ASB Fund:
  - Revenues are 95% and expenditures are 85% less than the prior year as we have not been able to allow any extra-curricular activities to occur. No fees, or fundraising revenue have been collected, and only required expenses have been paid.
- Capital Projects Fund:
  - OSPI K3 Grant reimbursement totals \$5.6 million for Elementary Phase 1 construction. Project costs from the beginning of the project (2016) through November total \$10.8 million.

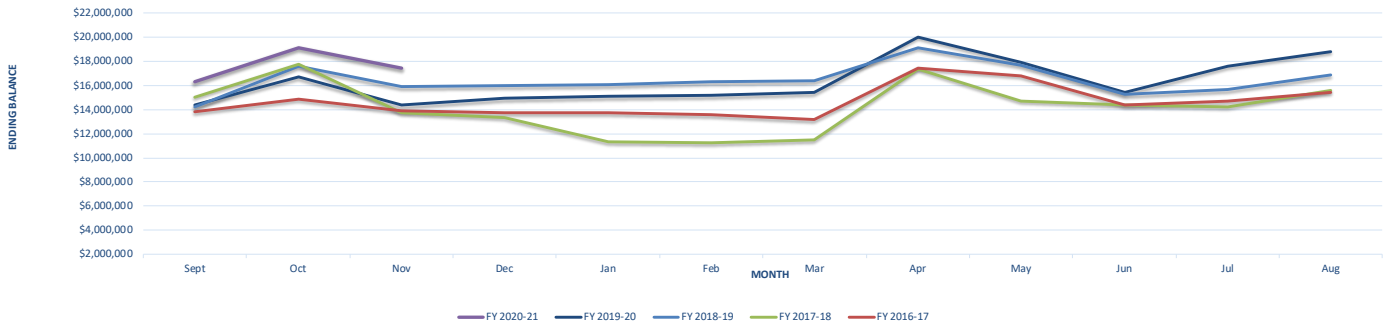




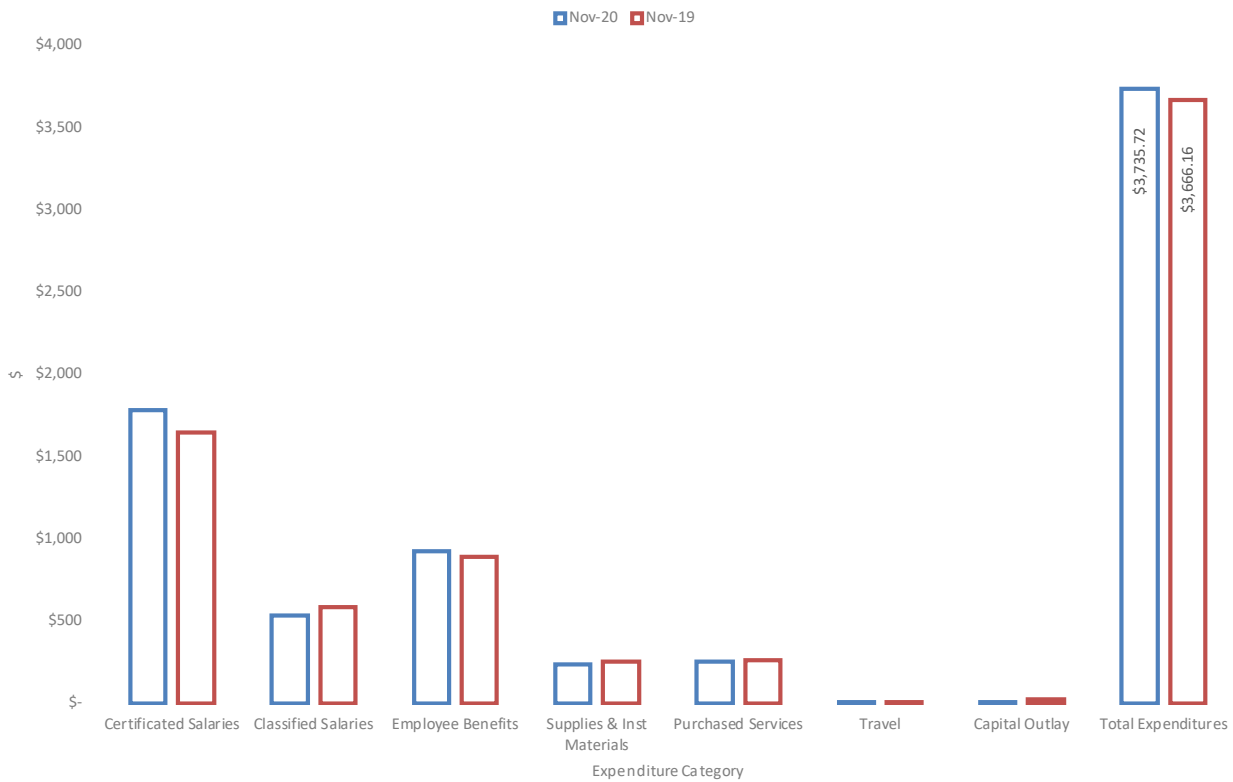
### GENERAL FUND - ENDING FUND BALANCE BY MONTH



