



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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

**\*REVISED 1/20/23**

## **BOARD OF DIRECTORS REGULAR MEETING AGENDA**

Monday, January 23, 2023

5:30 p.m. Regular Meeting

### **Grant Elementary School LIBRARY**

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 has a fiduciary role to 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 2022-23 Board Meeting Schedule is available at [www.eastmont206.org](http://www.eastmont206.org) under the About Us/School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a regular meeting on Monday, January 23, 2023 beginning at 5:30 p.m. in the Grant Elementary School Library at 1430 1st Street SE, East Wenatchee 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 allowed given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action. Comments are limited to 3 minutes per person and 10 minutes per topic. The Board asks those offering comment to recognize that as a K-12 public school system, we are modeling civil discourse and the democratic process for the youth in our community.

Written comments may be sent by regular mail to Eastmont School District or emailed to [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org)

IV. STUDENT RECOGNITION

A. Student Recognition — Kirsten Mittelstaedt, Principal

V. STAFF RECOGNITION

A. Staff Years of Service Recognition — Meaghan Vibbert, Board Member

- Nanci Kurz with 20 years in August 2022
- Matt Prazer with 20 years in August 2022
- Doug Clay with 30 years in August 2022

VI. BUILDING AND PROGRAM REPORT

A. Conversation with Grant Elementary School Staff

B. Grant School Building Report — Kirsten Mittelstaedt, Principal

VII. BOARD & SUPERINTENDENT INFORMATION

A. Board News

B. Superintendent News

VIII. CONSENT AGENDA

*(All items on the Consent Agenda have been distributed to all 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 regular meeting held on January 9, 2023.

B. Approval of the payment of the bills and/or payroll dated January 23, 2023.

C. Approval of the Personnel Action Items dated January 23, 2023.

D. Approval of the School Improvement Plan for Grant Elementary School.

E. Approval of the following policies for Second Reading/Adoption:

| <i>Section</i>   | <i>Number</i>   | <i>Title</i>                               |
|------------------|-----------------|--|
| 2000 Instruction | Policy No. 2022 | Electronic Resources                       |
| 3000 Students    | Policy No. 3110 | Qualifications of Attendance and Placement |

F. Review of the Monthly Budget Status Report.

IX. REPORTS

A. Learning Assistance Program (LAP) Report — Penny Brown, MTSS & Assessment Coordinator

B. Title I Program Report — Penny Brown, MTSS & Assessment Coordinator

X. EXECUTIVE SESSION

An executive session will be held for the purpose of reviewing the performance of an employee. The executive session will last 10 minutes. Action on the following items is anticipated after the executive session.

**\*REVISED 1/20/23**

XI. DISCUSSION & ACTION ITEMS

A. Superintendent's Mid-Year Evaluation for 2022-23

B. \*Superintendent's Contract for 2023-2026

XII. FUTURE AGENDA ITEMS

XIII. ADJOURNMENT

**FUTURE TOPICS – Previously identified by the Board for further review.**

- 1) Community digital flyer information.
- 2) Spanish at elementary schools.

**UPCOMING BOARD MEETINGS**

|                    |  |
|--------------------|--|
| <b>February 13</b> | Site Visit to Clovis Point Elementary and Regular Meeting at 5:30 p.m. |
| <b>February 27</b> | Site Visit to Rock Island Elementary and Regular Meeting at 5:30 p.m.  |
| <b>March 13</b>    | Site Visit to Sterling Junior High School Regular Meeting at 5:30 p.m. |
| <b>March 27</b>    | Regular Meeting at Eastmont Administration Office at 5:30 p.m.         |

**\*REVISED 1/20/23**



# Grant Elementary School Report for 2022-23

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, (Exclusion rates are the % of the (D) disciplined, 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 %) from Prior Years |     |       |       |       |       |       |       |      |     |         |       |       |       |       |       | Staff Information from Prior Years |       |      |        |       |     |
|---|-----|-------|-------|-------|-------|-------|-------|------|-----|---------|-------|-------|-------|-------|-------|------------------------------------|-------|------|--------|-------|-----|
| Year  | FTE | F & R | H     | ELL   | M     | SpEd  | A     | MB   | HL  | D       | E1    | E2    | E4    | E6    | E10   | FTE                                | Cert  | Para | Office | Maint | Adm |
| 2017-18   | 510 | 60/59 | 51/47 | 31/18 | 9/11  | 9/13  | 93/85 | 3/3  | 4/3 | 1.7/3.7 | 67/29 | 33/26 | NA/21 | NA/12 | NA/13 | 50.5                               | 31    | 15   | 1      | 2     | 1.5 |
| 2018-19   | 497 | 57/59 | 49/47 | 27/17 | 11/11 | 10/13 | 93/86 | 3/3  | 3/4 | <1/3.8  | NA/19 | NA/30 | NA/17 | NA/16 | NA/18 | 51                                 | 31    | 15.5 | 1      | 2     | 1.5 |
| 2019-20   | 487 | 52/58 | 49/48 | 25/17 | 7/11  | 12/13 | 96/86 | <1/3 | 3/2 | <1/8    | NA/19 | NA/33 | NA/10 | NA/16 | NA/18 | 51.5                               | 33    | 14   | 1      | 2     | 1.5 |
| 2020-21   | 438 | 49/56 | 51/50 | 26/17 | 6/10  | 11/13 | NA/92 | 7/3  | 1/2 | NA      | NA    | NA    | NA    | NA    | NA    | 49                                 | 29.50 | 15   | 1      | 2     | 1.5 |
| 2021-22   | 408 | 59/63 | 50/51 | 23/17 | 6/11  | 12/13 | 88/76 | 4/3  | 4/3 | <1/2    | NA    | NA    | NA    | NA    | NA    | 58                                 | 35    | 18   | 1      | 2.5   | 2   |

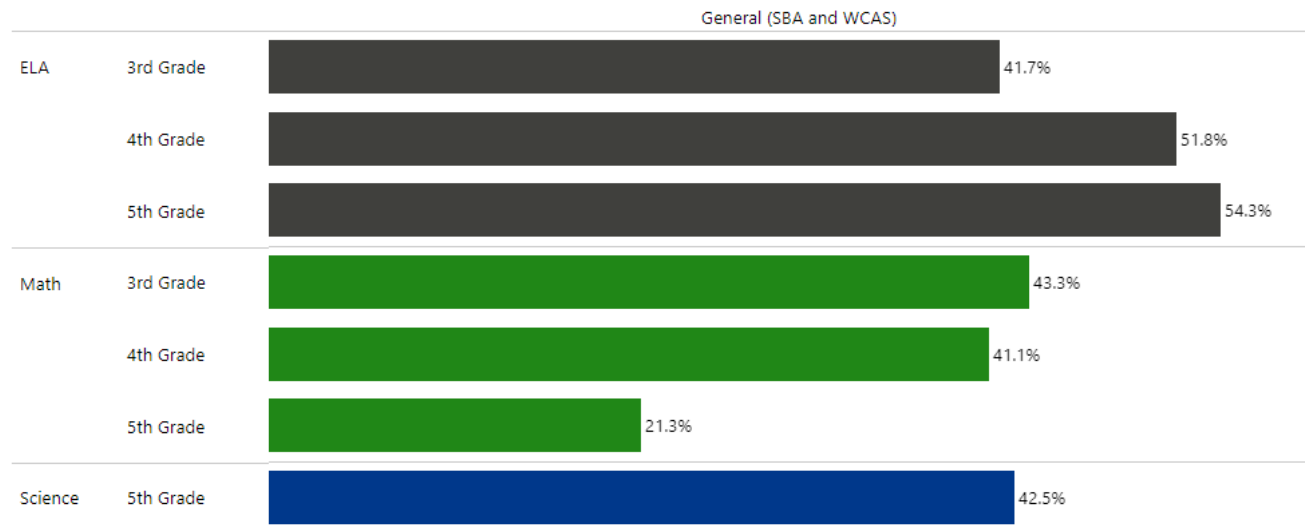
Budget using prior year numbers: \$92,373 + prior year end balance of \$3,935 – expenditures of \$78,117 = year-end balance of \$17,204

## Student Testing Information:

What percent of students met standards in each grade?

### Grant Elementary School 2021-22

What percent of students met grade level standards?



| District or Building Goal & Supporting Strategy/Activity   | Progress/Data   |
|--|---|
| <p>PLC &amp; Data Monitoring of ELA Benchmark &amp; Diagnostic data for Tier 1, Tier 2, &amp; Tier 3.</p>  | <ul style="list-style-type: none"> <li>• School wide plan grade level goals in ELA and Math around student growth and monitored by Site Council.</li> <li>• Consistent and aligned curriculum for primary classrooms and reading instruction.</li> <li>• Data meetings four times per year.</li> </ul>  |
| <p>Increase the achievement rates of our EL students by focusing on intentional vocabulary instruction and EL GLAD support.</p>  | <ul style="list-style-type: none"> <li>• GLAD strategies embedded in EL lessons for language learners.</li> <li>• Master schedule allows EL students to participate in Tier 1, 2 and 3 instruction.</li> <li>• Grades 5 &amp;6 implementation of Building Vocabulary curriculum &amp; assessments.</li> <li>• GLAD PD and coaching support for all classroom teachers.</li> </ul>   |
| <p>Create a welcoming school culture that is physically, emotionally, and intellectually safe and focused on collaborative work geared towards school improvement.</p> | <ul style="list-style-type: none"> <li>• Celebrate student success with student growth awards, student of the month, assemblies, Positive Office referrals, and Caught Ya's.</li> <li>• Staff celebrations and fun-birthday lunches, schoolwide calendar with celebrations, staff holiday party, weekly shout outs and awesomeness.</li> <li>• Focus on communication between staff and administration.</li> <li>• Implement decision making matrix for Site Council and Grade Level Coordinators.</li> </ul> |

**BOARD OF DIRECTORS**  
**REGULAR MEETING MINUTES**  
January 9, 2023

**CALL TO ORDER & PLEDGE OF ALLEGIANCE**

On Monday, January 9, 2023, the regular meeting of the Eastmont School District Board of Directors was called to order by Board President Cindy Wright at 5:30 p.m. in the Cascade Elementary School Cafeteria at 2330 North Baker, East Wenatchee.

A Webex link was provided on the District's website for public participation at:  
<https://eastmont206.webex.com/eastmont206/j.php?MTID=m1905218154c5df0cb0a9d22c4b27ad8a>

**ATTENDANCE**

Present:

Cindy Wright, Board President  
Meaghan Vibbert, Board Vice President  
Jason Heinz, Board Director  
Steve Piccirillo, Board Director  
Whitney Smith, Board Director  
Becky Berg, Board Secretary/Superintendent  
Brandy Fields, Superintendent's Secretary

Also Participating In-person and Remotely:

District staff, community members, and one media personnel

**APPROVE AGENDA/MODIFICATIONS**

Superintendent Becky Berg reported there were no modifications to the Agenda.

MOVED by Director Smith and SECONDED by Director Piccirillo to approve the Agenda for January 9, 2023 as presented. The motion CARRIED unanimously.

**PUBLIC COMMENT**

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

## **STAFF AND STUDENT RECOGNITION**

### **A. Student Recognition.**

Principal Kim Browning and Leadership Advisor Danielle Piecynski introduced these students:

- 5th grade Leadership Rockstars: Taylor Johnson, Scarlett Miller, Abram Everhart, and Laine Bartlett

Each student shared with the Board their favorite leadership experiences. The students also introduced their parents in the audience.

### **B. Staff Years of Service Recognition.**

The Board recognized the following staff with a Certificate of Appreciation:

- Maria Dorsey with 25 years in August 2022
- Lonnie Henneigh with 25 years in August 2022
- Pam Newton with 30 years in August 2022

### **C. EHS Staff Recognition.**

Director Vibbert presented a plaque given to EHS Administration for recognition of significant dedication and commitment to demonstrating excellence in after-school event security from Safe Sport Zone, LLC. Athletic Director Russ Waterman was in attendance to accept the award.

## **BUILDING AND PROGRAM REPORT**

### **A. Conversation with Cascade Elementary School Staff.**

Cascade Elementary School staff shared information with the Board on their recent challenges and accomplishments. They also answered questions from the Board.

### **B. Cascade Elementary School Building Report.**

Principal Kim Browning and Assistant Principal Jennifer Robichaux spoke about the staff and their experience at Cascade.

## **BOARD & SUPERINTENDENT INFORMATION**

### **A. Board News.**

Director Smith shared she attended her first WSSDA Legislative Committee meeting and will bring information to the Board in the future. Director Heinz shared that he recently participated in a winter athletic event held at Town Toyota Center and there were 18 senior girls trying out for Apple Blossom.

### **B. Superintendent News.**

Superintendent Berg shared with the Board she recently visited Sterling Junior High for the day and attended an Eastern Washington regional bond strategic planning meeting.

## **CONSENT AGENDA**

- ### **A. Approval of minutes.** The Board of Directors approved the minutes from the regular meeting held on December 12, 2022.

