

**BOARD OF DIRECTORS  
VIRTUAL MEETING AGENDA**

Monday, February 8, 2021  
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, February 8, 2021 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/94416036953>

- *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, February 8, 2021 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. 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.

IV. BUILDING AND PROGRAM REPORT

- A. Eastmont Junior High Staff Recognition — Meaghan Vibbert, Board Member
- B. Eastmont Junior High School Building Report — David Woods, Principal

V. INFORMATION

- A. Board News
- B. Superintendent News
  - 1. Board Recognition

VI. 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 January 25, 2021.
- B. Approval of the payment of the bills and/or payroll dated February 8, 2021.
- C. Approval of the Personnel Action Items dated February 8, 2021.
- D. Approval of the School Improvement Plan for Eastmont Junior High School.
- E. Approval of the Eastmont Career and Technical (CTE) Education Action Plan – District Wide Plan.
- F. Review of the Monthly Student Enrollment Update.

VII. DISCUSSION & POSSIBLE ACTION ITEM

- A. Draft Procedure 3130-P District Attendance Areas — Garn Christensen, Superintendent

VIII. FUTURE AGENDA ITEMS

IX. 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) Superintendent Selection Process

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

- February 22** Virtual Regular Meeting & Board Training at Eastmont Administration Office at 5:30 p.m.
- March 8** Virtual Regular Meeting with Eastmont High School at 5:30 p.m.
- March 22** Virtual Regular Meeting at Eastmont Administration Office at 5:30 p.m.

## Eastmont Junior High School - School Board Recognition 2020-21

1.	EJHS staff worked tirelessly to assure that remote learning was relevant to all students.
2.	Percentage of ninth graders on track to graduate was 81% after the first semester. That is a growth from 77% in the past year.
3.	EJHS staff moved from all remote instruction – to Educare for 90 students – to an A/B instruction seamlessly in a five-month span. During this transition, EJHS staff exhibited a positive and a “we can” attitude that will prove to be of great value to many of our students in the future. Because of the staff’s dedication and commitment, our students will have succeeded at the highest level possible.
4.	EJHS teachers identified the essential standards for students to learning and adjusted instruction, pace, and expectations to provide students with the most effective instruction possible during this time.



# Eastmont Junior High School Report for 2020-21

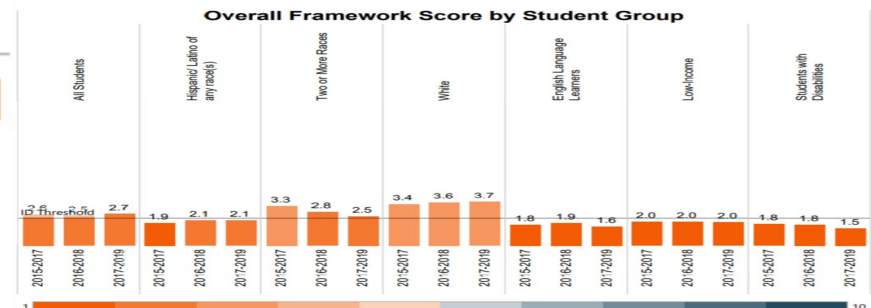
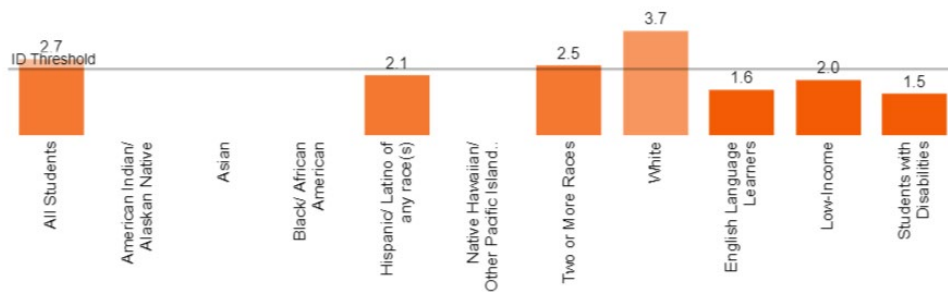
FTE=Full-time Equivalent; F & R=Free & Reduced; H=Hispanic; ELL=English Language Learners; M=Migrant; Sp Ed=Special Education; A=Students with <2 Absences Per Month; MB=Mobility, HL=Homeless, D=Discipline Rate, E1=Exclusion of <=1 day; E2=2-3 days; E4=4-5 days; E6=6-10 days; E10=>10 days.

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	896	55/56	43/46	NA/19	/11	/12	83/85	NA	NA	/3.1	NA					74	56.5	12	4	4	3
2016-17	928	57/56	44/46	NA/19	/10	/12	81/85	NA	NA	/3.1	NA					76	58	14	4	4.5	3
2017-18	935	60/55	47/47	NA/18	/10	/12	83/85	NA	NA	/3.7	NA/29					79	59	20	4	4	3
2018-19	996	58/56	47/44	13/17	12/11	12/13	84/86	1.9/3.8	NA/4.0	8/3.8	14/19					80	59	21	4	4	3.5
2019-20	1,017	57/58	50/48	12/17	12/10	12/13	84/86	1.3/3	2.3/4	8/3.8	14/19	25/30	21/17	18/16	22/18	80	60	22	4.5	5	3

**Budget using prior year numbers:** \$161,651 + prior year end balance of \$45,194 expenditures of \$156,459 = year-end balance of \$50,386.

District or Building Goal & Supporting Strategy/Activity	Progress/Data
By June 2021, 8 <sup>th</sup> and 9 <sup>th</sup> grade students will show a 10% growth in Math and ELA based on Common Classroom Assessments.	Grade based intervention teams meeting regularly and assign students to intervention specialists as needed.
By June 2021, based on the ELPA 8 <sup>th</sup> and 9 <sup>th</sup> grade student proficiency will increase by 10%.	We are implementing 10/2 with discourse, district assessment to track growth of students toward language standards. The EL team will also meet with each student to review ELPA Scores and set goals before the test.
By June 2021, 9 <sup>th</sup> grade students on track to graduate will increase from 77% to 88%.	Our Ninth Grade Success Team meets weekly to track 9th Grade F's and assign or suggest interventions for all ninth graders that have one or more F's.
All students will be engaged in class 90% or more of the time.	Administrators, interventionists and other relevant staff will call home, make home visits and refer to intervention teams the names of students not engaging.

The school improvement framework below combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts.) Data is from the prior three years and is scored from 1 – 10, with 10 being the highest possible. No testing was done Spring 2020 due to the pandemic.





**BOARD OF DIRECTORS  
VIRTUAL REGULAR MEETING MINUTES**

January 25, 2021

**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 Annette Eggers 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/98241552598>

**ATTENDANCE**

Present in the Board Room:

Annette Eggers, Board President  
Whitney Smith, Board Vice President  
Dave Piepel, Board Director  
Meaghan Vibbert, Board Director  
Brandy Fields, Superintendent's Secretary  
Garn Christensen, Board Secretary/Superintendent

Participating remotely:

Cindy Wright, Board Director  
District staff presenting, parents, community members

**APPROVE AGENDA/MODIFICATIONS**

Superintendent Garn Christensen reported a typo was identified in Consent Agenda Item G. Draft Policy 6112 that was corrected this morning.

MOVED by Director Piepel and SECONDED by Director Smith to approve the Agenda for January 25, 2021. 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 general public comment.