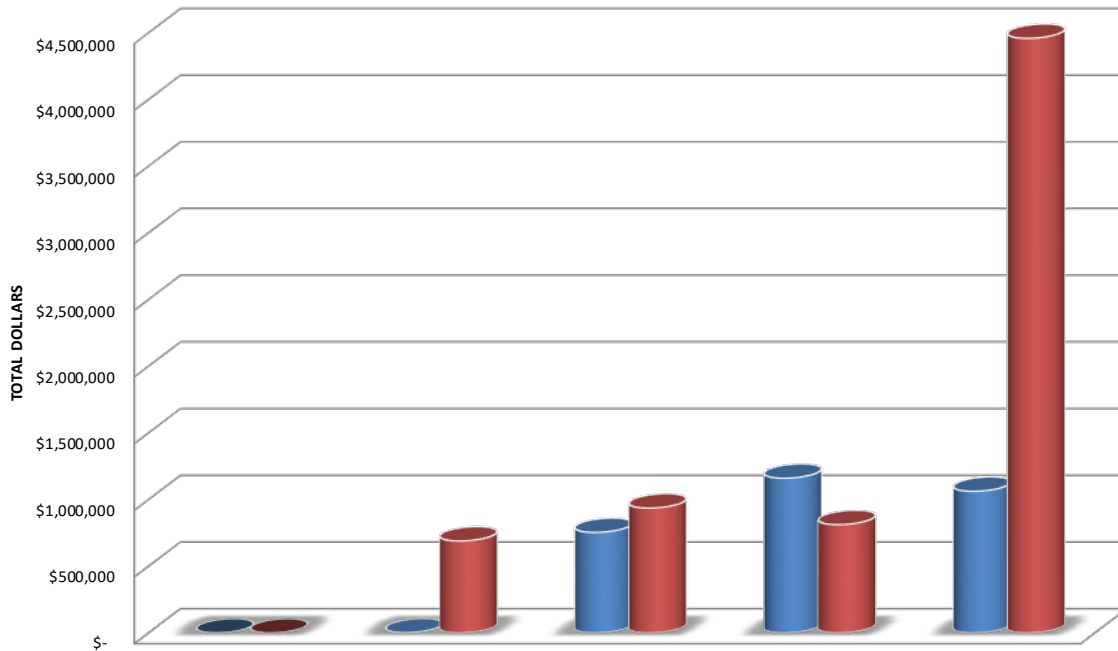
### GENERAL FUND MONTH END CASH & INVESTMENT PER COUNTY TREASURER



### Monthly Comparison Per Pupil Expd Category

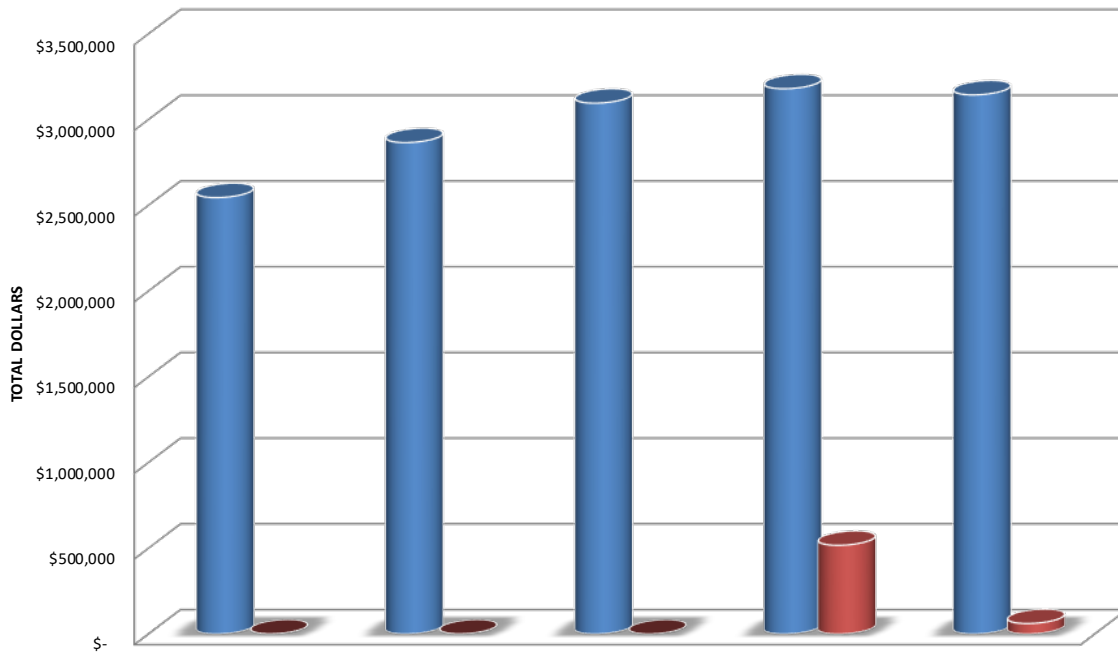