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 9, 2023:

| Warrant Numbers                          | Total Dollar Amount |
|--|---------------------|
| 7129982-7129982                          | \$125.70            |
| 7129983-7129983                          | \$1,351.86          |
| 7129984-7129988                          | \$2,323.00          |
| 7129989-7129992                          | \$1,217.25          |
| 7129993-7129993                          | \$1.50              |
| 7129994-7130008                          | \$8,804.41          |
| 7130009-7130136                          | \$1,035,532.94      |
| 7130137-7130163 &<br>900140126-900141037 | \$6,815,232.03      |
| 7130164-7130186                          | \$1,129,135.71      |
| 7130187-7130187                          | \$6,748.30          |
| 7130188-7130305                          | \$323,795.97        |
| 7130306-7130306                          | \$1,110.72          |

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated January 9, 2023.

D. Approval of a surplus. The Board of Directors approved the following items for surplus:

1. Eastmont CTE Department item.
2. Eastmont Technology Department items.

E. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Cascade Elementary School.

F. Approval of donation. The Board of Directors approved donation from the Lisson family.

G. Review of policies. The Board of Directors reviewed the following policies for a First Reading:

| <i>Section</i>   | <i>Number</i>   | <i>Title</i>                               |
|------------------|-----------------|--|
| 2000 Instruction | Policy No. 2022 | Electronic Resources                       |
| 3000 Students    | Policy No. 3110 | Qualifications of Attendance and Placement |

H. Approval of policies. The Board of Directors approved the following policies for a Second Reading/Adoption:

| <i>Section</i>   | <i>Number</i>   | <i>Title</i>                        |
|------------------|-----------------|-------------------------------------|
| 2000 Instruction | Policy No. 2165 | Home or Hospital Instruction        |
| 3000 Students    | Policy No. 3420 | Anaphylaxis Prevention and Response |
| 3000 Students    | Policy No. 3424 | Opioid Related Overdose Reversal    |





TO: Board of Directors

FROM: Kayla Brown, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: January 23, 2023

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Resignations

The following people have notified us of their plans to resign for the 22-23 school year:

| Last Name | First Name | School | Position                      |
|-----------|------------|--------|-------------------------------|
| Curry     | Kyle       | SJHS   | Custodian/3 years             |
| Langsted  | Alexandria | EJHS   | Secretary & Para/partial year |
| Sutherlin | Keith      | SJHS   | Paraeducator/1 year           |

Retirements

The following people have notified us of their plans to retire:

| Last Name | First Name | School     | Position/Years                              |
|-----------|------------|------------|---|
| Clay      | Doug       | Technology | Director of Instructional Technology 30 yrs |

New Hires

The following people have been offered tentative employment for the 22-23 school year:

| Last Name   | First Name | School  | Position            |
|-------------|------------|---------|---------------------|
| Avilez      | America    | EJHS    | Para-Educator/COVID |
| Christensen | Brae       | Cascade | Custodian           |
| Martinez    | Maria      | EHS     | Para-Educator       |
| Mullerleile | Machele    | EJHS    | Para-Educator       |
| Pierce      | Cody       | RI      | Para-Educator/COVID |

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

**RECOMMENDATION**

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



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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: School Improvement Plan for Grant Elementary School  
DATE: January 23, 2023

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

## ATTACHMENT

School Improvement Plan

## FISCAL IMPACT

None

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## RECOMMENDATION

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

# Grant Elementary

## Title 1 Part A - Schoolwide Plan

2022-2023

| Planning Team                     |                             |                             |         |
|-----------------------------------|-----------------------------|-----------------------------|---------|
| Name of Team Member               | Position/<br>Representation | Signature                   | Date    |
| Stephanie Prazer                  | Chairperson                 | <i>Stephanie K. Prazer</i>  | 1/18/23 |
| Kirsten Mittelstaedt              | Principal                   | <i>Kirsten Mittelstaedt</i> | 1/18/23 |
| Caitlin Walters                   | Assistant<br>Principal      | <i>Caitlin Walters</i>      | 1/18/23 |
| Casey Henneigh                    | ParaEducator                | <i>Casey Henneigh</i>       | 1-18-23 |
| Meghan Donaghey                   | Parent<br>(non-Staff)       | <i>Meghan Donaghey</i>      | 1/18/23 |
| Karla Hix                         | Teacher                     | <i>Karla Hix</i>            | 1-18-23 |
| Annie Battis                      | Teacher                     | <i>Annie Battis</i>         | 1-18-23 |
| Lindsay Rasmussen / Allison Kenck | Teacher                     | <i>Allison Kenck</i>        | 1/18/23 |
| Allie Chisholm                    | Teacher                     | <i>Allie Chisholm</i>       | 1/18/23 |
| Eric Eddy                         | Teacher                     | <i>Eric Eddy</i>            | 1/18/23 |
| Runelle Davis                     | Teacher                     | <i>Runelle Davis</i>        | 1/18/23 |
| Talena Morrell                    | Teacher                     | <i>Talena Morrell</i>       | 1/18/23 |

### Mission/Vision Statement

**Mission :** Ensuring high levels of learning for all.

**Vision:** Grant Elementary welcomes all in a safe, caring atmosphere. As a school culture, we value and build relationships throughout our school and community. We work collaboratively to seek and implement strategies for continuous growth and academic success.

**Collective Commitments:**

- We commit to using the evidence of student learning from our common assessments to address the academic and social needs of each student.
- We commit to being positive, contributing members of our PLCs in order to improve our professional practice.

### Culture of Equity Statement

We work to achieve educational equity in our classroom instruction. We are committed to learning and implementing best practices in reading instruction for grades K-6. We also recognize the need to improve instructional practice for our EL learners as we've identified an achievement gap in that area.

**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.

- Data Studied in Needs Assessment

- DIBELS-Grade level teams & Site Council
- SWIS Data-Grade level coordinators & Staff
- Perception Data-Staff
- SBA Target Reports EOY 2022 & Trend Data (ELA/Math)-Staff
- WIDA 2022 (EL Data)-Staff
- Site council looked at the big picture of school wide data and then grade level teams dissected their own data.
- Fall 2022 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.
- October 2022-School Satisfaction Surveys distributed to students, parents and staff-reviewed by staff November 2022.
- SBA Trend data in reading, writing and math analyzed by Site Council.

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

## Grant Elementary School 2021-22

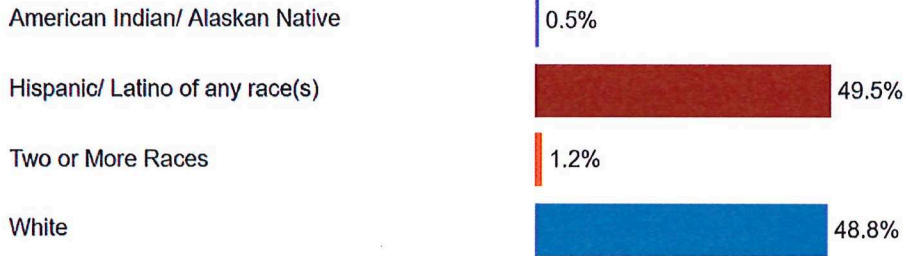
### Total Student Enrollment

**408**

### Gender



### Race/Ethnicity





## Grant Elementary School

### 2017-2019 Measures by Student Group

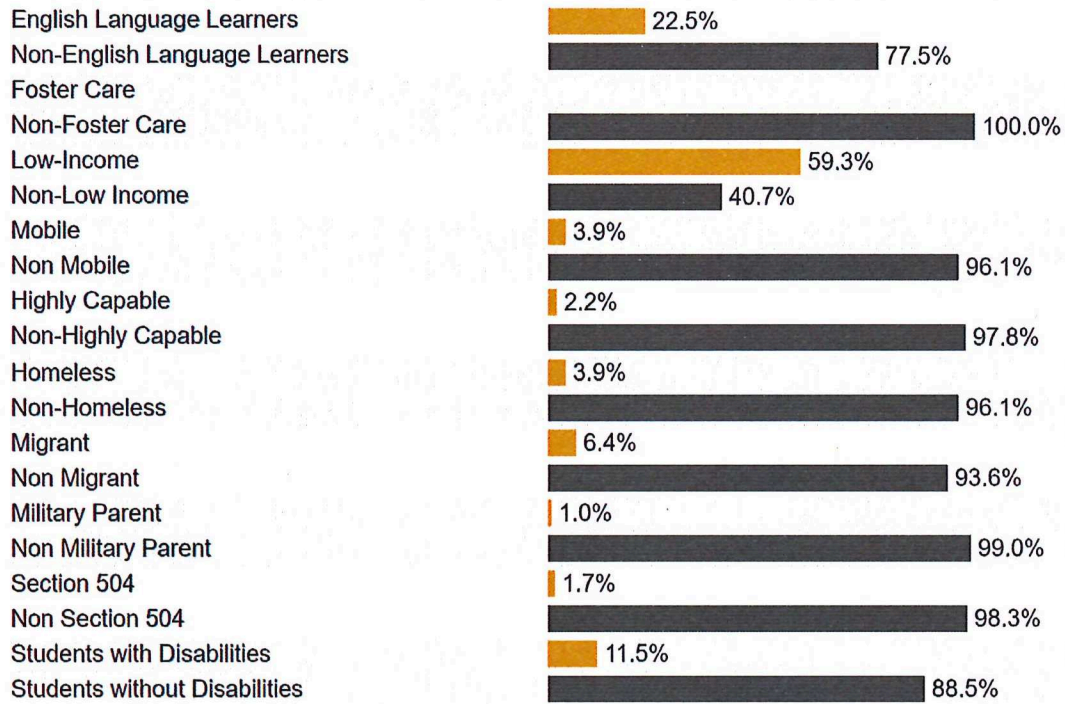
|                           | All Students | American Indian/<br>Alaskan Native | Asian | Black/ African<br>American | English Language<br>Learners | Hispanic/ Latino of<br>any race(s) | Low-Income | Native Hawaiian/<br>Other Pacific<br>Islander | Students with<br>Disabilities | Two or More Races | White |
|---------------------------|--------------|------------------------------------|-------|----------------------------|------------------------------|------------------------------------|------------|---|-------------------------------|-------------------|-------|
| ELA Proficiency Rate      | 54.6%        |                                    |       |                            | 14.3%                        | 38.7%                              | 39.8%      |   | 24.1%                         |                   | 70.5% |
| Math Proficiency Rate     | 53.0%        |                                    |       |                            | 14.9%                        | 38.7%                              | 37.9%      |   | 22.4%                         |                   | 68.2% |
| ELA Median SGP            | 54           |                                    |       |                            | 47.5                         | 47.5                               | 49         |   | 41.5                          |                   | 61    |
| Math Median SGP           | 46           |                                    |       |                            | 32                           | 38                                 | 42         |   | 37                            |                   | 52    |
| Graduation Rate           |              |                                    |       |                            |                              |                                    |            |   |                               |                   |       |
| EL Progress Rate*         | 73.4%        |                                    |       |                            |                              |                                    |            |   |                               |                   |       |
| Regular Attendance Rate   | 93.4%        |                                    |       |                            | 90.7%                        | 91.8%                              | 91.5%      |   | 89.7%                         | 88.9%             | 95.1% |
| Ninth Grade On Track Rate |              |                                    |       |                            |                              |                                    |            |   |                               |                   |       |
| Dual Credit Rate          |              |                                    |       |                            |                              |                                    |            |   |                               |                   |       |

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

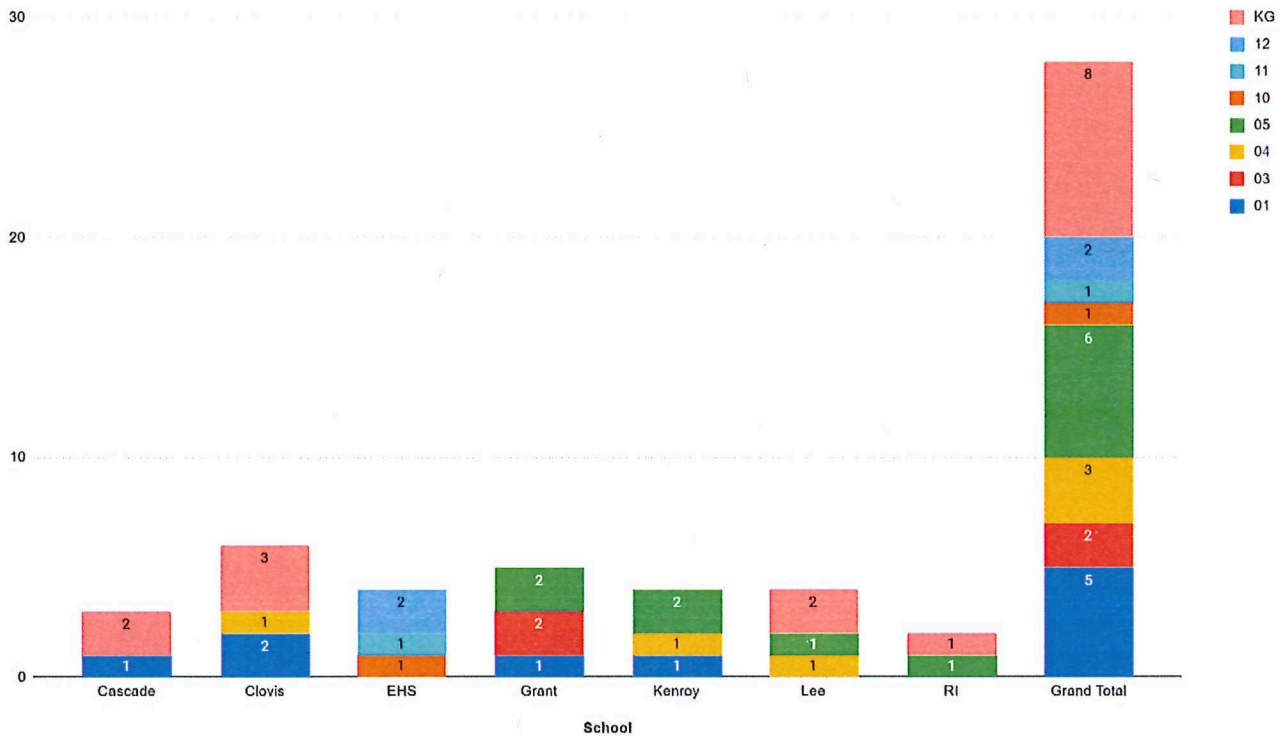
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### Program and Characteristic