- DRAFT -

**INFORMATION**

A. Board News.

All Directors shared their appreciation that junior high and high school students are returning to campus. President Eggers also enjoyed the video made by our EHS staff to highlight and remind all staff of the importance of proper cleaning techniques.

B. Superintendent News.

Superintendent Christensen echoed the Board’s appreciation for the remaining secondary students returning to campus and expressed thanks to Eastmont Administrators for its success. Asst. Superintendent Secondary Ed Matt Charlton updated the Board on the current progress.

**CONSENT AGENDA**

A. Approval of minutes. The Board of Directors approved the minutes from the virtual regular meeting held on January 11, 2021.

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 January 25, 2021:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7120702-7120809	\$1,737,853.75
900120267-900120294	\$21,463.07
7120810-7120839 & 900120295-900121090	\$5,691,701.21
202000049-202000049	\$607.93
7120840-7120861	\$1,055,192.52

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated January 25, 2021.

D. Approval of calendar. The Board of Directors approved the Student Calendar for the 2022-23 school year.

E. Approval of contract openers. The Board of Directors approved the Eastmont Secretaries’ Association Contract Opener items.

F. Approval of easement. The Board of Directors approved the Storm Pond Easement with the City of East Wenatchee.

G. Approval of policy. The Board of Directors approved the following policy for Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
6000 Management Support	Policy 6112	Rental or Lease of District Real Property

H. Reviewed the budget timeline. The Board of Directors received the Fiscal Year 2021-2022 Budget Development Timeline.

I. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

MOVED by Director Vibbert and SECONDED by Director Piepel to approve Consent Agenda Items #A-I. The motion CARRIED unanimously.

## REPORTS

- A. District Construction Related Projects Report.  
Director of Maintenance Services Seann Tanner presented the District Construction Related Projects Report and answered questions from the Board.
- B. Migrant and Bilingual Programs Report.  
Assistant Superintendent Matt Charlton introduced Mayra Navarro Gomez, State and Federal Program Coordinator. Both of them presented the Migrant and Bilingual Programs Report and answered questions from the Board.
- C. Learning Assistance Program (LAP) Report.  
Executive Director Spencer Taylor presented the Learning Assistance Program (LAP) Report and answered questions from the Board.
- D. Title I Report.  
Executive Director Spencer Taylor presented the Title I Report and answered questions from the Board.

## PUBLIC COMMENT ON 2021-22 DISTRICT ATTENDANCE AREAS

Superintendent Christensen gave a historical review of the Reconfiguration process that has led to this final step of revising District Attendance Areas. Executive Director Spencer Taylor presented draft District Attendance Areas and went over the rationale for the boundary changes.

The Board heard public comments from Lisa Juchmes, John Cary, Courtney Neville, Melissa Knott, Ray Ruiz, Missy Gilbert, Sabrina Cary, and Stephanie Marcum.

## EXECUTIVE SESSION

At 7:14 p.m., President Eggers announced the Board would hold an Executive Session for the purpose of reviewing the performance of an employee for 10 minutes. The Executive Session would start at 7:16 p.m. and conclude at 7:26 p.m.

MOVED by Director Vibbert and SECONDED by Director Wright to enter into an Executive Session. The motion CARRIED unanimously.

President Eggers announced the executive session ended at 7:26 p.m. and returned to the regular meeting. No action was taken during Executive Session.

## DISCUSSION & POSSIBLE ACTION ITEM

- A. Superintendent's Mid-Year Evaluation for 2020-21.  
The Board expressed appreciation for Superintendent Christensen's leadership during this pandemic and he was given his mid-year evaluation for 2020-21 school year.

MOVED by Director Wright and SECONDED by Director Piepel to approve the mid-year evaluation for 2020-21 for Superintendent Christensen. The motion CARRIED unanimously.





TO: Board of Directors  
 FROM: Vicki Trainor, Executive Director of Human Resources  
 SUBJECT: Personnel Action Items  
 DATE: February 8, 2021

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

\*Correction to Resignations – January 25<sup>th</sup> Board Meeting

Last Name	First Name	School	Position/Years
*Hix	Karla	Grant	M-B Achievement Spec/5 years

\*Should not have been on the Resignation report for January 25<sup>th</sup> Board Meeting.

Resignations

The following person has notified us of their plans to resign:

Last Name	First Name	School	Position/Years
Kirby	Kaitlin	EJHS	Para Educator/less than 1 year

Retirements

The following people have notified us of their plans to retire at the end of 20-21:

Last Name	First Name	School	Position/Years
Hatzenbihler	Nancy	Sterling	Teacher/26 years Eastmont
Huyler	Paula	EHS	Teacher/39 years Eastmont
Woodworth	Janet	Sterling	Teacher/4 years Eastmont

Leave of Absence

The following people have notified us of their intent to take a Leave of Absence:

Last Name	First Name	School	Position/Years
Brewer	Tina	EHS	Remainder of year
Lathan	Mary	Grant	Remainder of year

New Hires

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

Last Name	First Name	School	Position
Lopez	Emmanuel	EHS	Para-Educator Non-Continuing
Pedroza-Mercado	Jesus	EJHS	Para-Educator Temp COVID
Phalen	James	Transportation	Bus Driver
Pina-Calderon	Lissbet	Lee	Para-Educator Temp COVID
Schwarz	Joseph	Transportation	Bus Driver

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

---

**RECOMMENDATION**

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



## EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

---

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Eastmont Junior High School

DATE: February 8, 2021

### CATEGORY

Informational       Discussion Only       Discussion & Action       Action

---

### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Eastmont Junior High School for your review.

### ATTACHMENTS

School Improvement Plan

### FISCAL IMPACT

None

---

### RECOMMENDATION

The administration recommends approval of the School Improvement Plan for Eastmont Junior High School.



**Eastmont Junior High**  
September 2020 - June 2021  
“Every Student - Every Day”

**District Goal (2000 Instruction)**

Students will perform academically at or above the state average for districts of similar size.

**Goal: By June 2021, based on the Common Classroom Assessments, 8th-grade student growth in ELA will increase from the 38th percentile to the 50th percentile.**

**Goal: By June 2021, based on the Common Classroom Assessments, 8th-grade student growth in Math will increase from the 37th percentile to the 50th percentile.**

**Action Steps:**

1. Teams will align to standards, create common assessments, student tracking sheets -- and eventually intervention/extension activities.
2. PD will be based on the above goal: Focused on strategies for IEP and EL students.  
**2020-21** ELA ELL students 37 IEP students 39  
Math ELL students 25 IEP students 38
3. Teams will focus on Blooms Taxonomy and how to get students to levels 3 and 4.

**Goal: By June 2020, based on ELPA, 8th and 9th grade student proficiency will increase to 10%.**

**Action Steps:**

1. All staff will implement the GLAD strategy (10/2) with discourse 3x per week between Feb 5th and April 20th.
2. ELPA task types and descriptions that tie to student goals will be analyzed by the EL team.  
**2019-20** 8th-grade Proficiency 3%, 9th-grade Proficiency 4%
3. The EL team will meet with each EL learner to look at past ELPA results and set goals for this year.

**District Goal (2000 Instruction)**

Increase EHS graduation rate each year until the 4-year cohort rate is 90% and the extended rate is 100%

**Goal: By June 2021, 9th grade students on track to graduate will increase from 76.3% to 88%.**

**Actions Steps:**

1. Ninth Grade Success Team will track F's on a weekly basis.
2. PD will be based on the above goal. Focused on strategies for IEP and EL students.  
**2019-2020** EL students: 59.7% (compared to 79.6% non-EL)  
IEP students: 60.9% (compared to 78.8% non-IEP)
3. Teachers will track and support their F students as they can.