**CAPITAL PROJECTS FUND  
5 YEAR COMPARISON OF REVENUE & EXPD**



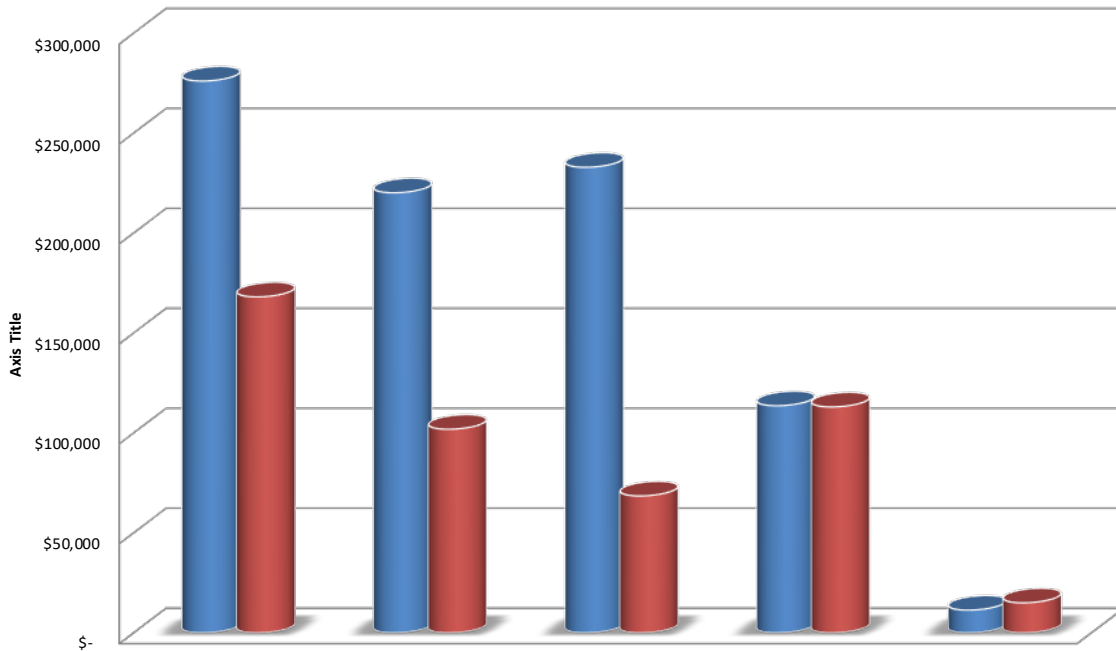
	Nov-16	Nov-17	Nov-18	Nov-19	Nov-20
Revenue	\$519	\$2,286	\$754,797	\$1,160,836	\$1,062,945
Expenditures	\$-	\$690,461	\$937,125	\$813,200	\$4,459,324