### WIDA Exits/Transitioned 2022



2021-2022 All Grades Status - DIBELS 8th Edition  
 District: Eastmont School District School: Grant Elementary School

| Grade | Beginning  | Middle  | End  |
|-------|--|---|--|
| K     | <p>n=64<br/>                     48 (75%)<br/>                     11 (17%)<br/>                     3 (5%)<br/>                     2 (3%)</p>        | <p>n=66<br/>                     39 (59%)<br/>                     14 (21%)<br/>                     9 (14%)<br/>                     4 (6%)</p>      | <p>n=65<br/>                     34 (52%)<br/>                     7 (11%)<br/>                     18 (28%)<br/>                     6 (9%)</p>       |
| 1st   | <p>n=69<br/>                     34 (49%)<br/>                     19 (28%)<br/>                     10 (14%)<br/>                     6 (9%)</p>      | <p>n=64<br/>                     27 (42%)<br/>                     21 (33%)<br/>                     9 (14%)<br/>                     7 (11%)</p>     | <p>n=62<br/>                     11 (18%)<br/>                     16 (26%)<br/>                     21 (34%)<br/>                     14 (23%)</p>    |
| 2nd   | <p>n=74<br/>                     34 (46%)<br/>                     12 (16%)<br/>                     21 (28%)<br/>                     7 (9%)</p>      | <p>n=72<br/>                     23 (32%)<br/>                     14 (19%)<br/>                     19 (26%)<br/>                     16 (22%)</p>   | <p>n=72<br/>                     14 (19%)<br/>                     11 (15%)<br/>                     26 (36%)<br/>                     21 (29%)</p>    |
| 3rd   | <p>n=64<br/>                     22 (34%)<br/>                     12 (19%)<br/>                     24 (38%)<br/>                     6 (9%)</p>      | <p>n=62<br/>                     22 (35%)<br/>                     14 (23%)<br/>                     20 (32%)<br/>                     6 (10%)</p>    | <p>n=59<br/>                     18 (31%)<br/>                     16 (27%)<br/>                     15 (25%)<br/>                     10 (17%)</p>    |
| 4th   | <p>n=63<br/>                     13 (21%)<br/>                     21 (33%)<br/>                     25 (40%)<br/>                     4 (6%)</p>      | <p>n=57<br/>                     14 (25%)<br/>                     8 (14%)<br/>                     16 (28%)<br/>                     19 (33%)</p>    | <p>n=55<br/>                     13 (24%)<br/>                     13 (24%)<br/>                     15 (27%)<br/>                     14 (25%)</p>    |
| 5th   | <p>n=83<br/>                     29 (35%)<br/>                     18 (22%)<br/>                     21 (25%)<br/>                     15 (18%)</p>    | <p>n=76<br/>                     31 (41%)<br/>                     12 (16%)<br/>                     21 (28%)<br/>                     12 (16%)</p>   | <p>n=80<br/>                     29 (36%)<br/>                     6 (8%)<br/>                     16 (20%)<br/>                     29 (36%)</p>      |
| 6th   | No students with data.   | No students with data.  | No students with data.   |
| All   | <p>n=417<br/>                     180 (43%)<br/>                     93 (22%)<br/>                     104 (25%)<br/>                     40 (10%)</p> | <p>n=397<br/>                     156 (39%)<br/>                     83 (21%)<br/>                     94 (24%)<br/>                     64 (16%)</p> | <p>n=393<br/>                     119 (30%)<br/>                     69 (18%)<br/>                     111 (28%)<br/>                     94 (24%)</p> |

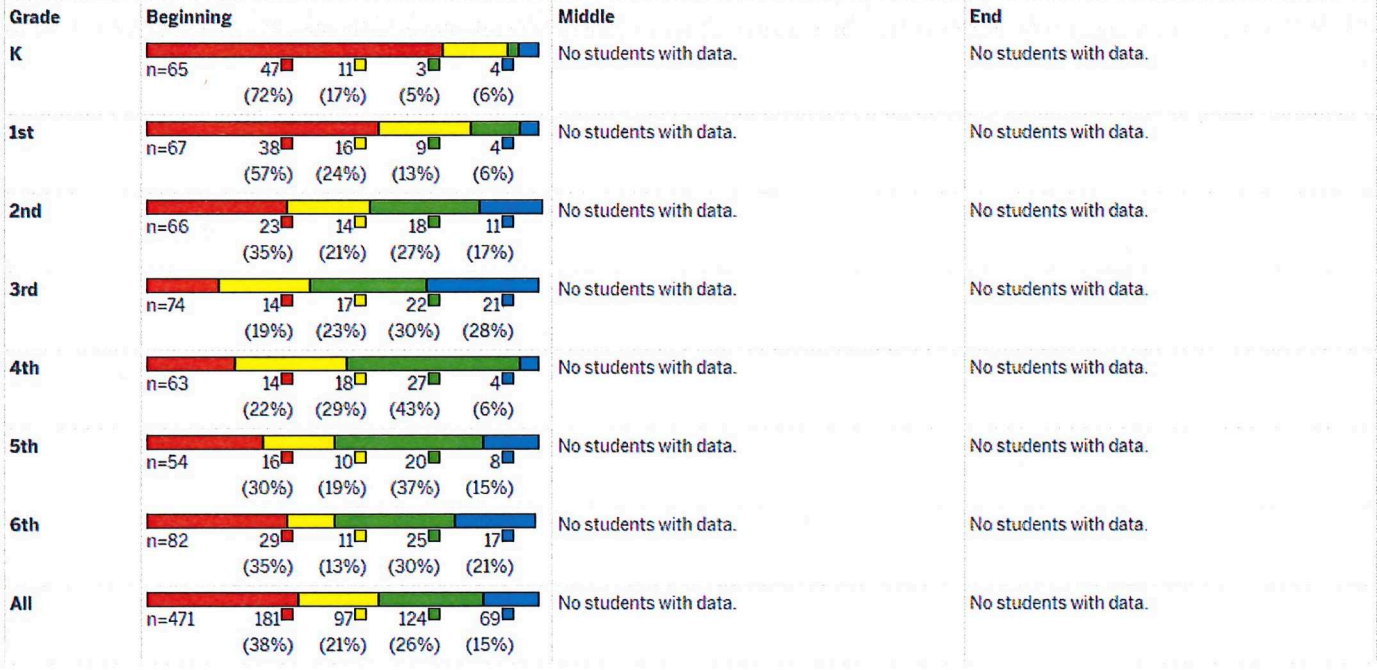
Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support  
 Results Based On DIBELS 8 Composite Score

# Grant Elementary (2022-2023)

Report: 
 Color: 
 Assessment:

District: 
 Year: 
 Measure:

Scope: 
 School:



**Legend** n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support  
**Results Based On** DIBELS 8 Composite Score

**ELA**

**Spring 2022 Smarter Balanced Data - 3rd Grade ELA**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 20%     | 22%     | 30%     | 28%     |

**Spring 2022 Smarter Balanced Data - 4th Grade ELA**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 34%     | 17%     | 24%     | 25%     |

**Spring 2022 Smarter Balanced Data - 5th Grade ELA**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 21%     | 34%     | 17%     | 28%     |

**MATH**

**Spring 2022 Smarter Balanced Data - 3rd Grade Math**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 12%     | 32%     | 25%     | 31%     |

**Spring 2022 Smarter Balanced Data - 4th Grade Math**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 22%     | 19%     | 34%     | 25%     |

**Spring 2022 Smarter Balanced Data - 5th Grade Math**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---------|---------|---------|---------|
| 6%      | 15%     | 33%     | 46%     |

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

Describe the strengths of your school.

- Grades 3-5 are strong in key ideas & details on SBAC
- Overall we see growth in ELA!
- 4th & 5th students scoring 3's & 4's on SBA-we want to celebrate those writing scores.
- Across grade levels Reasoning & Evidence = Success
- DIBELS growth being seen at younger grade levels.
- Our DIBELS 'intensives' didn't grow so we maintained a constant level of growth through the year.
- DIBELS we have more on benchmark (greens) and above benchmark (blues) overall.
- For our current school year, our beginning # of students in intensive is shrinking.

Perception Data Positives/Celebrations:

School Grounds and Condition

- All custodians are doing an amazing job keeping the grounds and building clean and well-maintained.

Grant Staff Cares For Students!

- Strong empathy for students.
- ESA's and Sped team put a ton of time supporting students.

Admin Are Visible And Accessible!

- Responsive to needs.

School Safety

- The majority of staff feel safe at Grant.

More Positives Than Negatives

- Many survey answers were "agrees" or "agrees strongly".
- We are honestly looking at these survey results to improve.

Describe the challenges of your school.

- Writing is a challenge for our students grades 3-5.
- ELA Target 6-Text Structures and Features
- ELA Target 7-Language Use & ELA Target 10 Word Meaning Word meaning and vocabulary.
- ELA: Overall, we saw a need for instruction to be supportive of EL Students.
- 4th grade: Students are decoding but not comprehending.
- DIBELS Intermediate grades: low readers are staying low. Low growth.
- Math: Overall, we saw a need for growth in math scores from SBA pre pandemic data. We had lower growth than similar schools of the same demographic size and makeup.

Perception Data Priority Areas for Growth/Change:

Student Behavior

- Real life consequences for repeat behaviors
- Higher standards for behavior
  - What does this look like? What do we need?
  - More support.
  - Students need a clear message that certain behaviors are not tolerated.
  - Which grade levels? In/out of class? At lunch or recess?
  - Opportunities to collaborate on T1-3 behavior.

Student Learning

- Student learning has decreased: look into what support teachers feel are lacking.
- More math intervention.
- What ways to support learning (academic or behavior)?

Staff Sentiments

- There has been a drop in staff feeling welcomed, respected and appreciated at Grant.

- More positive staff interactions.
- How do we make staff feel valued or heard?
- Many staff members are unsure in survey answers/undecided.
  - We want staff to recommend Grant to others!

Communication

- Timeliness and advanced noticed in communication to respect workload, class sizes, behavior
- Responsiveness to staff requests.
- Increased and improved communication between admin and staff.

**Language Acquisition-** We are excited to add Sandee Schmidt and Karla Hix to our Multilingual team this year! We were able to add the additional support to our Multilingual program and are able to meet student needs with the new WIDA requirements with more certificated instructional time for students. Our schedule allows for students to never miss their Core Tier 1 instruction. All our EL students have the opportunity to participate in Tier 3 instructional groups as well. Specific language time is in the master schedule and instruction is focused on the four language domains of reading, writing, listening and speaking.

**Student Attendance-** Systems are in place at Grant which align with attendance laws and communicate with families regarding attendance concerns. Attendance is monitored daily with automated and personal phone calls and bi-monthly with attendance team meetings. The Assistant Principal connects with families through attendance conferences and home visits. Students who have improved attendance are positively reinforced, and individual post-cards are sent to absent students to let them and their families know what they have missed.

**Student Discipline-** In our fifth year of PBIS at Grant, we are proud of our schoolwide support for Tier 1, Tier 2 and Tier 3 level students. Our Grade level coordinators (GLC) lead and monitor PBIS Tier 1 (PAW promise expectations, behavior matrix, attention signal, Caught Ya's, strategy room and student leadership). GLC also leads and monitors work related to SEL, culture and school celebrations for students. We have a Tier 2/3 Behavior team that meets monthly to analyze, adjust and take action steps with students with high levels of referrals or teacher concerns. The Tier 2/3 team worked to communicate behavior plans, strengths and tips for connecting with our high needs students to all staff in the building. The goal was to increase visibility of plans to all staff, help staff connect personally with students to develop relationships.

**Parent Involvement-** Grant has a PTO that is active in fundraising and support of students and staff. Our PTO is growing and getting re-established from COVID years. We have added the Super Dad's program back to our school as well.

**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.

**Goal 1:**

**Solutions(s):**

**K-3 DIBELS SMARTIE GOALS:**

**Kinder:** By June 2023, Kindergarten students will reduce intensive students from 73% to 52% as measured by DIBELS Composite Benchmark, progress monitored monthly by grade level teams and site council.

**First:** By June 2023, First grade students will reduce intensive students from 55% to 35% as measured by DIBELS NWF Benchmark, progress monitored monthly by grade level teams and site council.

**Second:** By June 2023, Second grade students will increase their Nonsense Word Fluency (Correct Letter Sounds) from 51% to 70% as measured by DIBELS Benchmark data, progress monitored monthly by grade level teams and site council.