**Consolidated School Improvement Plan**  
**Title I, Part A, Schoolwide and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.  
 All schools are required to have a school improvement plan, but they do not have to use this template.*

*For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.*

**Section 1: Building Data**

<b>1a. Building:</b> Eastmont Junior High	<b>1g. Grade Span:</b> 8 <sup>th</sup> and 9 <sup>th</sup> grade <b>School Type:</b> Junior High
<b>1b. Principal:</b> David Woods	<b>1h. Building Enrollment:</b> 1,017
<b>1c. District:</b> Eastmont School District	<b>1i. F/R Percentage:</b> 57%
<b>1d. Board Approval Date:</b> February 2020	<b>1j. Special Education Percentage:</b> 12%
<b>1e. Plan Date:</b> 2020-2021	<b>1k. English Learner Percentage:</b> 12%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Targeted 3+	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

David Woods - Principal	Susan Dretke - Teacher
Mark Baxter - Facilitator	Jeff DeJarnett – Teacher
Cody Brunner – Secretary	Will Chisum – Teacher
Kevin Hunter – Teacher	Kim Spradlin – Librarian
Yvonne Rojas – Classified	Petra Mathena - Classified
Dale Chapman & Christy Gatewood – Parents	

### Section 3: Vision Statement

**OUR VISION STATEMENT:  
EVERY STUDENT - EVERY DAY**

**OUR MISSION STATEMENT:  
The mission of EJHS is to create and nurture a welcoming community of students who will be empowered to think critically and become lifelong learners and productive contributing members of society.**

### Section 5: PLAN/NEEDS ASSESSMENT (SY 2020 – 21) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6.

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

#### **Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Our EL and IEP students are not meeting the proficiency rates that our GenEd students are meeting.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Root causes that we have identified are the buy-in for 8<sup>th</sup> grade students and that their studies do matter in the present. In addition, we believe that parents can utilize a system that provides tools for parents/guardians. That may look like a night of teacher providing parents and students help with utilizing tools.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

Cultural intelligence, majority are wanting to come to school to learn, unique and individual personalities, involvement.

b. What challenges do they face?

Poverty, parents lack understanding of how to help, social.

c. What are some important relationships in their life?

Peers, staff members, family.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

In daily personal relationships with our students – the day to day action by staff to support student learning. Implementing Character Strong and building wide culture focus. Looking at not just compliance but a move to provide evidence of learning standards.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Mental health, behavior management and restorative justice.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Character Strong, GLAD and Stand For Children.

## Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We are building our MTSS system a little at a time. We started Character Strong this year for ALL students. We are also creating a T3 School within a school and an ALE program for our students who do not fit the "regular" mold. We have an intervention system that meets weekly to look at F's and how we can support students.

2. How did your school identify these areas of strengths and improvement?

Culture Perception survey, the needs that come to the offices and looking at academic performance and state assessment data.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

We will be partnering with Rotary to provide role models with our most needy students.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We work hard to have open two way communication with our parents. We keep our website and our Facebook up to date with pertinent information. We have adopted ParentSquare as a means of communication through text and voice messaging. We answer all calls and emails within a 24 hour period.

## Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<input checked="" type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.)	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
--	--



**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data <input checked="" type="checkbox"/> Perceptual Data: (Local/Organization):	<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) Click or tap here to enter text.
---	---

Section 7: PLAN and Section 8a: DO				
2019-2020 IMPROVEMENT PLAN				
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES & COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)				
<b>Data-Based Priority #1</b>	Student growth in Math and ELA is 32 (8 <sup>th</sup> grade SBA)			
<b>SMART GOAL #1</b>	By June 2021 based on the SBA, 8th grade student growth in Math and ELA will go from the 32nd percentile to the 50th percentile			
Activities for Goal #1		Timeframe	Lead(s)	Resources/Progress Notes
1A	Teams will align to standards, create common assessments, student tracking sheets – intervention/extension activities.	2019-2022	David and Dept Chairs	See Google Docs
1B	PD will be based on the above goal. Focused on strategies for IEP and EL students.	2019/2020	David and Site Based	See PD Calendar
1B	Teams will focus on Blooms Taxonomy and how to get students to level 3 and 4's	Feb 3 <sup>rd</sup> PD		

<b>Data-Based Priority #2</b>		<b>By June 2021, based on the ELPA, 8<sup>th</sup> and 9<sup>th</sup> grade student proficiency will increase by 10% (2018/2019 8<sup>th</sup> grade 3%, 9<sup>th</sup> grade 4%)</b>		
<b>SMART GOAL #2</b>		<b>Timeframe</b>		
<b>Activities for Goal #2</b>		<b>Timeframe</b>	<b>Lead(s)</b>	<b>Resources/Progress Notes</b>
2A	All staff will implement the GLAD strategy (10/2) with discourse 3x per week between Feb 5 <sup>th</sup> and April 20 <sup>th</sup> .	2/2020-4/20/20	David	Caitlin will present to staff. David will monitor by walk throughs
2B	ELPA task types and descriptions that tie to student goals will be analyzed by the EL team.	2020 (before testing)	Mayra and EL team	
2C	The EL team will meet with each EL learner to look at past ELPA results and set goals for this year.	2020 (before testing)	Mayra and EL team	
<b>Data-Based Priority #3</b>		<b>By June 2021, 9th grade students on track to graduate will go from 80.3% to 90%</b>		
<b>SMART GOAL #3</b>		<b>Timeframe</b>		
<b>Activities for Goal #3</b>		Site Based will track F's bi-monthly	<b>Lead(s)</b>	<b>Resources/Progress Notes</b>
3A	Site Based will track F's on a bimonthly basis.	2019/2020	Mark	
3B	PD will be based on the above goal. Focused strategies for IEP and EL students. Provided by our partnership with Stand for Children(9 <sup>th</sup> Grade Success Team)  2019/2020: EL students 59.7% (compared to 79.6% non EL) IEP students 60.9% (compared to 78.8% non IEP)	2019/2020	David	See PD calendar
3C	Teachers will track and support their F students as they can.	2019/2020	All Staff	All Staff

<b>Section 8b: BUDGET</b>		
<b>(COMPONENT #4 COORDINATION AND INTEGRATION)</b>		
<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
9 <sup>th</sup> Grade Success Team meets bi-weekly to align curriculum to CCSS, create common formative assessments, look at data, plan interventions and materials to accommodate and support. The 9 <sup>th</sup> grade Success Team will work with the Stand For Children organization to provide Professional Development focused on EL and IEP students.	FOCUS 3+	\$8,000
Extended Day Program – Certified and Para professionals will provide intervention to targeted EL and IEP students each day after the regular school hours. They will work closely with teachers to provide needed intervention as determined by classroom assessments.	FOCUS 3+	\$22,000

<b>Section 9a: STUDY</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	We review bimonthly as a Site Based team.