**DEBT SERVICE FUND  
5 YEAR COMPARISON OF REVENUE & EXPD**



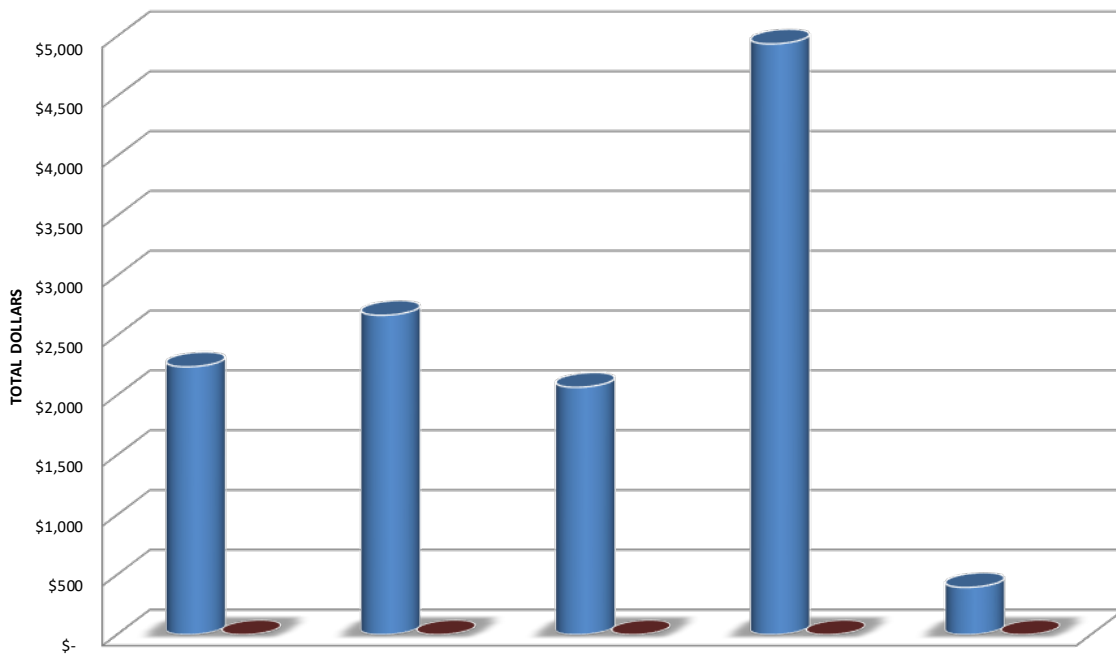
	Nov-16	Nov-17	Nov-18	Nov-19	Nov-20
Revenue	\$2,545,371	\$2,866,434	\$3,096,366	\$3,180,320	\$3,144,577
Expenditures	\$900	\$727	\$-	\$517,570	\$61,335

### ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Nov-16	Nov-17	Nov-18	Nov-19	Nov-20
Revenue	\$276,107	\$220,193	\$232,943	\$113,656	\$11,414
Expenditures	\$168,103	\$101,908	\$68,537	\$113,057	\$15,055

### TRANSPORTATION VEHICLE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Nov-16	Nov-17	Nov-18	Nov-19	Nov-20
Revenue	\$2,239	\$2,670	\$2,069	\$4,939	\$396
Expenditures	\$-	\$-	\$-	\$-	\$-

The following Budget Status Report provides detailed revenue and expenditure information within the following column headings for each fund:

<b>Column Title</b>	<b>Description</b>
Actual thru NOV 2019	The actual revenue & expenditure amounts posted in the financial records as of the same month in the previous year.
Budget	The original budget amount as adopted by the Board of Directors
Actual thru NOV 2020	Includes revenues and expenditures posted in the financial records through the current period.
Budget Remaining	The difference between the Budget and the Actual amounts posted (revenues yet to be received; or expenditures yet to be paid)
% of Budget	The actual amounts posted as a percentage of the budget adopted
Current Year to Prior Year Comparison	Computation of the increase or decrease in revenue/expenditures as compared to the same month in the previous year.