**Third:** By June 2023, Third grade students will increase their reading fluency (ORF) score from 47% of students at grade level (green) or Core (blue) to 70% of students as measured by DIBELS Benchmark ORF score.

**SBA SMARTIE GOALS:**

**Fourth, Fifth & Sixth Grade:** By June 2023, 5th&6th grade will increase the growth of our English Language Learners from a pre pandemic level SGP (Student GROWTH Percentile) of 47.5 to 54 (that means that 52.5% of the schools had better GROWTH with their EL learners in ELA). Progress monitored monthly by grade level teams and site council.

**Goal 2SY 2022–2023 SMARTIE Goal #2: :**

**Kinder:** By June 2023, Kindergarten will increase their students' ability to recognize all numbers 0-20 from 13% (in October) to at least 80% as measured by the ESGI assessment "I Know My Numbers 0-20"

**First:** By June 2023, First graders will increase their growth of OA 6 (add to to 10) from 27% to 80% of students meeting benchmark as measured by the district "Grade 1 Common Assessment" for addition" and teacher observation.

**Second:** By June 2023, second graders will increase their growth of CCSS 2.NBT.5 (addition within 100) from 6% to 80% of students meeting benchmark as measured by the District CBA 2.NBT.5 and Exit Tickets, whiteboard work, and teacher observations.

**Third:** From Fall to Spring, 3rd grade students will increase their 3 OA proficiency (representing and solving problems involving multiplication ) from \_\_\_\_\_% to 80% as measured by common formative assessments.

**SBA SMARTIE GOALS:**

**Fourth, Fifth & Sixth Grade:** By June 2023, Grant 4th, 5th & 6th grades will increase the SGP (Student GROWTH Percentile) in Math from pre-pandemic levels of 46 to 50. (An SGP of 46 means 54% of the schools had better GROWTH in Math than Grant).

**Goal 3 (Optional):** We will create a welcoming school culture that is physically, emotionally and intellectually safe and is focused on collaborative work geared towards school improvement as measured by PBIS School Climate Survey. Specifically we will increase the percentages of agree and strongly agree on questions....from \_\_\_ % to \_\_\_%.

**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 schoolwide 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.

**OSP School IMPROVEMENT PLAN DOCUMENT HERE:** This plan outlines our three key action steps.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Response to intervention is the practice of providing high-quality instruction and intervention matched to student need and monitoring progress frequently. Adjustments can be made to ensure that rigorous instruction is occurring for students, regardless of the level they are performing at. Reading comprehension and phonics curriculum includes content knowledge and instruction in science, government, STEM, and the arts.

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

How will the school enrich and accelerate curriculum?

1. (In relation to selected Essentials) Attention on Professional Learning Communities to be focused on PLC process of:
  - a. What do we want our students to learn?
  - b. How will we know they are learning?
  - c. How will we respond when they don't learn?
  - d. How will we respond when they do learn?
2. Highly Capable (HiCap) Program is a district wide program with HiCap Coordinator provides extension activities within the school day to identified students.
3. Classroom teachers offer accelerated options in Google Classrooms during remote learning time and extensions to student's classroom learning.

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

Our MTSS System of Schoolwide Team Responsibilities and Teacher Team Responsibilities support learnings both ahead of and behind grade level.

- Tier 1: Access to essential grade-level standards for all students
- Tier 2: Additional time & support to learn essential behavior and academic standards and above grade level.
- Tier 3: Intensive remediation in universal skills

District HiCap program serving students within our schools. STEM for K-6 grade levels, Math is Cool at the 4th, 5th and 6th grade levels.

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?

- Teachers translate materials when necessary to prevent language barrier.
- Teachers engage in 2-way communication & are responsive to parent insights.
- Monthly parent newsletter shared in Parent Square. Translated by our Migrant Bilingual Specialist to ensure there are no miscommunications through technology driven translation.

- Parent Square: 2-way communication system offers parents increased communication options with school with Parent Square.
- Monthly newsletters shared by classroom teachers
- Migrant/Bilingual Specialist reach out and supports our community.
- Parent Perception survey conducted annually.

### **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?

1. Summative District Assessments and Universal Screeners:
  - a. iReady Reading and Math (K-6th grade)
  - b. DIBELS K-6
  - c. Smarter Balance 3-6
  - d. WIDA Testing for English Language Learners
2. DIBELS progress monitoring monthly for students in intervention.
3. Classroom Based Assessments to measure Grade level Essential Skills
4. Basic Math Fact Fluency Assessment
5. Literacy Diagnostic and Unit Tests: Foundations, Just Words and Wilson Language Systems.

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

- Progress monitoring is done for intensive and strategic students in reading interventions for students in grades K-6.

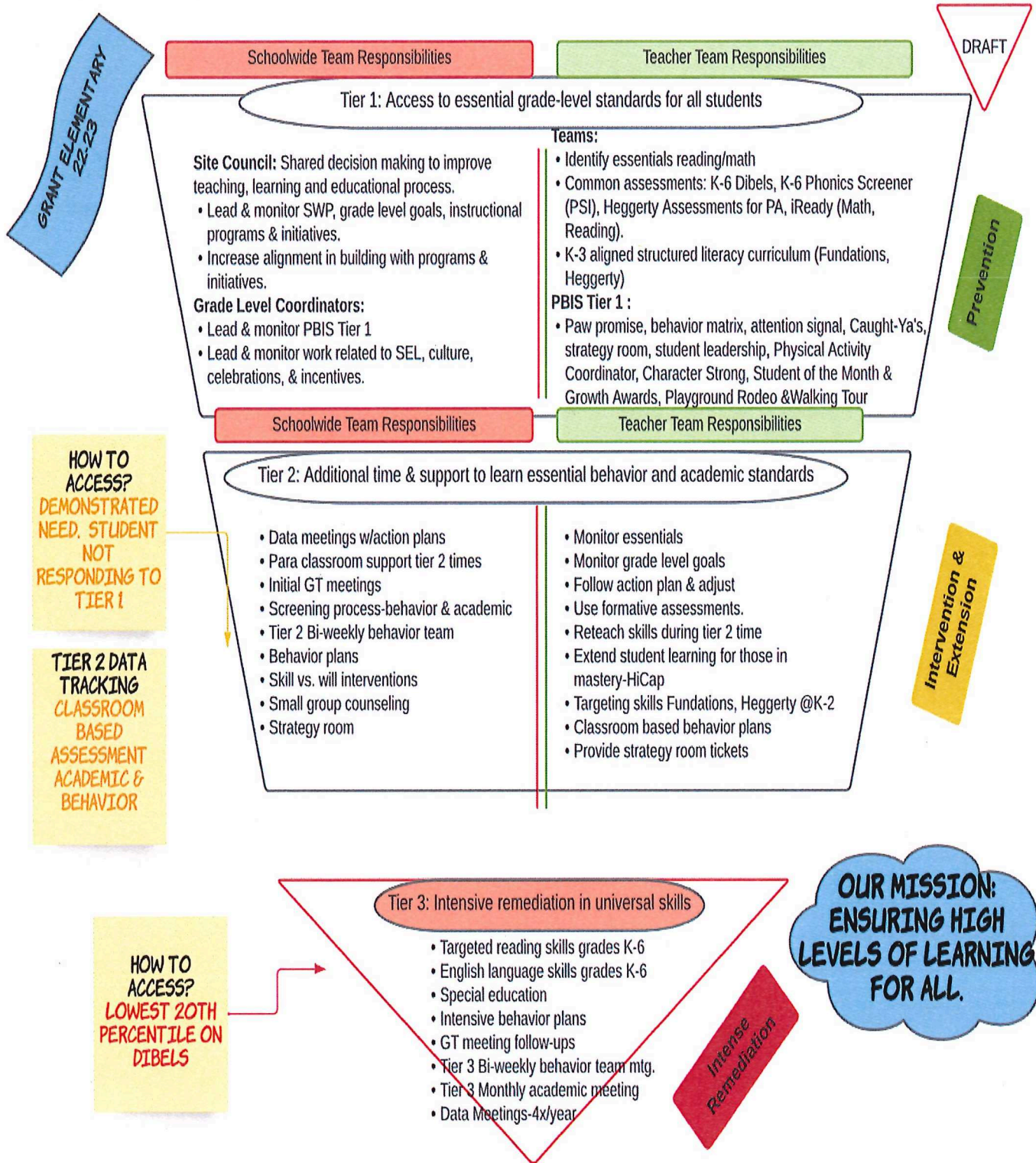
- Reading progress monitoring is done for those students that are at high risk and identified for LAP services.
- Kindergarten & 1st grade students are progress monitored by Foundations Unit assessments.
- Tier 2 students are assessed by classroom teachers based on progress towards essential standards in reading Foundations skills grades K-2.
- Tier 3 students are assessed by skill weekly.
- EL students are screened monthly for language development by our Bilingual Specialist to best meet the needs of our second language students.

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

- Data meetings with MTSS team and grade level teachers 4 times per year.
- Alignment of data collection spreadsheets for Tier 3-easier accessibility for all and ability to see progress or lack of easily.
- Alignment of data collection spreadsheets for Tier 1 Foundations grades K, 1,2 and 3.
- Discussion of at-risk students and intervention strategies
- Data supported regroupings for tier 3 academic groups and behavior plans
- Data drives who accesses Tier 3: Lowest 20 percentile on DIBELS.
- Team includes: 2 Reading Intervention specialists, Counselor, 2 Bilingual Specialist, 2 Special Education teachers, School Psychologist, Assistant Principal, Principal.

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

See below: add MTSS 22-23 Chart



**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.

| Program  | Allocation | How the funds will be used to implement the Schoolwide Plan.   |
|----------|------------|--|
| BEA      |            |  |
| Title IA | \$18,459   | Certificated staffing, Classified staffing, curriculum in support of reading, math and PBIS (Behavior) supplemental supports, professional development |



# EASTMONT SCHOOL DISTRICT

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Approval of the following policy for Second Reading/Approval:

| <b>Section</b>   | <b>Number</b>   | <b>Title</b>         |
|------------------|-----------------|----------------------|
| 2000 Instruction | Policy No. 2022 | Electronic Resources |

DATE: January 23, 2023

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 2022 Electronic Resources for a first reading. Our administrators have reviewed WSSDA's suggested policy language and recommend approval of these updates.

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

## ATTACHMENTS

Draft policy

## FISCAL IMPACT

No new costs

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## RECOMMENDATION

The administration recommends approval of Policy No. 2022 Electronic Resources for Second Reading/Adoption.



## **ELECTRONIC RESOURCES AND INTERNET SAFETY**

~~The Board of Directors recognizes that the district is connected to a statewide communications system (the K-20 Network) which provides Internet access and interactive video conferencing. This network allows unprecedented opportunities for students, staff and patrons to communicate, learn, access and publish information. The Board believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose many new challenges including, but not limited to, access for all students, age-level appropriateness of material, conservation of resources, security/privacy/confidentiality, and cost of maintaining the system. The district will endeavor to ensure that these concerns are appropriately addressed, but cannot insure that problems will not arise.~~

~~By connecting to this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the educational activities authorized under this policy and procedures and under specific limitations contained therein.~~

~~The Board directs the superintendent to provide training and procedures that encourage the widest possible access to the K-20 network by students, staff and the educational community, while establishing reasonable controls for the lawful, efficient and appropriate use and management of the system.~~

~~To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.~~

The Eastmont School District Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

### **Electronic Resources**

Network employee access requires two-factor authentication starting August 1, 2022 and continuing thereafter. This can be accomplished through either a cell phone or District-issued electronic fob.

The District will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The District's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent/designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent/designee is authorized to develop procedures and acceptable use guidelines for staff and students as to the use of District electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on District property and related to District activities.

### **Internet Safety**

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent/designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent/designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of District Internet safety measures, all District-owned electronic resources, including computer networks and Wi-Fi, in all District facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the District cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, District staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates District policies, procedures or student guidelines for electronic resources or acceptable use, District staff may instruct the

[person to cease using that material and/or implement sanctions consistent with District policies, procedures, guidelines, or student codes of conduct.](#)

Cross References:

|                   |   |
|-------------------|---|
| Board Policy 2020 | Course Design, Selection, and Adoption of Instructional Materials |
| Board Policy 2025 | Copyright Compliance  |
| Board Policy 3207 | Prohibition of Harassment, Intimidation, and Bullying             |
| Board Policy 3241 | Student Discipline  |
| Board Policy 4040 | Public Access to District Records                                 |
| Board Policy 5281 | Disciplinary Action and Discharge                                 |

Legal Reference:

18 USC §§ 2510-2522 Electronic Communication Privacy Act  
Pub. L. No. 110-385 Protecting Children in the 21st Century Act

Management Resources:

*Policy & Legal News*, June 2015  
*Policy News*, February 2012  
*Policy News*, June 2008  
*Policy News*, June 2001  
*Policy News*, August 1998



# EASTMONT SCHOOL DISTRICT

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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Approval of the following policy for Second Reading/Approval:

| <b>Section</b> | <b>Number</b>   | <b>Title</b>                               |
|----------------|-----------------|--|
| 3000 Students  | Policy No. 3110 | Qualifications of Attendance and Placement |

DATE: January 23, 2023

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 3110 Qualifications of Attendance and Placement for a first reading. Our administrators have reviewed WSSDA's suggested policy language and recommend approval of these updates.