<b>Section 9b: STUDY</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Study  <i>(SY 20-21) mid-year implementation</i>  <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Where are we with standards-based unit planning?            Each team is hard at work aligning curriculum, creating common assessments and student tracking sheets. They are uploading to a shared site. Science, Math and Social studies have most of the alignment done. They are working on assessments and student tracking sheets. ELA is still working on alignment. Next step: Feb 3<sup>rd</sup> PD day (Student's as assessment partners – CEL 1, 4, 6) and Behavior CEL 5.</p> <p>Where are we with EL progress?            Our 2/3 EL teachers is tracking Achieve 3000 (daily) 83% of the students are meeting at least a 75% proficiency rate), fluency (weekly), and STAR (monthly) 95% of students are showing growth. I am working with the district to get an assessment that shows monthly growth toward ELPA standards.</p> <p>Where are we with 9<sup>th</sup> grade on-track?            Due to Remote Learning our F list is larger than normal. We are providing remote intervention through two intervention teachers and multiple para professionals.</p>

<b>Section 10: ADJUST</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Adjust  <i>(SY 20-21) mid-year implementation</i>  <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i></p>	<p>What do we need to do to adjust as a building? We need to meet and re-group on Feb 3<sup>rd</sup>. We need to keep working on our action steps. We will also continue working on an ELL progress monitoring tool with the district.</p>

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

**High-Priority Goal #1:**

**By June 2021, based on the Common Assessment, 8th grade student growth in Math and ELA will go from the 32nd percentile to the 50th percentile.**

<b>Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.</b>	<b>Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.</b>	<b>Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).</b>
Continued building of unit based planning.	Math used 6 IBA's to help align their work.	All teams continued work of unit based planning, assessments, and tracking sheets. English is probably the furthest behind.
Continued building common assessments.	Teams were looking at standards, when and how to teach them and how to measure.	
Began building student tracking sheets.		

**High-Priority Goal #2:**

**By June 2021, based on the ELPA, 8<sup>th</sup> and 9<sup>th</sup> grade student proficiency will increase by 10% ( 2018/2019 8<sup>th</sup> grade 3%, 9<sup>th</sup> grade 4%).**

<b>Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.</b>	<b>Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.</b>	<b>Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).</b>
Met with all ELL students, look at their progress and set goals before the assessment.	We measured student weekly on fluency, monthly by STAR.	Still waiting to get our ELPA scores.
Hired a new ELL teacher that was very intentional.		ALL Students in ELL classes grew in their fluency and in their STAR scores.
Set up testing differently – with teacher and in small groups.		
Practice test taking skills with the students.		

**High-Priority Goal #3:**

**By June 2021, 9th grade students on track to graduate will go from 80.3% to 90%.**

<b>Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.</b>	<b>Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.</b>	<b>Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).</b>
Intervention tracked our F students weekly. Made weekly contact with our F students.	We tracked percentages weekly.	Due to the difficulties of Remote Learning we are not progressing well to our goal.
Build in check and connect.		

**What were some strengths of the activities for at least one high-priority goal implemented this year?**

Teachers got in and understood the targets and scales. They had time to meet and continue the work of creating standards based units. They began alignment in depts and began asking to meet to vertically align as a building. Our 9<sup>th</sup> Grade Success Team is meeting bi-weekly to plan PD for all staff and moniytor our progress.

**What challenges did you encounter this year with implementing activities for at least one high-priority goal?**

We do not have a way to progress monitor the growth of our students toward on a monthly basis. All we have is the SBA and that is not enough – it's an after the fact test. We need a way to change our instruction along the way when students are not growing. We are planning to implement a Common Assessment in math and Reading.

**What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (2020-21)?**

We need a way to progress monitor students. How do we know they are making growth towards the standards (not assignments or grades). Our ELPA students need to know why they score the way they do, they need to understand what the assessment is and how to take it.

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Stick Rate
- Student Mobility Data
- Discipline Referrals
- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data

- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other) Click or tap here to enter text.

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	
--	--

**Section 13: PLAN**

**SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

Schoolwide Priority/Reform Strategy #1 (SWP1)	<b>By June 2021, based on a Common Assesment, 8th grade student growth in Math and ELA will go from the 32nd percentile to the 50th percentile.</b>
Schoolwide Priority/Reform Strategy #2 (SWP2)	<b>By June 2021, based on the ELPA, 8<sup>th</sup> and 9<sup>th</sup> grade student proficiency will increase by 10% (2018/2019 8<sup>th</sup> grade 3%, 9<sup>th</sup> grade 4%).</b>
Schoolwide Priority/Reform Strategy #3 (SWP3)	<b>By June 2021, 9th grade students on track to graduate will go from 80.3% to 90%.</b>

**Section 14: DO**

**SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/  
COMPONENT 4 COORDINATION AND INTEGRATION)**

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) Standards based unit planning  Formative assessments - students as assessment partners.	Teams are in different places	Dept Heads	\$\$ release time to teacher teams to complete standard based unit plans, common assessment and student tracking sheets.
A2) Formative assessment to track student language growth monthly.	2020-2021	Marisela Santillan and Yvonne Rojas	\$\$ release time to plan and implement progress monitoring, student meetings and implementation of support.

<p>A3) Intervention team will meet weekly to find struggling students and intervene early. They will track students and be more intentional with support.</p> <p>The 9<sup>th</sup> Grade Success Team will meet biweekly and plan PD as needed for the entire staff based on monitoring data.</p>	<p>Intervention team</p>	<p>Holly Cornehl</p>	
--	--------------------------	----------------------	--





# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

---

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Eastmont Career and Technical (CTE) Education Action Plan – District Wide Plan

DATE: February 8, 2021

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

---

## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The Eastmont Career and Technical Ed (CTE) District Wide Plan is being finalized and will be included in the Board Packet on Friday morning.

## ATTACHMENTS

CTE District Wide Plan

## FISCAL IMPACT

OSPI Requirements

---

## RECOMMENDATION

The administration recommends approval of the Eastmont Career and Technical (CTE) Education Action Plan – District Wide Plan.

# Career and Technical Education Action Plan - District Wide Plan

## EASTMONT School District

**District Goal:** The mission of the Eastmont School District is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

**\*Criteria indicators are referenced on the Career & Technical Education Evaluation Form.**

<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Curriculum, Instruction, and Evaluation (Criteria 2)	JH Frameworks Submissions: move from Semester to Trimester / prepare for 2 Jr. High Schools. Program Review Area: Agriculture	Continue sequencing Courses for Grades 7-9 at 2 Jr. High Schools Program Review Area: Skilled & Technical Sciences	Program Review Area: STEM, Health Sciences	Program Review Area: Family & Consumer Science	Program Review Area: Business & Marketing
Student Access to Program (Criteria 4)	Continuous contact with counselors and IEP Case Managers on current IEP and 504 plans. Participate in District Trainings for inclusion of Special Populations in CTE	Continuous contact with counselors and IEP Case Managers on current IEP and 504 plans. Participate in District Trainings for inclusion of Special Populations in CTE	Continuous contact with counselors and IEP Case Managers on current IEP and 504 plans. Participate in District Trainings for inclusion of Special Populations in CTE	Continuous contact with counselors and IEP Case Managers on current IEP and 504 plans. Participate in District Trainings for inclusion of Special Populations in CTE	Continuous contact with counselors and IEP Case Managers on current IEP and 504 plans. Participate in District Trainings for inclusion of Special Populations in CTE
Instructional Materials (Criteria 8)	Software licensing for all program areas to support online learning.	ASL Chromebook Upgrade Ag Science Computer Upgrade	Skills & Technical Computer Upgrade	Family & Consumer Science Computer Upgrade	Business Computer Upgrade
Advisory Committee (Criteria 11)	Support/Coordinate Program Specific/General Advisory Committee Meetings	Support/Coordinate Program Specific/General Advisory Committee Meetings	Support/Coordinate Program Specific/General Advisory Committee Meetings	Support/Coordinate Program Specific/General Advisory Committee Meetings	Support/Coordinate Program Specific/General Advisory Committee Meetings