**Eastmont School District  
Budget to Actual Comparison of Revenues and Expenditures  
For the Period Ended November 30, 2020**

Budget Year  
Elapsed = 25%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Nov-19	Budget	Actual thru Nov-20	Budget Remaining	% of Budget	Actual Comparison
<b>GENERAL EXPENSE FUND</b>						
<b>Revenues</b>						
1000 Local Taxes	2,908,412	9,755,794	4,373,112	5,382,682	44.8%	1,464,699
2000 Local Nontax	418,281	1,202,000	104,514	1,097,486	8.7%	(313,767)
3000 State, General Purpose	11,978,417	54,732,570	12,170,450	42,562,120	22.2%	192,033
4000 State, Special Purpose	2,717,887	14,878,040	3,165,786	11,712,254	21.3%	447,899
5000 Federal, General Purpose	0	2,000	0	2,000	0.0%	0
6000 Federal, Special Purpose	1,049,573	7,211,190	1,300,782	5,910,408	18.0%	251,209
7000 Revenues from Other School Districts	0	55,000	0	55,000	0.0%	0
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	0	0	0	0	n/a	0
<b>Total Revenues</b>	<b>\$19,072,571</b>	<b>\$87,836,594</b>	<b>\$21,114,644</b>	<b>\$66,721,950</b>	<b>24.0%</b>	<b>\$2,042,073</b>
<b>Expenditures</b>						
00 Regular Instruction	12,565,803	50,701,094	12,520,624	38,180,470	24.7%	(45,178)
20 Special Ed Instruction	2,415,084	10,204,071	2,410,206	7,793,865	23.6%	(4,878)
30 Vocational Instruction	800,370	3,720,500	838,624	2,881,876	22.5%	38,254
50/60 Compensatory Instruction	1,952,891	8,260,761	1,860,173	6,400,588	22.5%	(92,718)
70 Other Instructional Program	97,917	407,173	83,712	323,461	20.6%	(14,205)
80 Community Support	79,713	273,320	71,835	201,485	26.3%	(7,878)
90 Support Services	4,048,136	16,486,126	3,758,397	12,727,729	22.8%	(289,739)
<b>Total Expenditures</b>	<b>\$21,959,914</b>	<b>\$90,053,045</b>	<b>\$21,543,572</b>	<b>\$68,509,473</b>	<b>23.9%</b>	<b>(\$416,342)</b>
Operating Transfers: Out to CPF/TVF	(593,110)	(537,250)	(537,250)			
<b>EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES</b>	<b>(3,480,453)</b>	<b>(2,753,701)</b>	<b>(966,178)</b>			
<b>Fund Balance at September 1,</b>	<b>\$16,392,040</b>	<b>\$15,012,130</b>	<b>\$17,297,861</b>			
<b>Current Total Fund Balance</b>	<b>\$12,911,588</b>	<b>\$12,258,429</b>	<b>\$16,331,683</b>			
<b>Ending Fund Balance Accounts</b>						
GL 821 Carryover of Restricted Revenue	\$674,394		\$585,032			
GL 828 Food Service Program	\$0		\$0			
GL 840 Nonspendable Fund Balance	\$23,958		\$32,376			
GL 850 Restricted For Uninsured Risk	\$40,000		\$40,000			
GL 870 Unsrvd, Dsgntd-Other Items	\$0		\$0			
GL 872 Committed to Min Fund Balance Policy	\$0		\$0			
GL 875 Assigned to Contingencies	\$50,000		\$50,000			
GL 888 Assigned to Other Purposes	\$4,809,961		\$5,352,807			
GL 891 Unassigned to Minimum Fund Balance	\$6,645,576		\$6,928,315			
GL 890 Unassigned Fund Balance	\$667,698		\$3,343,153			
<b>TOTAL Ending Fund Balance</b>	<b>\$12,911,588</b>		<b>\$16,331,683</b>			