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

## ATTACHMENTS

Draft policy

## FISCAL IMPACT

No new costs

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## RECOMMENDATION

The administration recommends approval of Policy No. 3110 Qualifications of Attendance and Placement for Second Reading/Adoption.

## QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

~~In conformity with WAC 180-39-010 and 180-39-015 the board adopts the following qualifications for school entry.~~

### A. Age of Admission

~~Attending the schools of the district will be recognized as a right and responsibility for those who meet the requirements prescribed by law. It is a right and responsibility of those who meet the requirements prescribed by law to attend the schools of the Eastmont School District.~~ Every resident of the District who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the District's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent will exercise his/her authority to grant exceptions when he/she determines that the student:

1. Is lawfully and regularly employed, and
2. Has permission of a parent, or,
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and will be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

### B. Entrance Qualifications

#### ~~1. Traditional Classroom Programs~~

To be admitted to a kindergarten program which commences in the fall of the year a child must ~~be not less than 5 years of age prior to August 31~~ be five years of age as of midnight August 31 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to August 31 of that school year.

Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in ~~language arts, arithmetic, and reading~~ the essential academic learning requirements and other subjects that the District determines are appropriate will be permitted entry into the first grade program. If necessary, the student may be placed in a temporary

classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30<sup>th</sup> calendar day following the student's first day of attendance.

~~2. Alternative Learning Experience Programs~~

~~A child may be enrolled in an alternative kindergarten program (see Policy: Alternative Learning Experience Programs) on the first enrollment count date following his or her fifth birthday. A child may be enrolled in an alternative first grade program only for a full academic year commencing in the fall. If a child has not completed a full academic year of kindergarten in an alternative learning experience program, he or she may be admitted to first grade in an alternative learning experience program the following fall only if he or she tests at the first grade level or higher in reading, writing, and mathematics on a state recognized standardized achievement test (cf. WAC 180-52-070, RCW 28A-200-010(3), and SBE Examples of Approved Standardized Achievement Tests for Home-Based Instruction Use).~~

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the District under the following conditions:

1. There is available space in the school and program which the student will attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the District's program is appropriate to the needs of the student.

D. Placement of Students on Admission

The decision of where to place a student seeking admission to the District rests with the principal. Generally students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:

|   |  |
|---|--|
| <p><a href="#">Board Policy 2100</a></p> <p>Board Policy 2108</p> <p>Board Policy 2140</p> <p>Board Policy 3114</p> <p><del>Board Policy 3121</del></p> <p>Board Policy 3122</p> <p>Board Policy 4220</p> | <p><a href="#">Educational Opportunities for Students with a Parent in the Military</a></p> <p><del>Remediation Programs</del> <a href="#">Learning Assistance Program</a></p> <p><del>Guidance and Counseling</del> <a href="#">Comprehensive School Counseling Program</a></p> <p>Part-time, Home-Based, or Off-Campus Students</p> <p><del>Compulsory Attendance</del></p> <p>Excused and Unexcused Absences</p> <p>Complaints Concerning Staff or Programs</p> |
|---|--|

Legal References:

|   |  |
|---|--|
| <p>RCW 28A.225.010</p> <p>RCW 28A.225.020</p> <p>RCW 28A.225.160</p> <p>RCW 28A.225.220</p> <p>WAC 392-121-182</p> <p>WAC 392-134-010</p> <p>WAC 392-137</p> <p>WAC 392-335</p> <p>State Board of Education</p> | <p>Attendance mandatory — Age — Exceptions</p> <p>School’s duties upon child’s failure to attend school</p> <p>Qualification for admission to district's schools — Fees for preadmission screening</p> <p>Adults, children from other districts, agreements for attending school — Tuition</p> <p>Alternative learning experience requirements</p> <p>Attendance rights of part-time public school students</p> <p>Finance — Nonresident attendance</p> <p>Pupils — Uniform Entry Qualifications</p> <p>Examples of Approved Standardized Achievement Tests for Home-Based Instruction Use</p> |
|---|--|

Management Resources:

- Policy News*, April 2006
- Policy News*, August 1999



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**To:** Board of Directors  
**From:** Caryn Metsker, Executive Director of Financial Services  
**Date:** January 23, 2023  
**Subject:** Monthly Budget Status Report – December 2022

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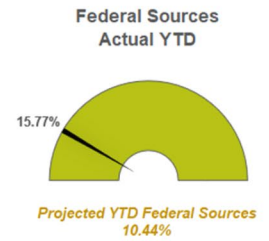
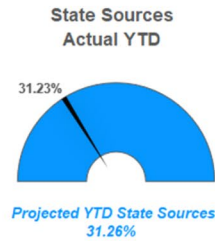
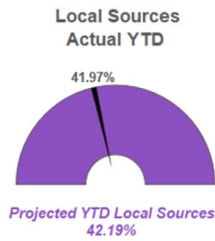
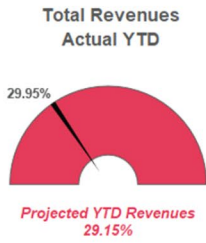
The information contained in this report is for the fiscal beginning September 1, 2022, through December 31, 2022. A brief summary of key points in operating revenue and expenditures is provided below:

- **General Fund:**
  - YTD Revenue: \$29.6 million (29.9% of budget)
    - \$1.2 million more than December 2021
    - Property Tax Collections = \$4.65 million
    - State & Federal Apportionment = \$24.6 million
      - Revenue is based off of budgeted enrollment. This will be “trued up” in January apportionment and our funding is expected to increase due to actual enrollment being more than budget.
  - YTD Expenditures: \$34.2 million (33.6% of budget).
    - \$3.0 million more than December 2021
    - Labor costs make up most expenditures across all programs at approximately \$28.7 million (84% of expenditures), along with a mandatory IPD (cost of living) increase of 5.5% this year.
  - Fund balance is estimated to be \$11 million at the end of the year.
- **Capital Projects Fund:**
  - YTD Revenue: \$2.7 million
    - Property Tax Collections = \$2.4 million
  - YTD Expenditures: \$288,372
    - Transfer to Debt Service Fund: \$4,630,550
  - Fund Balance is \$1,187,088
- **Debt Service Fund:**
  - YTD Revenue: \$5.8 million
    - Property Tax Collections = \$740,045
    - Transfer from CPF for Non-Voted Bonds = \$4.6
  - YTD Expenditures: None
    - Matured Bond & Interest Payments = \$5 million
  - Fund Balance is \$15.7 million
- **ASB Fund:**
  - YTD Revenues: \$228,739
    - \$18,233 more than December 2021
  - YTD Expenditures: \$120,293
    - \$33,182 more than December 2021
  - Fund Balance is \$702,229.
- **Transportation Fund:**
  - Nothing significant to report at this time. The District is still waiting on the delivery of buses purchased in 2021-2022.



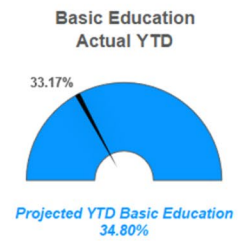
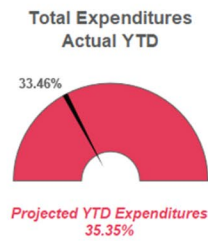
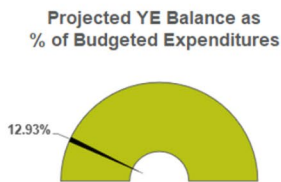
## General Fund Revenues | Dashboard Summary