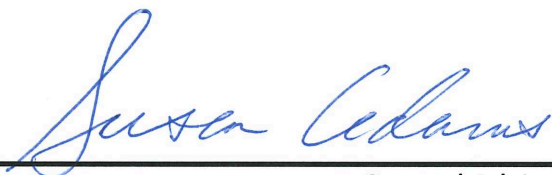
<b>*Quality Criteria</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Program of Study (Criteria 12)	Continue to update programs sequenceing academic and CTE content leading to Industry Recognized Credentials, Post Secondary Degree or entry into workforce	Continue to update programs sequenceing academic and CTE content leading to Industry Recognized Credentials, Post Secondary Degree or entry into workforce	Continue to update programs sequenceing academic and CTE content leading to Industry Recognized Credentials, Post Secondary Degree or entry into workforce	Continue to update programs sequenceing academic and CTE content leading to Industry Recognized Credentials, Post Secondary Degree or entry into workforce	Continue to update programs sequenceing academic and CTE content leading to Industry Recognized Credentials, Post Secondary Degree or entry into workforce
Certification, Work based Learning (Criteria 13A, 13B)	All Programs researching updated Industry Certifications. Work Based Learning Coordinator working with each Program to support	All Programs have at least 1 Industry Certification opportunity. WBL Cordinator facilitating guest speakers, field trips, job shadows for programs	All Programs have at least 25% of their classes offering Industry Certifications. WBL Cordinator facilitating guest speakers, field trips, job shadows for programs	All Programs have at least 50% of their classes offering Industry Certifications. WBL Cordinator facilitating guest speakers, field trips, job shadows for programs	All Programs have 75% of their classes offering Industry Certifications. WBL Cordinator facilitating guest speakers, field trips, job shadows for programs
Professional Development (Criteria 16)	Continue support for CTE staff attending WAAE/WA-ACTE Conferences	Continue support for CTE staff attending WAAE/WA-ACTE Conferences	Continue support for CTE staff attending WAAE/WA-ACTE Conferences	Continue support for CTE staff attending WAAE/WA-ACTE Conferences	Continue support for CTE staff attending WAAE/WA-ACTE Conferences

# Career and Technical Education Action Plan - District Wide Plan

## EASTMONT School District

**District Goal:** The mission of the Eastmont School District is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.


**\*Criteria indicators are referenced on the Career & Technical Education Evaluation Form.**



General Advisory Chairperson



Date



CTE Director



Date

School Board Representative

Date

**To:** Board of Directors  
**From:** Cindy Ulrich, Executive Director of Financial Services  
**Date:** February 3, 2021  
**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.

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

Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,807. This is a decrease of 225 students (-3.7%) from the total reported in February 2020 (6,032). Enrollment is 14 students more than last month

Total student FTE reported, including ALE, is 5,731.12. This is a decrease of 203.24 FTE (-3.4%) from the total FTE reported in February 2020 (5,934.36) and a decrease of 185.11 FTE (-3.1%) from the actual average FTE (AAFTE) for the 2019-2020 school year.

Program Name	Current Year Average	Prior Year Actual Average (as reported thru 03/20)	Increase / (Decrease)
Running Start (Head Count)	176	158	18
Special Education (Age K-21 Head Count)	666	688	(22)
Transitional Bilingual (Head Count)	1,031	1,050	(19)
Exited Transitional Bilingual (Head Count)	275	338	(63)
Career/Technical Education-Gr 7-8 (FTE)	61.52	78.40	(16.88)
Career/Technical Education-Gr 9-12 (FTE)	318.65	356.90	(38.25)

**Budget to Actual FTE Analysis:**

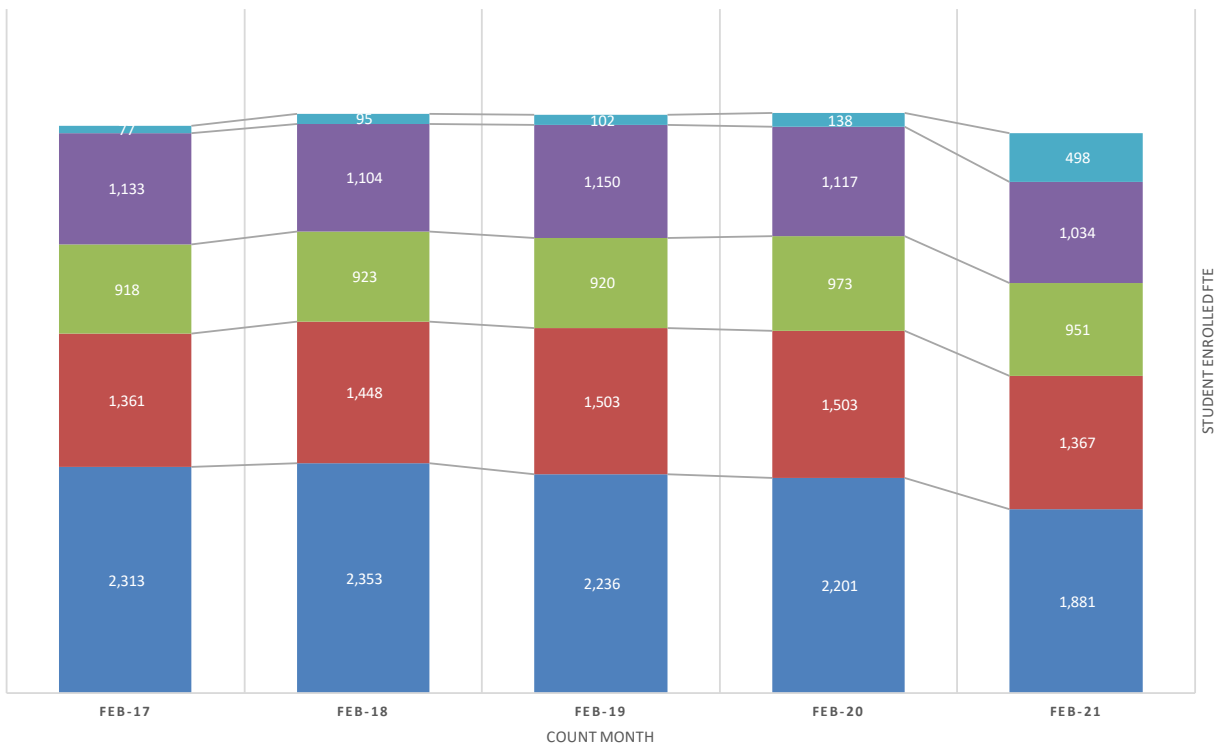
Budgeted K-12 FTE, including ALE program, is 5,906. Total AAFTE as of February is 5,747, which is 158 FTE less than the estimated used for budget development. K-12 student enrollment is 5,263 FTE, which is **517 FTE less** than expected. ALE program enrollment is 484 FTE and **359 FTE more** than expected.