**Eastmont School District**  
**Budget to Actual Comparison of Revenues and Expenditures**  
**For the Period Ended November 30, 2020**

Budget Year  
 Elapsed = 25%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Nov-19	Budget	Actual thru Nov-20	Budget Remaining	% of Budget	Actual Comparison
<b>CAPITAL PROJECTS FUND</b>						
<u>Revenues</u>						
1000 Local Taxes	729,475	3,517,480	742,884	2,774,596	21.1%	13,409
2000 Local Nontax	88,251	128,000	7,811	120,189	6.1%	(80,440)
4000 State, Special Purpose	0	7,492,550	0	7,492,550	0.0%	0
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	343,110	312,250	312,250	0	n/a	(30,860)
<b>Total Revenues</b>	<b>\$1,160,836</b>	<b>\$11,450,280</b>	<b>\$1,062,945</b>	<b>\$10,387,335</b>	<b>9.3%</b>	<b>(\$97,891)</b>
<u>Expenditures</u>						
10 Sites	0	500,000	0	500,000	0.0%	0
20 Building	62,619	15,100,000	4,147,074	10,952,926	n/a	4,084,455
30 Equipment	0	1,477,550	0	1,477,550	n/a	0
40 Energy	0	0	0	0	n/a	0
50 Sales & Lease Equipment	0	0	0	0	n/a	0
60 Bond Issuance Expenditure	0	0	0	0	n/a	0
90 Debt	0	0	0	0	n/a	0
<b>Total Expenditures</b>	<b>\$62,619</b>	<b>\$17,077,550</b>	<b>\$4,147,074</b>	<b>\$12,930,476</b>	<b>24.3%</b>	<b>\$4,084,455</b>
Operating Transfers: Out to DSF	750,581	312,250	312,250			
<b>EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES</b>	<b>347,636</b>	<b>(5,939,520)</b>	<b>(3,396,379)</b>			
<b>Fund Balance September 1,</b>	<b>\$15,886,459</b>	<b>\$13,284,504</b>	<b>\$15,326,472</b>			
<b>Current Fund Balance</b>	<b>\$16,234,095</b>	<b>\$7,344,984</b>	<b>\$11,930,093</b>			

**Eastmont School District**  
**Budget to Actual Comparison of Revenues and Expenditures**  
**For the Period Ended November 30, 2020**

Budget Year  
 Elapsed = 25%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Nov-19	Budget	Actual thru Nov-20	Budget Remaining	% of Budget	Actual Comparison
<b>DEBT SERVICE FUND</b>						
<u>Revenues</u>						
1000 Local Taxes	2,406,833	4,358,780	2,828,508	1,530,272	64.9%	421,675
2000 Local Nontax	22,906	25,000	3,819	21,181	15.3%	(19,087)
3000 State, General Purpose	0	0	0	0	n/a	0
4000 Federal, General Purpose	0	0	0	0	n/a	0
5000 Federal, Special Purpose	484,621	897,000	0	897,000	0.0%	(484,621)
9000 Other Financing Sources	750,581	312,250	5,730,277	(5,418,027)	1835.2%	4,979,696
<b>Total Revenues</b>	<b>\$3,664,940</b>	<b>\$5,593,030</b>	<b>\$8,562,604</b>	<b>(\$2,969,574)</b>	<b>153.1%</b>	<b>\$4,897,664</b>
<u>Expenditures</u>						
Matured Bond Expenditures	571,570	5,320,000	0	5,320,000	0.0%	(571,570)
Interest on Bonds	0	1,528,685	0	1,528,685	0.0%	0
Interfund Loan Interest	0	0	0	0	n/a	0
Bond Transfer Fees	0	100,000	61,335	38,665	61.3%	61,335
Arbitrage Rebate	0	0	0	0	n/a	0
<b>Total Expenditures</b>	<b>\$571,570</b>	<b>\$6,948,685</b>	<b>\$61,335</b>	<b>(\$1,538,916)</b>	<b>0.9%</b>	<b>(\$510,235)</b>
Other Financing Uses:	0	0	(5,356,430)			
<b>EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES</b>	<b>3,093,370</b>	<b>(1,355,655)</b>	<b>3,144,839</b>			
Fund Balance September 1,	<u>\$8,437,447</u>	<u>\$9,832,800</u>	<u>\$11,522,670</u>			
<b>Current Fund Balance</b>	<b>\$11,530,817</b>	<b>\$8,477,145</b>	<b>\$14,667,508</b>			