For the Period Ending December 31, 2022

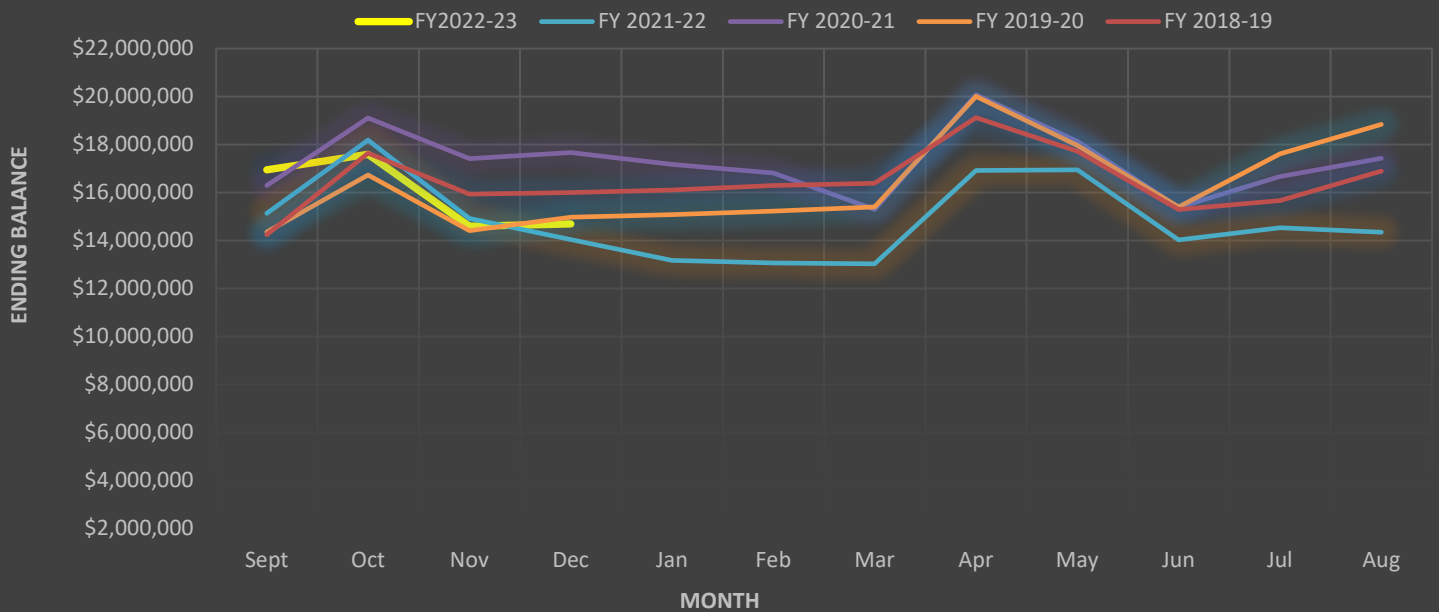


## General Fund Expenditures | Dashboard Summary

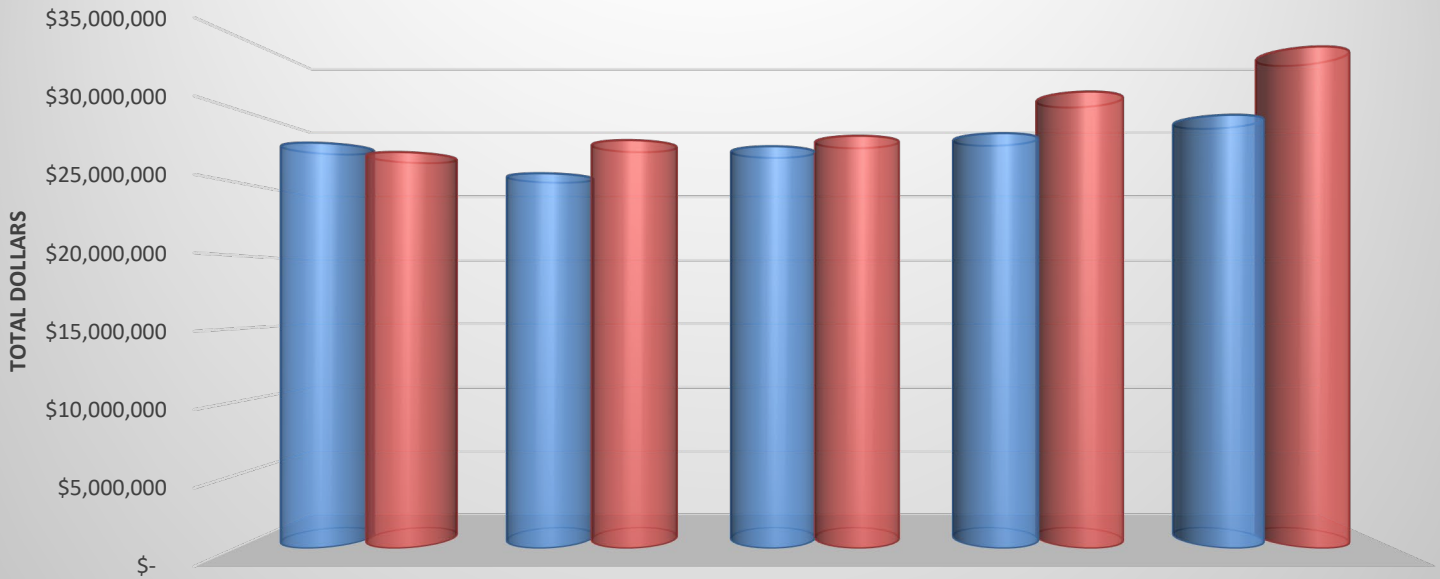
For the Period Ending December 31, 2022



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

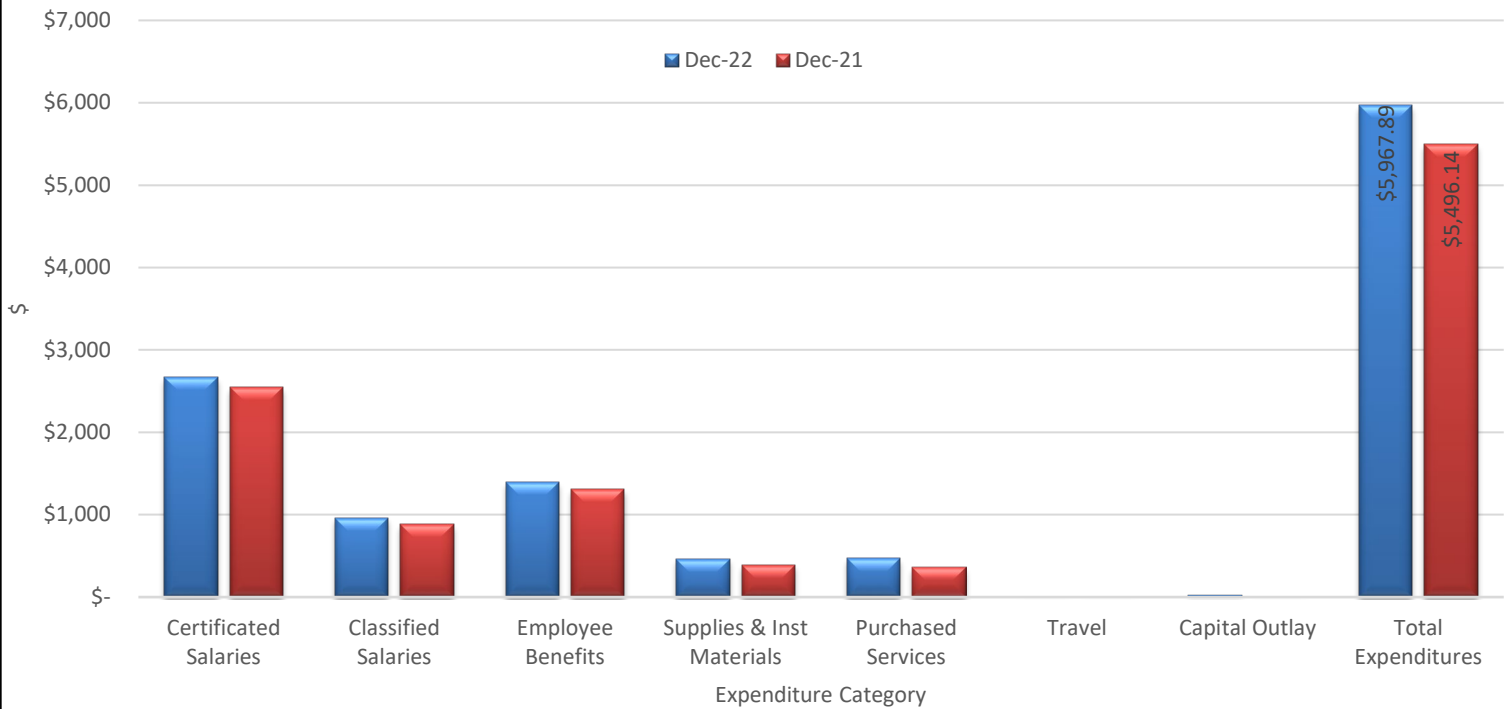


## GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD

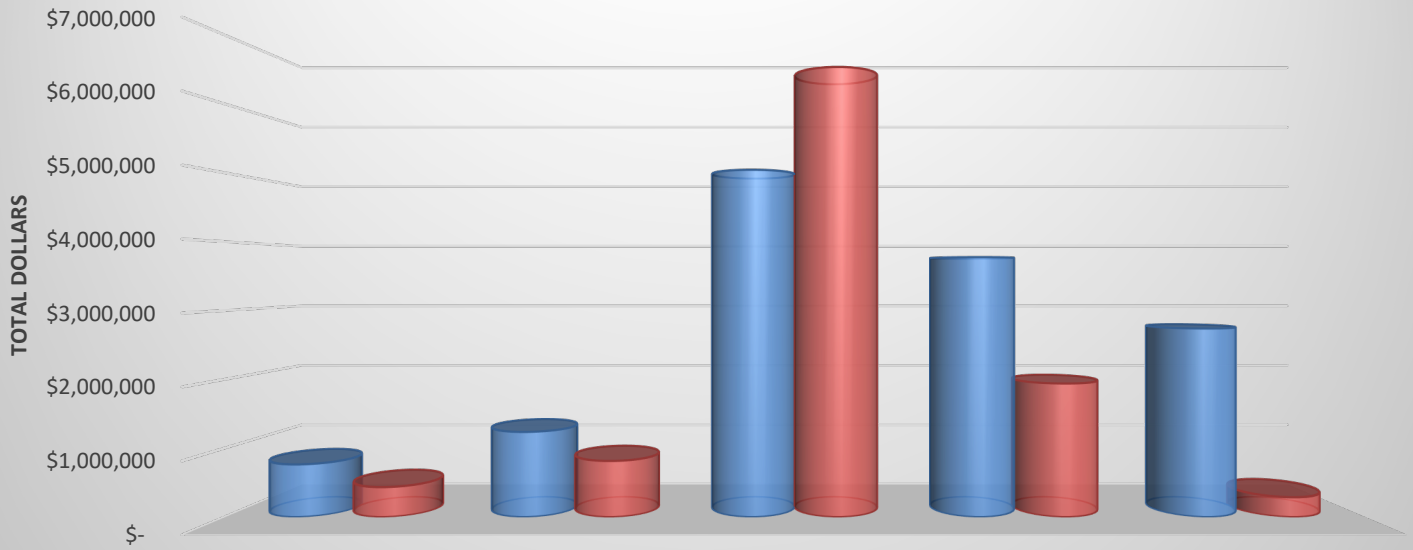


|              | Dec-18       | Dec-19       | Dec-20       | Dec-21       | Dec-22       |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Revenue      | \$27,689,518 | \$25,602,049 | \$27,444,334 | \$28,338,612 | \$29,591,669 |
| Expenditures | \$27,052,696 | \$27,863,756 | \$28,159,707 | \$31,174,431 | \$34,252,542 |

## Monthly Comparison Per Pupil Expd Category

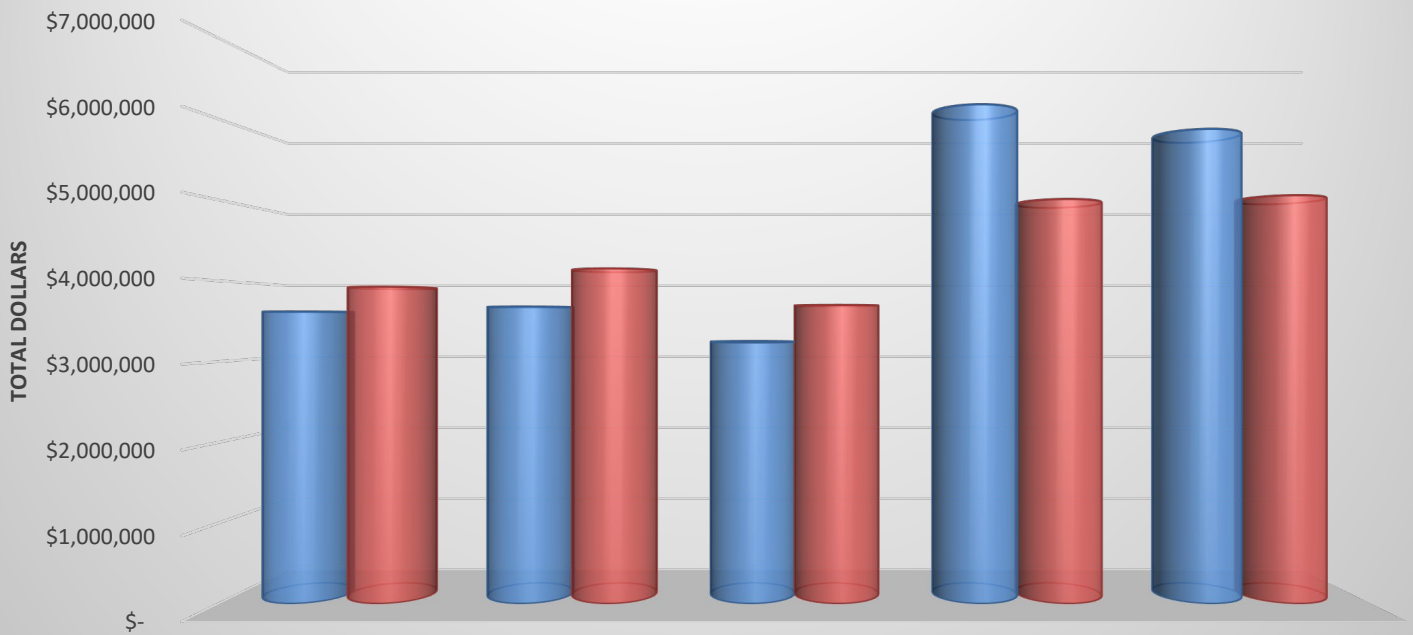


## CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



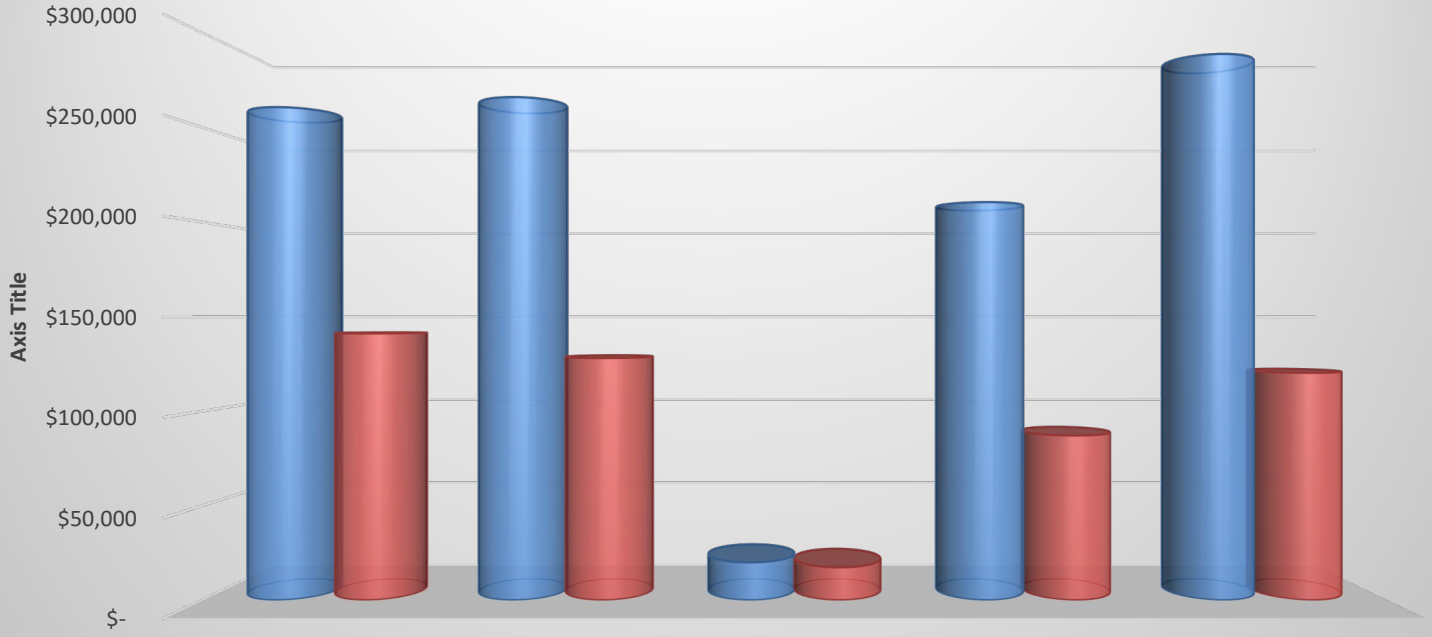
|              | Dec-18    | Dec-19      | Dec-20      | Dec-21      | Dec-22      |
|--------------|-----------|-------------|-------------|-------------|-------------|
| Revenue      | \$764,495 | \$1,236,674 | \$5,041,602 | \$3,774,357 | \$2,738,034 |
| Expenditures | \$435,394 | \$814,996   | \$6,532,777 | \$1,938,803 | \$288,372   |