The following additional information is presented for your review:

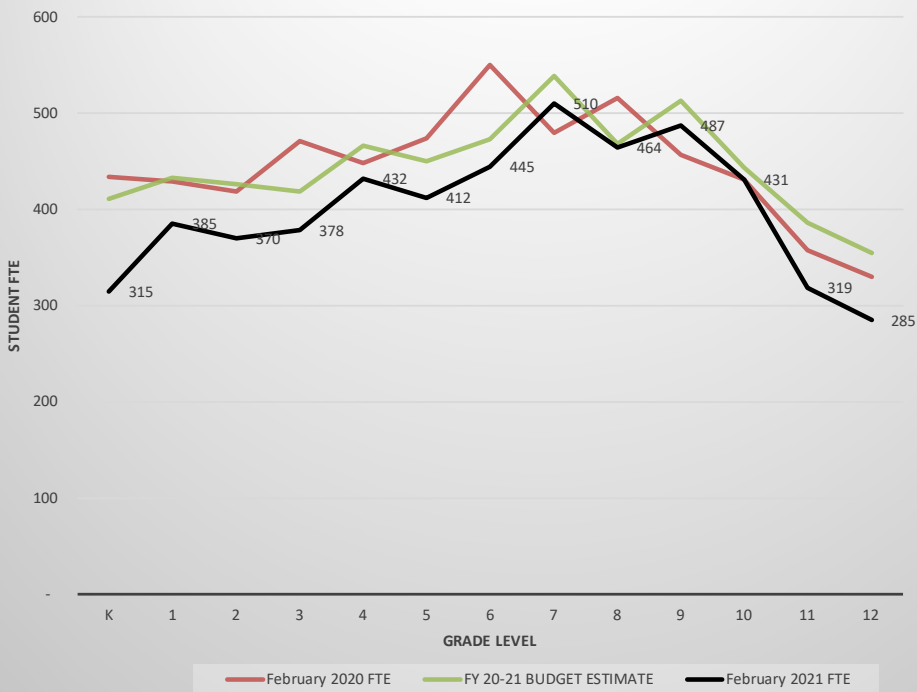
- A graph that compares the five prior February count dates to February 2021.
- A graph that compares February 2021 and February 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

### 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: 2/2/2021

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	310.00	315.00	-	-	-	-	313.83	(97.17)	-23.64%	437.47	(123.64)
1	433	386.00	385.15	385.30	385.30	384.30	385.30	-	-	-	-	385.23	(47.99)	-11.08%	430.03	(44.81)
2	426	379.00	382.00	376.00	373.15	370.15	370.15	-	-	-	-	375.08	(50.95)	-11.96%	421.18	(46.10)
3	418	376.00	374.00	370.15	368.15	369.15	378.15	-	-	-	-	372.60	(45.78)	-10.94%	470.07	(97.47)
4	466	454.00	453.00	447.00	438.00	429.00	432.00	-	-	-	-	442.17	(23.83)	-5.11%	449.59	(7.43)
5	450	411.00	410.00	406.77	404.00	406.00	412.00	-	-	-	-	408.30	(41.71)	-9.27%	477.36	(69.06)
6	473	434.00	434.00	436.03	438.03	438.03	444.78	-	-	-	-	437.48	(35.49)	-7.50%	543.78	(106.31)
7	538	503.00	501.00	500.00	497.00	495.00	510.00	-	-	-	-	501.00	(37.47)	-6.96%	475.50	25.50
8	468	466.24	465.24	466.49	463.49	464.49	464.34	-	-	-	-	465.05	(2.87)	-0.61%	516.19	(51.14)
9	513	501.00	501.00	496.50	495.73	495.73	487.01	-	-	-	-	496.16	(16.83)	-3.28%	456.36	39.80
10	444	434.79	436.00	432.51	435.51	431.00	430.66	-	-	-	-	433.41	(10.16)	-2.29%	435.24	(1.83)
11	386	339.78	332.76	327.60	326.99	327.90	318.54	-	-	-	-	328.93	(57.02)	-14.77%	360.41	(31.48)
12	355	315.73	308.54	309.58	306.94	299.55	285.04	-	-	-	-	304.23	(50.32)	-14.19%	334.01	(29.78)
<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>5,220.30</b>	<b>5,232.97</b>	-	-	-	-	<b>5,263.45</b>	<b>(517.59)</b>	<b>-8.95%</b>	<b>5,807.20</b>	<b>(543.75)</b>
ALE (Eastmont Virtual Academy) Program	125	444.19	457.23	497.99	493.81	513.03	498.15	-	-	-	-	484.07	359.07		125.43	358.64
<b>Total K-12 Enrollment Reported to OSPI</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>5,733.33</b>	<b>5,731.12</b>	-	-	-	-	<b>5,747.52</b>	<b>(158.52)</b>		<b>5,932.63</b>	<b>(185.11)</b>

Over/(Under) Budget (158.52)

Over/(Under) Prior Year Actual AAFTE (185.11)

Net Change from Prior Month Reporting	Total	ALE	K-12
Change from September Reporting	(27.61)	53.96	(81.57) -0.5%
Total Enrollment Growth from Prior Year	-3.12%		

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	79.0	80.0						79.0	1.0	(14.0)		103.6	(24.6)
1	103	95.0	94.15	94.3	96.3	95.3	94.3						94.9	(1.0)	(8.1)		102.6	(7.7)
2	102	87.0	87.0	86.0	84.0	83.0	83.0						85.0	-	(17.1)		97.0	(12.0)
3	99	85.00	84.00	84.15	87.2	87.2	89.2						86.1	2.0	(13.2)		115.0	(28.9)
4	113	114.00	114.00	113.00	112.0	110.0	112.0						112.5	2.0	(0.5)		100.1	12.4
5	-	-	-	-	-	-	-						-	-	-		-	-
<b>Total</b>	<b>510</b>	<b>459.00</b>	<b>457.15</b>	<b>456.45</b>	<b>459.45</b>	<b>454.45</b>	<b>458.45</b>	-	-	-	-	-	457.5	<b>4.0</b>	<b>(52.9)</b>	<b>-10.36%</b>	<b>518.2</b>	<b>(60.7)</b>
<b>Grant</b>																		
K (Funded Full Day)	93	81.00	83.00	82.00	76.0	74.0	76.0						78.7	2.0	(14.3)		93.2	(14.6)
1	92	80.00	80.00	82.00	81.0	81.0	84.0						81.3	3.0	(11.0)		88.3	(7.0)
2	88	85.00	86.00	86.00	85.2	84.2	84.2						85.1	-	(2.6)		91.7	(6.6)
3	91	83.00	83.00	83.00	81.0	82.0	81.0						82.2	(1.0)	(8.8)		109.8	(27.6)
4	110	108.00	107.00	107.00	105.0	103.0	101.0						105.2	(2.0)	(4.7)		107.7	(2.5)
<b>Total</b>	<b>474</b>	<b>437.00</b>	<b>439.00</b>	<b>440.00</b>	<b>428.15</b>	<b>424.15</b>	<b>426.15</b>	-	-	-	-	-	432.4	<b>2.0</b>	<b>(41.5)</b>	<b>-8.75%</b>	<b>490.7</b>	<b>(58.3)</b>
<b>Kenroy</b>																		
K (Funded Full Day)	93	77.00	79.00	77.00	77.0	79.0	78.00						77.8	(1.0)	(15.2)		101.3	(23.5)
1	100	85.00	84.00	82.00	80.0	80.0	81.00						82.0	1.0	(18.4)		95.2	(13.2)
2	94	81.00	82.00	82.00	82.0	83.0	85.00						82.5	2.0	(11.8)		79.4	3.1
3	92	86.00	86.00	84.00	84.0	84.0	86.00						85.0	2.0	(7.5)		87.6	(2.6)
4	111	102.00	101.00	97.00	95.0	94.0	95.0						97.3	1.0	(14.1)		111.9	(14.6)
5	-	-	-	-	-	-	-						-	-	-		-	-
<b>Total</b>	<b>492</b>	<b>431.00</b>	<b>432.00</b>	<b>422.00</b>	<b>418.00</b>	<b>420.00</b>	<b>425.00</b>	-	-	-	-	-	424.7	<b>5.0</b>	<b>(67.0)</b>	<b>-13.63%</b>	<b>475.5</b>	<b>(50.8)</b>
<b>Lee</b>																		
K (Funded Full Day)	93	50.00	50.00	49.00	48.0	48.0	50.0						49.2	2.0	(43.8)		91.4	(42.3)
1	91	82.00	81.00	81.00	83.0	83.0	81.0						81.8	(2.0)	(8.7)		101.5	(19.7)
2	100	87.00	87.00	86.00	86.0	84.0	82.0						85.3	(2.0)	(14.5)		92.3	(7.0)
3	93	87.00	86.00	85.00	84.0	84.0	89.0						85.8	5.0	(7.4)		79.7	6.2
4	94	90.00	90.00	90.00	88.0	84.0	84.0						87.7	-	(6.7)		88.8	(1.1)
<b>Total</b>	<b>471</b>	<b>396.00</b>	<b>394.00</b>	<b>391.00</b>	<b>389.00</b>	<b>383.00</b>	<b>386.00</b>	-	-	-	-	-	389.8	<b>3.0</b>	<b>(61.0)</b>	<b>-17.21%</b>	<b>453.7</b>	<b>(63.9)</b>
<b>Rock Island</b>																		
K (Funded Full Day)	39	28.00	29.00	28.00	29.0	30.0	31.0						29.2	1.0	(9.8)		48.2	(19.1)
1	47	44.00	46.00	46.00	45.0	45.0	45.0						45.2	-	(1.9)		41.9	3.3
2	42	39.00	40.00	36.00	36.0	36.0	36.0						37.2	-	(4.9)		41.8	(4.6)
3	42	35.00	35.00	34.00	32.0	32.0	33.0						33.5	1.0	(8.9)		37.3	(3.8)
4	37	39.00	40.00	39.00	37.0	37.0	39.0						38.5	2.0	1.2		40.4	(1.9)
<b>Total</b>	<b>208</b>	<b>185.00</b>	<b>190.00</b>	<b>183.00</b>	<b>179.00</b>	<b>180.00</b>	<b>184.00</b>	-	-	-	-	-	183.5	<b>4.0</b>	<b>(24.3)</b>	<b>-11.70%</b>	<b>209.7</b>	<b>(26.2)</b>