**Eastmont School District**  
**Budget to Actual Comparison of Revenues and Expenditures**  
**For the Period Ended November 30, 2020**

Budget Year  
 Elapsed = 25%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Nov-19	Budget	Actual thru Nov-20	Budget Remaining	% of Budget	Actual Comparison
<b>ASSOCIATED STUDENT BODY FUND</b>						
<u>Revenues</u>						
1000 General Student Body	135,314	261,300	6,322	254,978	2.4%	(128,992)
2000 Athletics	57,159	171,540	584	170,956	0.3%	(56,575)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	31,918	210,190	865	209,325	0.4%	(31,053)
6000 Private Moneys	4,764	24,100	3,643	20,457	15.1%	(1,120)
<b>Total Revenues</b>	<b>\$229,154</b>	<b>\$667,130</b>	<b>\$11,414</b>	<b>\$655,716</b>	<b>1.7%</b>	<b>(\$217,740)</b>
<u>Expenditures</u>						
1000 General Student Body	24,319	224,900	10,577	214,323	4.7%	(13,742)
2000 Athletics	54,949	176,452	3,255	173,197	1.8%	(51,694)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	30,980	199,554	700	198,854	0.4%	(30,280)
6000 Private Moneys	2,809	18,200	523	17,677	2.9%	(2,286)
<b>Total Expenditures</b>	<b>\$113,057</b>	<b>\$619,106</b>	<b>\$15,055</b>	<b>\$604,051</b>	<b>2.4%</b>	<b>(\$98,002)</b>
<b>EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES</b>	<b>116,097</b>	<b>48,024</b>	<b>(3,641)</b>			
<b>Fund Balance September 1,</b>	<b>\$491,326</b>	<b>\$448,224</b>	<b>\$569,639</b>			
<b>Current Fund Balance</b>	<b>\$607,422</b>	<b>\$496,248</b>	<b>\$565,998</b>			
<b>Ending Fund Balance by School:</b>						
<i>Eastmont High School</i>	<i>\$395,271</i>		<i>\$370,952</i>			
<i>Eastmont Junior High</i>	<i>\$146,805</i>		<i>\$138,880</i>			
<i>Clovis Point Intermediate</i>	<i>\$23,021</i>		<i>\$21,777</i>			
<i>Sterling Intermediate</i>	<i>\$31,370</i>		<i>\$21,746</i>			
<i>Grant Elementary</i>	<i>\$1,927</i>		<i>\$2,071</i>			
<i>Lee Elementary</i>	<i>\$4,257</i>		<i>\$4,728</i>			
<i>Kenroy Elementary</i>	<i>\$4,176</i>		<i>\$4,845</i>			
<i>Rock Island Elementary</i>	<i>\$595</i>		<i>\$998</i>			
	<b>\$607,422</b>		<b>\$565,998</b>			



**Eastmont School District  
Budget to Actual Comparison of Revenues and Expenditures  
For the Period Ended November 30, 2020**