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



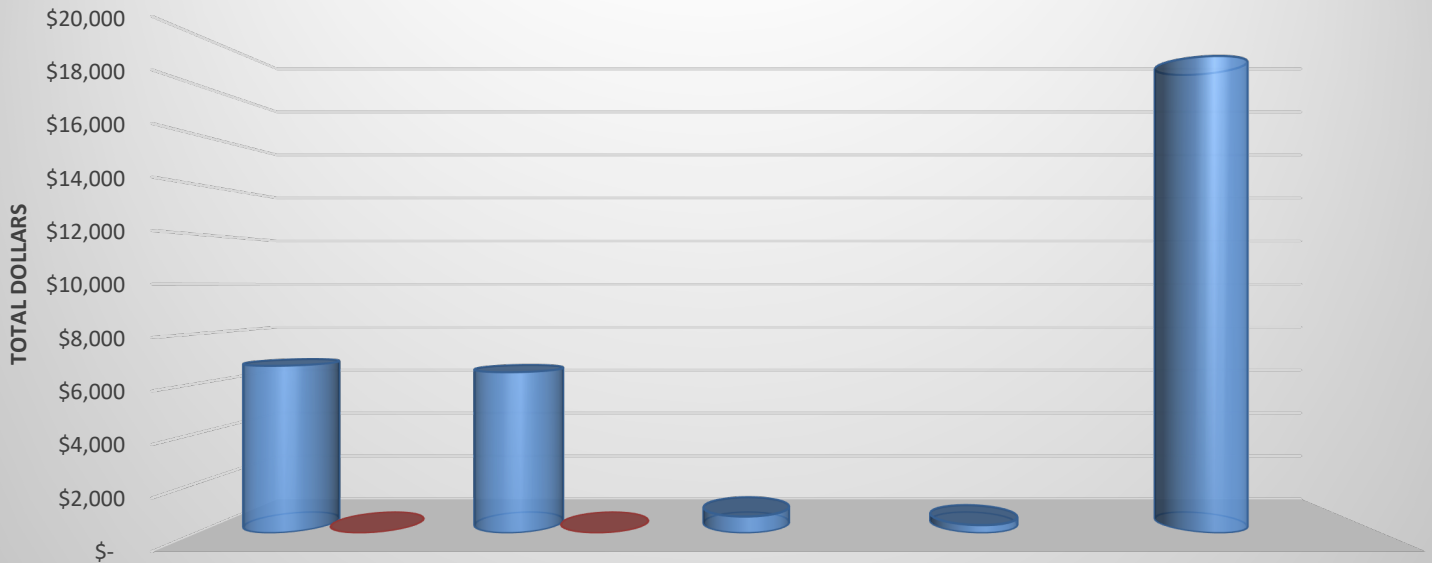
|              | Dec-18      | Dec-19      | Dec-20      | Dec-21      | Dec-22      |
|--------------|-------------|-------------|-------------|-------------|-------------|
| Revenue      | \$3,619,153 | \$3,680,655 | \$3,236,261 | \$6,181,393 | \$5,877,732 |
| Expenditures | \$3,926,948 | \$4,152,329 | \$3,701,187 | \$5,010,675 | \$5,057,975 |

## ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



|              | Dec-18    | Dec-19    | Dec-20   | Dec-21    | Dec-22    |
|--------------|-----------|-----------|----------|-----------|-----------|
| Revenue      | \$260,643 | \$265,954 | \$19,974 | \$210,506 | \$288,739 |
| Expenditures | \$141,123 | \$128,070 | \$17,401 | \$87,112  | \$120,293 |

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



|              | Dec-18  | Dec-19  | Dec-20 | Dec-21 | Dec-22   |
|--------------|---------|---------|--------|--------|----------|
| Revenue      | \$6,715 | \$6,460 | \$666  | \$321  | \$19,148 |
| 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>  |
|--|---|
| <i>Actual thru<br/>December 2021</i>             | The actual revenue & expenditure amounts posted in the financial records as of the same month in the previous year.           |
| <i>Budget</i>                                    | The original budget amount as adopted by the Board of Directors for the 2022-2023 School Year.                                |
| <i>Actual thru<br/>December 2022</i>             | Includes revenues and expenditures posted in the financial records through the current period.                                |
| <i>Budget Remaining</i>                          | The difference between the Budget and the Actual amounts posted (revenues yet to be received; or expenditures yet to be paid) |
| <i>% of Budget</i>                               | The actual amounts posted as a percentage of the budget adopted   |
| <i>Current Year to Prior<br/>Year Comparison</i> | Computation of the increase or decrease in revenue/expenditures as compared to the same month in the previous year.           |

**Eastmont School District**  
**Budget Status Report**  
**For the Period Ended December 31, 2022**

|  | FY 2021-22            | FY 2022-23           |                       |                     |                      | Current Year<br>to Prior Year |
|--|-----------------------|----------------------|-----------------------|---------------------|----------------------|-------------------------------|
|  | Actual thru<br>Dec-21 | Budget               | Actual thru<br>Dec-22 | Budget<br>Remaining | Percent<br>of Budget | Actual<br>Comparison          |
| <b>GENERAL EXPENSE FUND</b>                                  |                       |                      |                       |                     |                      |                               |
| <u>Revenues</u>  |                       |                      |                       |                     |                      |                               |
| 1000 Local Taxes   | 4,540,954             | 11,339,878           | 4,649,876             | 6,690,002           | 41.0%                | 108,921                       |
| 2000 Local Nontax  | 142,001               | 583,000              | 333,157               | 249,843             | 57.1%                | 191,155                       |
| 3000 State, General Purpose                                  | 16,396,957            | 55,223,239           | 17,190,461            | 38,032,778          | 31.1%                | 793,504                       |
| 4000 State, Special Purpose                                  | 4,349,325             | 15,390,732           | 4,847,669             | 10,543,063          | 31.5%                | 498,345                       |
| 5000 Federal, General Purpose                                | 0                     | 2,000                | 0                     | 2,000               | 0.0%                 | 0                             |
| 6000 Federal, Special Purpose                                | 2,909,374             | 16,244,902           | 2,562,676             | 13,682,226          | 15.8%                | (346,698)                     |
| 7000 Revenues from Other School Districts                    | 0                     | 50,000               | 0                     | 50,000              | 0.0%                 | 0                             |
| 8000 Revenues from Other Agencies                            | 0                     | 50,000               | 0                     | 50,000              | n/a                  | 0                             |
| 9000 Other Financing Sources                                 | 0                     | 0                    | 7,830                 | (7,830)             | n/a                  | 7,830                         |
| <b>Total Revenues</b>  | <b>\$28,338,612</b>   | <b>\$98,883,751</b>  | <b>\$29,591,669</b>   | <b>\$69,292,082</b> | <b>29.9%</b>         | <b>\$1,253,057</b>            |
| <u>Expenditures</u>  |                       |                      |                       |                     |                      |                               |
| 00 Regular Instruction                                       | 16,936,361            | 55,319,631           | 18,376,744            | 36,942,887          | 33.2%                | 1,440,382                     |
| 10 Federal Stimulus  | 1,584,496             | 2,049,085            | 854,388               | 1,194,697           | 41.7%                | (730,108)                     |
| 20 Special Ed Instruction                                    | 3,446,577             | 11,131,148           | 3,822,767             | 7,308,381           | 34.3%                | 376,190                       |
| 30 Vocational Instruction                                    | 1,248,738             | 4,170,205            | 1,477,052             | 2,693,153           | 35.4%                | 228,315                       |
| 50/60 Compensatory Instruction                               | 2,532,155             | 9,424,331            | 3,048,947             | 6,375,384           | 32.4%                | 516,792                       |
| 70 Other Instructional Program                               | 117,993               | 407,505              | 152,078               | 255,427             | 37.3%                | 34,086                        |
| 80 Community Support   | 85,058                | 409,436              | 176,497               | 232,939             | 43.1%                | 91,439                        |
| 90 Support Services  | 5,223,053             | 19,032,585           | 6,344,069             | 12,688,516          | 33.3%                | 1,121,016                     |
| <b>Total Expenditures</b>                                    | <b>\$31,174,431</b>   | <b>\$101,943,926</b> | <b>\$34,252,542</b>   | <b>\$67,691,384</b> | <b>33.6%</b>         | <b>\$3,078,111</b>            |
| <i>Operating Transfers: Out to CPF/TVF</i>                   | (1,518,650)           | (430,550)            | (430,550)             |                     |                      |                               |
| <b>Excess (Defecit) of Revenue Over (Under) Expenditures</b> | <b>(4,354,469)</b>    | <b>(3,490,725)</b>   | <b>(5,091,423)</b>    |                     |                      |                               |
| <b>Fund Balance at September 1st</b>                         | <b>\$18,571,001</b>   | <b>\$16,440,995</b>  | <b>\$14,512,953</b>   |                     |                      |                               |
| <b>Current Total Fund Balance</b>                            | <b>\$14,216,532</b>   | <b>\$12,950,270</b>  | <b>\$9,421,530</b>    |                     |                      |                               |
| <b>Ending Fund Balance Accounts</b>                          |                       |                      |                       |                     |                      |                               |
| GL 821 Carryover of Restricted Revenue                       | 544,438               |                      | 961,737               |                     |                      |                               |
| GL 840 Nonspendable Fund Balance                             | 43,623                |                      | 8,537                 |                     |                      |                               |
| GL 850 Restricted For Uninsured Risk                         | 40,000                |                      | 40,000                |                     |                      |                               |
| GL 875 Assigned to Contingencies                             | 50,000                |                      | 50,000                |                     |                      |                               |
| GL 888 Assigned to Other Purposes                            | 6,178,525             |                      | 5,474,661             |                     |                      |                               |
| <b>GL 891 Unassigned to Minimum Fund Balan</b>               | <b>7,247,224</b>      |                      | <b>7,444,565</b>      |                     |                      |                               |
| <b>GL 890 Unassigned Fund Balance</b>                        | <b>112,722</b>        |                      | <b>(4,557,969)</b>    |                     |                      |                               |
| <b>TOTAL Ending Fund Balance</b>                             | <b>\$14,216,532</b>   |                      | <b>\$9,421,530</b>    |                     |                      |                               |

|  | FY 2021-22            | FY 2022-23          |                       |                     |                      | Current Year         |
|--|-----------------------|---------------------|-----------------------|---------------------|----------------------|----------------------|
|  | Actual thru<br>Dec-21 | Budget              | Actual thru<br>Dec-22 | Budget<br>Remaining | Percent<br>of Budget | Actual<br>Comparison |
| <b>CAPITAL PROJECTS FUND</b>                                 |                       |                     |                       |                     |                      |                      |
| <u>Revenues</u>  |                       |                     |                       |                     |                      |                      |
| 1000 Local Taxes   | 2,466,916             | 5,879,340           | 2,453,246             | 3,426,094           | 41.7%                | (13,670)             |
| 2000 Local Nontax  | 38,791                | 63,000              | 34,382                | 28,618              | 54.6%                | (4,409)              |
| 4000 State, Special Purpose                                  | 0                     | 0                   | 43,056                | (43,056)            | n/a                  | 43,056               |
| 8000 Revenues from Other Agencies                            | 0                     | 0                   | 0                     | 0                   | n/a                  | 0                    |
| 9000 Other Financing Sources                                 | 1,268,650             | 180,550             | 207,350               | (26,800)            | 114.8%               | (1,061,300)          |
| <b>Total Revenues</b>  | <b>\$3,774,357</b>    | <b>\$6,122,890</b>  | <b>\$2,738,034</b>    | <b>\$3,384,856</b>  | <b>44.7%</b>         | <b>(\$1,036,323)</b> |
| <u>Expenditures</u>  |                       |                     |                       |                     |                      |                      |
| 10 Sites   | 6,210                 | 650,000             | 214,780               | 435,220             | n/a                  | 208,570              |
| 20 Building  | 1,619,879             | 250,000             | 73,593                | 176,407             | 29.4%                | (1,546,286)          |
| 30 Equipment   | 312,715               | 350,000             | 0                     | 350,000             | 0.0%                 | (312,715)            |
| 40 Energy  | 0                     | 0                   | 0                     | 0                   | n/a                  | 0                    |
| 50 Sales & Lease Equipment                                   | 0                     | 265,000             | 0                     | 265,000             | 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>\$1,938,803</b>    | <b>\$1,515,000</b>  | <b>\$288,372</b>      | <b>\$1,226,628</b>  | <b>19.0%</b>         | <b>(\$1,650,431)</b> |
| <i>Operating Transfers: Out to DSF</i>                       | 4,628,650             | 4,630,550           | 4,630,550             |                     |                      |                      |
| <b>Excess (Defecit) of Revenue Over (Under) Expenditures</b> | <b>(2,793,096)</b>    | <b>(22,660)</b>     | <b>(2,180,888)</b>    |                     |                      |                      |
| <b>Fund Balance at September 1</b>                           | <b>\$6,085,744</b>    | <b>\$2,657,550</b>  | <b>\$3,367,975</b>    |                     |                      |                      |
| <b>Current Total Fund Balance</b>                            | <b>\$3,292,648</b>    | <b>\$2,360,024</b>  | <b>\$1,187,088</b>    |                     |                      |                      |
| <b>DEBT SERVICE FUND</b>                                     |                       |                     |                       |                     |                      |                      |
| <u>Revenues</u>  |                       |                     |                       |                     |                      |                      |
| 1000 Local Taxes   | 1,162,565             | 1,766,150           | 740,045               | 1,026,105           | 41.9%                | (422,520)            |
| 2000 Local Nontax  | 2,369                 | 10,000              | 119,327               | (109,327)           | 1193.3%              | 116,958              |
| 5000 Federal, Special Purpose                                | 387,809               | 776,000             | 387,809               | 388,191             | 50.0%                | 0                    |
| 9000 Other Financing Sources                                 | 4,628,650             | 5,530,550           | 4,630,550             | 900,000             | 83.7%                | 1,900                |
| <b>Total Revenues</b>  | <b>\$6,181,393</b>    | <b>\$8,082,700</b>  | <b>\$5,877,732</b>    | <b>\$2,204,969</b>  | <b>72.7%</b>         | <b>(\$303,662)</b>   |
| <u>Expenditures</u>  |                       |                     |                       |                     |                      |                      |
| Matured Bond Expenditures                                    | 4,360,000             | 5,990,000           | 4,450,000             | 1,540,000           | 74.3%                | 90,000               |
| Interest on Bonds  | 650,675               | 1,169,650           | 607,075               | 562,575             | 51.9%                | (43,600)             |
| Interfund Loan Interest                                      | 0                     | 0                   | 0                     | 0                   | n/a                  | 0                    |
| Bond Transfer Fees   | 0                     | 900,000             | 900                   | 899,100             | 0.1%                 | 900                  |
| Arbitrage Rebate   | 0                     | 0                   | 0                     | 0                   | n/a                  | 0                    |
| <b>Total Expenditures</b>                                    | <b>\$5,010,675</b>    | <b>\$8,059,650</b>  | <b>\$5,057,975</b>    | <b>\$3,001,675</b>  | <b>62.8%</b>         | <b>\$47,300</b>      |
| <b>Excess (Defecit) of Revenue Over (Under) Expenditures</b> | <b>1,170,718</b>      | <b>23,050</b>       | <b>819,757</b>        |                     |                      |                      |
| <b>Fund Balance at September 1</b>                           | <b>\$12,795,318</b>   | <b>\$13,403,550</b> | <b>\$14,848,842</b>   |                     |                      |                      |
| <b>Current Total Fund Balance</b>                            | <b>\$13,966,036</b>   | <b>\$13,426,600</b> | <b>\$15,668,598</b>   |                     |                      |                      |