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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19.9	(19.9)						
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42.1	(42.1)						
4	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.0	1.0	0.0	1.0	0.0						
5	225	196.00	196.00	193.77	191.0	192.00	198.00	194.5	6.0	(30.5)	244.0	(49.6)	244.0	6.0	(30.5)	244.0	(49.6)							
6	243	221.00	221.00	222.03	223.0	223.03	231.78	223.6	8.8	(19.8)	287.9	(64.3)	287.9	8.8	(19.8)	287.9	(64.3)							
7	284	259.00	259.00	260.00	259.0	255.00	265.00	259.5	10.0	(24.1)	261.2	(1.7)	261.2	10.0	(24.1)	261.2	(1.7)							
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>671.03</b>	<b>695.78</b>	-	-	-	-	-	678.6	<b>24.8</b>	<b>(73.4)</b>	<b>-9.77%</b>	<b>855.2</b>	<b>(176.6)</b>						
<b>Clovis Point</b>																								
5	225	215.00	214.00	213.00	213.0	214.0	214.00	213.8	-	(11.2)	230.6	(16.7)	230.6	-	(11.2)	230.6	(16.7)							
6	230	213.00	213.00	214.00	215.0	215.0	213.00	213.8	(2.0)	(15.7)	257.6	(43.7)	213.8	(2.0)	(15.7)	257.6	(43.7)							
7	255	243.00	241.00	239.00	237.0	239.0	244.00	240.5	5.0	(14.4)	213.6	26.9	240.5	5.0	(14.4)	213.6	26.9							
<b>Total</b>	<b>709</b>	<b>671.00</b>	<b>668.00</b>	<b>666.00</b>	<b>665.00</b>	<b>668.00</b>	<b>671.00</b>	-	-	-	-	-	668.2	<b>3.0</b>	<b>(41.2)</b>	<b>-5.81%</b>	<b>701.7</b>	<b>(33.5)</b>						
<b>EJHS</b>																								
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	(1.0)						
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
7	-	1.00	1.00	1.00	1.00	1.00	1.00	1.0	-	1.0	-	1.0	1.0	-	1.0	-	-	1.0						
8	468	466.24	465.24	466.49	463.49	464.49	464.34	465.0	(0.2)	(2.9)	518.1	(53.1)	465.0	(0.2)	(2.9)	518.1	(53.1)							
9	513	500.00	500.00	495.50	494.73	494.73	486.01	495.2	(8.7)	(17.8)	456.9	38.2	495.2	(8.7)	(17.8)	456.9	38.2							
10	-	1.00	1.00	1.00	1.00	1.00	1.00	1.0	-	1.0	-	1.0	1.0	-	1.0	-	4.1	(3.1)						
11	-	4.00	4.00	4.00	4.00	4.00	4.00	4.0	-	4.0	-	4.0	4.0	-	4.0	-	-	4.0						
12	-	1.00	1.00	1.00	1.00	1.00	1.00	1.0	-	1.0	-	1.0	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>966.22</b>	<b>957.35</b>	-	-	-	-	-	967.2	<b>(8.9)</b>	<b>(13.7)</b>	<b>-1.40%</b>	<b>981.13</b>	<b>(13.92)</b>						
<b>EHS</b>																								
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.8	(0.8)						
9	-	1.00	1.00	1.00	1.00	1.00	1.00	1.0	-	1.0	-	1.0	1.0	-	1.0	-	-	1.0						
10	444	433.79	435.00	431.51	434.51	430.00	429.66	432.4	(0.3)	(11.2)	433.5	(1.1)	432.4	(0.3)	(11.2)	433.5	(1.1)							
11	386	335.78	328.76	323.60	322.99	323.90	314.54	324.9	(9.4)	(61.0)	362.8	(37.9)	324.9	(9.4)	(61.0)	362.8	(37.9)							
12	355	314.73	307.54	308.58	305.94	298.55	284.04	303.2	(14.5)	(51.3)	335.3	(32.1)	303.2	(14.5)	(51.3)	335.3	(32.1)							
<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>1,053.45</b>	<b>1,029.24</b>	-	-	-	-	-	1,061.6	<b>(24.2)</b>	<b>(122.5)</b>	<b>-10.35%</b>	<b>1,132.4</b>	<b>(70.8)</b>						
<b>K-12 Variance</b>																								
																			(517.6)					
<b>ALE-EASTMONT VIRTUAL ACADEMY PROGRAM</b>																								
K	-	28.00	30.0	36.0	39.0	43.0	40.0	36.0	(3.0)	36.0	-	36.0	36.0	(3.0)	36.0	-	-	36.0						
1	-	37.00	41.0	43.0	45.0	46.0	43.0	42.5	(3.0)	42.5	-	42.5	42.5	(3.0)	42.5	-	-	42.5						
2	-	33.00	33.0	44.0	45.0	47.0	46.0	41.3	(1.0)	41.3	-	41.3	41.3	(1.0)	41.3	-	-	41.3						
3	-	33.00	34.0	36.0	35.0	36.0	29.0	33.8	(7.0)	33.8	-	33.8	33.8	(7.0)	33.8	-	-	33.8						
4	-	28.00	28.0	35.0	38.0	41.00	41.00	35.2	-	35.2	0.1	35.1	35.2	-	35.2	0.1	-	35.1						
5	-	33.79	33.79	34.79	33.79	31.79	25.79	32.3	(6.0)	32.3	2.3	30.0	32.3	(6.0)	32.3	2.3	-	30.0						
6	-	35.00	36.00	37.00	36.00	36.00	29.25	34.9	(6.8)	34.9	-	34.9	34.9	(6.8)	34.9	-	-	34.9						
7	-	36.79	38.79	39.79	39.79	40.79	30.79	37.8	(10.0)	37.8	1.4	36.3	37.8	(10.0)	37.8	1.4	-	36.3						
8	-	20.27	20.00	18.00	18.00	17.00	19.00	18.7	2.0	18.7	1.7	17.0	18.7	2.0	18.7	1.7	-	17.0						
9	5	23.00	24.50	27.50	28.27	29.27	33.99	27.8	4.7	27.8	2.6	25.1	27.8	4.7	27.8	2.6	-	25.1						
10	15	22.48	22.48	24.21	23.48	26.24	28.81	24.6	2.6	24.6	15.2	4.9	24.6	2.6	24.6	15.2	-	4.9						
11	30	36.26	38.97	42.93	41.46	43.46	54.27	42.9	10.8	12.9	38.0	13.7	42.9	10.8	12.9	38.0	-	13.7						
12	75	77.60	76.70	79.77	71.02	75.48	77.25	76.3	1.8	1.3	62.6	13.7	76.3	1.8	1.3	62.6	-	13.7						
<b>Total</b>	<b>125</b>	<b>444.19</b>	<b>457.23</b>	<b>497.99</b>	<b>493.81</b>	<b>513.03</b>	<b>498.15</b>	-	-	-	-	-	484.1	<b>(14.9)</b>	<b>359.1</b>	<b>287.25%</b>	<b>124.0</b>	<b>350.7</b>						
Total Monthly Variance													(2.21)	#DIV/0!	5,942.17									
K-4 Total													2,155	2,068.00	1,913.15	1,893.45	1,874.60	1,862.60	1,880.60	-	-	-	-	1,915.40
K-12 Total													5,906	5,758.73	5,758.92	5,766.92	5,736.10	5,733.33	5,731.12	-	-	-	-	5,747.52