Budget Year  
Elapsed = 25%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Nov-19	Budget	Actual thru Nov-20	Budget Remaining	% of Budget	Actual Comparison
<b>TRANSPORTATION VEHICLE FUND</b>						
<u>Revenues</u>						
1000 Local Taxes	0	0	0	0	n/a	0
2000 Local Nontax	4,939	5,000	396	4,604	7.9%	(4,543)
3000 State, General Purpose	0	0	0	0	n/a	0
4000 State, Special Purpose	0	235,000	0	235,000	0.0%	0
5000 Federal, General Purpose	0	0	0	0	n/a	0
8000 Revenues fr Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	0	0	0	0	n/a	0
<b>Total Revenues</b>	<b>\$4,939</b>	<b>\$240,000</b>	<b>\$396</b>	<b>\$239,604</b>	<b>0.2%</b>	<b>(\$4,543)</b>
<u>Expenditures</u>						
Program 99 PUPIL TRANSPORTATION						
Type 30 - Equipment	0	625,000	0	625,000	0.0%	0
Type 60 - Bond Levy Issurance	0	0	0	0	n/a	0
Type 90 - Debt	0	0	0	0	n/a	0
<b>Total Expenditures</b>	<b>\$0</b>	<b>\$625,000</b>	<b>\$0</b>	<b>\$625,000</b>	<b>0.0%</b>	<b>\$0</b>
Operating Transfers:						
In From General Fund	250,000	225,000	225,000			
Out to Debt Service Fund	0	0	0			
<b>EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES</b>	<b>254,939</b>	<b>(160,000)</b>	<b>225,396</b>			
Fund Balance September 1,	<b>\$1,040,893</b>	<b>\$988,800</b>	<b>\$986,004</b>			
<b>Current Fund Balance</b>	<b>\$1,295,831</b>	<b>\$828,800</b>	<b>\$1,211,400</b>			

# Attendance Areas Study and Realignment Timeline

**Purpose:**

To reset attendance areas to fit new configuration (K-6 & 7-9) and community population. *We will not be studying School Board Member District realignment at this time per Policy 1105 (“No later than eight months after its receipt of federal decennial census data, the Board of Directors will prepare a plan for redistricting its internal or director districts.”)*

**Goals:**

- Balance school enrollment and demographics across the district as best possible.
- Maximize neighborhood walking schools.
- Maximize transportation efficiency.
- Minimize student disruption if possible.

**Proposed Timeline:**

December 2020	<ul style="list-style-type: none"> <li>● Form a District Committee (Parents, Community Members, Teachers, Paraprofessional, Office Manager, &amp; Admin)</li> </ul>
December 2, 2020	<ul style="list-style-type: none"> <li>● Share plan at Admin Leadership Team Meeting</li> </ul>
December 8, 2020	<ul style="list-style-type: none"> <li>● First District Attendance Area Committee Meeting</li> </ul>
December 14, 2020	<ul style="list-style-type: none"> <li>● Initial Report to the Board</li> </ul>
January 25, 2021	<ul style="list-style-type: none"> <li>● Board Meeting / Public meeting to view plans and give feedback (Letters, social media, website, press release)</li> </ul>
February 8, 2021	<ul style="list-style-type: none"> <li>● Board Meeting Final Review and Approval</li> </ul>
February 19, 2021	<ul style="list-style-type: none"> <li>● New attendance area maps completed and published</li> <li>● Procedure 3130-P updated</li> <li>● Next school entered into Qmlativ SIS for each student</li> <li>● Reports are run to review enrollment numbers</li> </ul>
February 22, 2021	<ul style="list-style-type: none"> <li>● Communication to the community about attendance area changes and phasing in of reconfiguration, including cancellation of all current choice effective at the end of this school year – Parents may reapply beginning March 1st for 21-22</li> <li>● Individual letters sent to each student K-7 that has the student name, assigned school, choice process, link to new attendance areas (social media, website, press release)</li> </ul>
March 1, 2021	<ul style="list-style-type: none"> <li>● Kinder registration - students placed by new attendance areas</li> </ul>
July 31, 2021	<ul style="list-style-type: none"> <li>● Students moved up to new school in Qmlativ</li> <li>● Transportation routes completed</li> <li>● New start and end times for each school communicated</li> </ul>
August 10, 2021	<ul style="list-style-type: none"> <li>● Choice applications reviewed</li> <li>● Transportation routes communicated</li> </ul>
August 15, 2021	<ul style="list-style-type: none"> <li>● Schools send out welcome letters to all students</li> </ul>