|  | FY 2021-22              | FY 2022-23       |                         |                  |                   | Current Year to Prior Year |
|--|-------------------------|------------------|-------------------------|------------------|-------------------|----------------------------|
|  | Actual thru Dec-21      | Budget           | Actual thru Dec-22      | Budget Remaining | Percent of Budget | Actual Comparison          |
| <b>ASSOCIATED STUDENT BODY FUND</b>                          |                         |                  |                         |                  |                   |                            |
| <u>Revenues</u>  |                         |                  |                         |                  |                   |                            |
| 1000 General Student Body                                    | 100,768                 | 206,350          | 136,557                 | 69,793           | 66.2%             | 35,790                     |
| 2000 Athletics   | 80,136                  | 305,540          | 65,833                  | 239,707          | 21.5%             | (14,303)                   |
| 4000 Clubs   | 21,505                  | 255,925          | 24,158                  | 231,768          | 9.4%              | 2,653                      |
| 6000 Private Moneys  | 8,097                   | 22,500           | 2,190                   | 20,310           | 9.7%              | (5,907)                    |
| <b>Total Revenues</b>  | <b>\$210,506</b>        | <b>\$790,315</b> | <b>\$228,739</b>        | <b>\$561,576</b> | <b>28.9%</b>      | <b>\$18,233</b>            |
| <u>Expenditures</u>  |                         |                  |                         |                  |                   |                            |
| 1000 General Student Body                                    | 50,037                  | 228,200          | 49,212                  | 178,988          | 21.6%             | (825)                      |
| 2000 Athletics   | 25,838                  | 181,154          | 49,075                  | 132,079          | 27.1%             | 23,237                     |
| 4000 Clubs   | 9,527                   | 238,015          | 18,861                  | 219,155          | 7.9%              | 9,333                      |
| 6000 Private Moneys  | 1,709                   | 15,000           | 3,145                   | 11,855           | 21.0%             | 1,437                      |
| <b>Total Expenditures</b>                                    | <b>\$87,112</b>         | <b>\$662,369</b> | <b>\$120,293</b>        | <b>\$542,076</b> | <b>18.2%</b>      | <b>\$33,182</b>            |
| <b>Excess (Defecit) of Revenue Over (Under) Expenditures</b> | <b>123,394</b>          | <b>127,946</b>   | <b>108,445</b>          |                  |                   |                            |
| <b>Fund Balance at September 1</b>                           | <b>\$585,394</b>        | <b>\$637,025</b> | <b>\$593,784</b>        |                  |                   |                            |
| <b>Current Total Fund Balance</b>                            | <b>\$708,788</b>        | <b>\$495,382</b> | <b>\$702,229</b>        |                  |                   |                            |
| <b>Ending Fund Balance by School:</b>                        |                         |                  |                         |                  |                   |                            |
| <i>Eastmont High School</i>                                  | <i>\$478,699</i>        |                  | <i>\$459,724</i>        |                  |                   |                            |
| <i>Eastmont Junior High</i>                                  | <i>\$157,340</i>        |                  | <i>\$151,727</i>        |                  |                   |                            |
| <i>Sterling Junior High</i>                                  | <i>\$23,944</i>         |                  | <i>\$48,923</i>         |                  |                   |                            |
| <i>Clovis Point Elementary</i>                               | <i>\$31,026</i>         |                  | <i>\$19,893</i>         |                  |                   |                            |
| <i>Cascade Elementary</i>                                    | <i>\$0</i>              |                  | <i>\$1,978</i>          |                  |                   |                            |
| <i>Grant Elementary</i>                                      | <i>\$3,483</i>          |                  | <i>\$4,148</i>          |                  |                   |                            |
| <i>Lee Elementary</i>  | <i>\$6,211</i>          |                  | <i>\$6,638</i>          |                  |                   |                            |
| <i>Kenroy Elementary</i>                                     | <i>\$6,343</i>          |                  | <i>\$7,282</i>          |                  |                   |                            |
| <i>Rock Island Elementary</i>                                | <i>\$1,743</i>          |                  | <i>\$1,917</i>          |                  |                   |                            |
|  | <u><i>\$708,788</i></u> |                  | <u><i>\$702,229</i></u> |                  |                   |                            |

|  |                    |                    |                    |                    |             |                 |
|--|--------------------|--------------------|--------------------|--------------------|-------------|-----------------|
| <b>TRANSPORTATION VEHICLE FUND</b>                           |                    |                    |                    |                    |             |                 |
| <u>Revenues</u>  |                    |                    |                    |                    |             |                 |
| 2000 Local Nontax  | 321                | 1,000              | 19,148             | -18,148            | 1914.8%     | 18,827          |
| 4000 State, Special Purpose                                  | 0                  | 250,000            | 0                  | 250,000            | 0.0%        | 0               |
| 9000 Other Financing Sources                                 | 0                  | 0                  | 0                  | 0                  | n/a         | 0               |
| <b>Total Revenues</b>  | <b>\$321</b>       | <b>\$251,000</b>   | <b>\$19,148</b>    | <b>\$231,852</b>   | <b>7.6%</b> | <b>\$18,827</b> |
| <u>Expenditures</u>  |                    |                    |                    |                    |             |                 |
| Program 99 PUPIL TRANSPORTATION                              |                    |                    |                    |                    |             |                 |
| Type 30 - Equipment  | 0                  | 1,500,000          | 0                  | 1,500,000          | 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>\$1,500,000</b> | <b>\$0</b>         | <b>\$1,500,000</b> | <b>0.0%</b> | <b>\$0</b>      |
| <i>Operating Transfers: In from GF</i>                       | 250,000            | 250,000            | 250,000            |                    |             |                 |
| <b>Excess (Defecit) of Revenue Over (Under) Expenditures</b> | <b>250,321</b>     | <b>(999,000)</b>   | <b>269,148</b>     |                    |             |                 |
| <b>Fund Balance at September 1</b>                           | <b>\$1,052,190</b> | <b>\$1,629,445</b> | <b>\$1,634,823</b> |                    |             |                 |
| <b>Current Total Fund Balance</b>                            | <b>\$1,302,511</b> | <b>\$630,445</b>   | <b>\$1,903,970</b> |                    |             |                 |





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

## Students and Staff

Students below grade level in Reading and/or Math in grades K-7 and students who are credit deficient for graduation in grades 11-12.

| Year    | K-5 Reading / Math | 6-9 Reading / Math | 10-12 Reading / Math | 11-12 Grad. Asst. | Behavior | RTL* | Total Staff (FTE) | Cert  | Class | Dist. Office Class | District Admin |
|---------|--------------------|--------------------|----------------------|-------------------|----------|------|-------------------|-------|-------|--------------------|----------------|
| 2017-18 | 808/0              | 108/125            | 0/279                | 119               | 211      | 59   | 23.29             | 17.90 | 5.02  | .30                | .07            |
| 2018-19 | 612/11             | 105/81             | 73/50                | 166               | 225      | 51   | 27.57             | 21.90 | 5.27  | .30                | .10            |
| 2019-20 | 544**              | 530**              | 187**                | 475               | **       | NA   | 31.23             | 24.23 | 6.70  | .20                | .10            |
| 2020-21 | 298/94             | 172/125            | 174/75               | 213               | 169      | NA   | 29.86             | 23.15 | 6.41  | .20                | .10            |
| 2021-22 | 1,048**            | 207**              | 79**                 | 306               | **       | NA   | 34.57             | 22.40 | 11.52 | .52                | .13            |

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

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

## Delivery of Services

- **Instruction:** Tiers 2 and 3 of our Multi-Tiered Systems of Support (MTSS). Students who are below benchmark receive supplemental instruction in small groups during the day and extended day.
- **ParaEducators:** Provide support in and out of class, supplemental intervention services, and summer school.
- **Behavior:** Provide support to students with significant behaviors that interfere with their learning.
- **Professional Development:** Intervention Support, Early Reading, and Social Emotional Learning.
- **Parent and Family Engagement:** Each school has a bilingual Migrant/Bilingual Achievement Specialist (partially funded out of LAP) who assists with parent communication.

## Curriculum

- Supplemental intervention materials for ELA, Math, Graduation Assistance (11<sup>th</sup>-12<sup>th</sup>), and Behavior including Social Emotional Learning.

## Allocated Revenues & Expenditures

| School Year | LAP Base Funding | LAP Base Carryover | LAP High Poverty Funding | Expenditures |
|-------------|------------------|--------------------|--------------------------|--------------|
| 2017-18     | \$1,714,698      | \$145,375          | \$941,674                | \$2,509,549  |
| 2018-19     | \$1,983,578      | \$174,117          | \$1,163,272              | \$2,960,968  |
| 2019-20     | \$2,169,778      | \$173,949          | \$1,560,183              | \$2,840,246  |
| 2020-21     | \$2,194,553      | \$219,455          | \$1,589,643              | \$3,637,002  |
| 2021-22     | \$2,137,983      | \$217,221          | \$1,561,149              | \$3,492,522  |

| District Goal/Strategy/Activity  | Progress to Date/Available Data  |
|--|--|
| (2000 B-1) Develop core and supplemental instructional interventions by RTI level in reading, math, and special education services | Continue to refine our MTSS to better match best practices and have greater consistency across the district. |
| (3000 A-3) Recognize appropriate behavior, improvement, and academic success.  | Continue to implement PBIS and SEL across the District.  |



# Eastmont School District #206 Relationships, Relevance, Rigor, and Results Title I Program Report for 2021-22

## Students Served

All students in grades K-7 are served by Title I funds as our schools annually complete the Title I SchoolWide requirements.

## Delivery of Services

- **Intervention:**

Tiers 2 & 3 of our Response to Intervention (Rti) system. Students who are below benchmark receive supplemental instruction in small groups during the day plus extended day.

- **Professional Development:**

Support improvement initiatives in each school's Schoolwide Plan.

- **Parent & Family Engagement:**

Each school has a Bilingual Student Achievement Specialist (partially funded out of Title I) who assists with parent communication: Annual parent involvement meeting, School-Parent Compact, School Parent Nights, Newsletters, Parent Involvement Policy revisions, and annual Schoolwide plan design and review.

## Curriculum

Supports supplemental Reading and Math intervention.

## Allocated Revenues & Expenditures and Staff

| School Year | Funding       | Carryover | Expenditures | Certified FTE * | Classified FTE * |
|-------------|---------------|-----------|--------------|-----------------|------------------|
| 2016-17     | \$1,345,434   | \$125,035 | \$1,262,119  | 10.20           | .63              |
| 2017-18     | \$1,296,540** | \$199,728 | \$1,285,806  | 10.10           | .63              |
| 2018-19     | \$1,296,502** | \$223,283 | \$1,334,961  | 10.10           | .63              |
| 2019-20     | \$1,770,489** | \$131,124 | \$1,639,105  | 10.75           | .63              |
| 2020-21     | \$1,518,951** | \$121,524 | \$1,458,862  | 10.25           | .63              |
| 2021-22     | \$1,497,168** | \$230,413 | \$1,343,044  | 9.90            | .63              |

\*\*Includes Title IV

\* FTE does not include district admin.

## Title I Expenditures

Certificated Staff (vast majority of funds expended), Parent Involvement, Supplemental Curriculum/Materials, and Professional Development.

| District Goal/Strategy/Activity   | Progress to Date/Available Data  |
|---|--|
| (2000 B-1) Develop core and supplemental instructional interventions by RTI level in reading and math and special education services. | Continue to refine our MTSS to better match best practices and have greater consistency across the district.                                     |
| (6000 B-8) Federal and state programs shall maintain compliance with all regulations.   | Improve monitoring and communication of annual requirements and budget through quarterly updates. Electronic pre-approval form for expenditures. |