## Memorandum

To: Garn Christensen, Superintendent

From: Spencer Taylor, Executive Director of Elementary Education

Date: February 5th, 2021

Re: Response to Public Feedback to Proposed Attendance Areas

There are approximately 3,600 students currently enrolled in Eastmont in Kindergarten through 7th Grade who may be affected by the proposed new School Attendance Areas. Below are summaries of the feedback received to date:

- Online Survey: 35 people completed the survey of which 17 were not supportive, nine were supportive, and nine were neutral.
- January 25th Board Meeting Public Comments: Seven families gave public comments. Four did not support the proposal as their child (children) would be assigned to a school other than Cascade Elementary where they currently attend. One was supportive. One person was opposed to Kenroy students being split between the two Jr High Schools. One person had questions about the choice process.

First off, there seems to be a misunderstanding about choice. A few of the commenters expressed frustration that Cascade is going to be too full due to students on choice attending the school. All choice students will be assigned to their new school attendance area and will need to reapply for choice to remain at the school.

Based upon the feedback received above, the following requests were studied to see if there are opportunities to better meet the four goals. This was reviewed with Elementary Principals and the Assistant Superintendent of Secondary Education.

**Request #1: Keep Canyon Hills neighborhood in the Cascade Elementary Attendance area.** There are 85 K-6 students currently living in this neighborhood and attending Eastmont Schools. Cascade's projected enrollment without Canyon Hills is 548 students and 49.2% Free and Reduced Lunch. Both of these numbers are comparable to the other K-6 Elementary Schools except Rock Island Elementary. Adding this neighborhood would result in 633 students with 43% F/R Lunch. This would put Cascade 29 students over capacity and widen the F/R Lunch rate gap. Options considered to meet Board Goals:

1. Assign the 19th St West of Sunset Hwy neighborhood to Lee. There are 109 students with a F/R Lunch rate of 80%. Positives: Enrollment would remain comparable to other schools. Negatives: Demographics gap would widen as Cascade's F/R Lunch rate would drop to 38% which would make the school ineligible for some state program funds. This neighborhood is a mile closer to Cascade than Canyon Hills. Does not decrease the number of students displaced from Cascade, just shifts from one neighborhood to another.
2. Assign Bonaventure neighborhood to Lee: There are 61 students and a 49% F/R Lunch rate. Positives: Less students would be displaced from their current school. Negatives: This neighborhood is much closer in proximity to Cascade than Canyon Hills. Cascade would be very near enrollment capacity.
3. Increase the number of choice applications that are approved. (See Request #4).

Recommendation: Do not assign the Canyon Hills neighborhood to Cascade Elementary School. These remedies are less aligned with the Board's goals.

**Request #2: Keep Stoneridge Drive neighborhood in the Cascade Elementary Attendance area.**

There are 26 students with a F/R Lunch Rate of 35%.

1. Assign this neighborhood to Cascade and the southern portion of 19th St West of Sunset to Lee.  
Positives: Enrollment and demographics would be comparable to other schools with a net 20 more students assigned to Cascade. Stoneridge Drive is a walking neighborhood to Cascade (approximately .5 miles away) while if assigned to Lee these students would have to be bussed to (more than 1 mile away). Decreases the number of students displaced from Cascade. Very little effect on F/R Lunch rate. Negatives: Cascade has a slightly higher enrollment than the other schools.

Recommendation: Assign this neighborhood to Cascade Elementary as it better meets the Board goals.

**Request #3: Phase in the new attendance areas:** We have already delayed implementation of the Reconfiguration Plan by one year due to construction. Delaying again will not solve the concerns expressed, just delay them. Implementing a partial phase in by grade level or school will only cause confusion in our community and add to the complexity of the proposed changes. Having clear and consistent school attendance areas are critical for balancing class sizes and school sizes as well as establishing efficient transportation routes.

Recommendation: Do not create a separate phase in approach in addition to the Reconfiguration phase in plan.

**Request #4: Use the Choice Application Process to lessen student displacement:** Increase the approval rate for choice by allowing for a larger short term variance of class sizes across the district to accommodate students to attend their previous school. Allow transportation of choice students if space is available on existing routes. Positives: Would lessen student displacement. Negatives: Would have larger imbalances in class sizes and school enrollment than is typical across the district.

Below is a recommendation for the choice prioritization process:

- Group 1: Students who live in the school's current attendance area who will be assigned to another school based upon the new 2021-2022 School Attendance Areas.
  - 1 point given per year the student attended the school.
  - Date submitted will be used as a tiebreaker.
- Group 2: Students who do not live in the school's current attendance area and attended the school via in-district choice.
  - 1 point given per year the student attended the school.
  - Date submitted will be used as a tiebreaker.
- Group 3: Students who have not attended the school who live in Eastmont
  - Date submitted will be used as a tiebreaker.
- Group 4: Out of District Students:
  - 1 point given per year the student attended the school.
  - Date submitted will be used as a tiebreaker.

Recommendation: Implement beginning March 1st, 2021.