

Stanwood Camano School District #401

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Instructional Services

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

MEMORANDUM

To: Stanwood-Camano School Board of Directors
Fr: Lloy Schaaf, Ed.D.
Re: Approval of Federal and State Grants
Date: December 15, 2020

The following State and Federal grants require School Board Approval. The grants are listed by category and amount.

FORM PACKAGE	TOTAL
STATE	
TPEP (Teacher/Principal Evaluation Program)	\$ 14,215
LEARNING ASSISTANCE PROGRAM (LAP)	\$ 1,021,864
TRANSITIONAL BILINGUAL	\$ 214,506
REIMBURSEMENT FOR K-12 INTERNET ACCESS PROGRAM	\$ 50,080
WAKIDS TRAINING	\$ 1,080
COLLEGE READY MATH INITIATIVE Cohort 3	\$ 17,7000
FEDERAL	
IDEA-B (Section 611)	\$ 858,863
IDEA-B (Section 619)	\$ 33,953
CARL PERKINS	\$ 25, 378
TITLE I PART A	\$ 450,498
TITLE II PART A	\$ 92,168
TITLE III PART A	\$ 17,382
TITLE IV	\$ 34,624
ESSER	\$ 379,071
OSSI Comprehensive (Non-Title I Schools)	\$ 85, 000
OSSI: Comprehensive Graduation Rate (Non-Title I Schools)	\$ 35,000

RECOMMENDATION: That the Stanwood-Camano School District board of Directors approve
The above listed Federal and State Grants.

ESD:
Northwest Educational Service District 189

CoDistID:
31401

Organization:
Stanwood-Camano School District

Grant Number:
0636661

Form Package Name: 664 TPEP Teacher and Principal Evaluation and Growth Training
Program Number: 58
Revenue Account Number: 4158
Sub Program Number:
Fiscal Period: 20-21
Beginning: 7/1/2020
Ending: 6/30/2021

Fiscal Officer: JEAN SHUMATE
Budget Contact Name:
Budget Contact Phone:
Category: 2020-21 Funding
Budget Type: Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources, & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$1,000		XXXX				1,000			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$12,286		XXXX	5,400		1,800		5,000	86	
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$13,286	\$0	\$0	\$5,400	\$0	\$1,800	\$1,000	\$5,000	\$86	\$0

Budgeted Indirect Expenditures: \$929

Total Budgeted Expenditures: \$14,215

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:

Modified By	Modified On	Modified By	Modified On
By Org.	By Org.	By OSPI	By OSPI
Lisa Beckt	8/6/2020 1:26 PM	Taylor Kidder	8/6/2020 3:08 PM

2020-21 Learning Assistance Program (LAP)

All districts must complete this application for the 2020-21 school year.

The Learning Assistance Program funding request consists of two pages. Please complete each page and submit for approval.

- Page 1: District identifies if accepting LAP funds and signs assurances to comply with LAP requirements.
- Page 2: District briefly identifies planned/projected use of LAP funds.

Acceptance of Funds

Question 1: Acceptance of Funds for the 2020-21 School Year

District accepts the LAP funds for 2020-21 school year. Yes No

Before LAP funds are released for the 2020-21 school year, LEAs must have:

1. Submitted form package 218
2. Note: Due to circumstances surrounding COVID-19, No EOY report will be required for school year 2019-20.

If no, please mark Page 1 completed/saved, mark Page 2 N/A, and submit this form package.

If yes, complete the remainder of this form package (FP).

- Mark the check box at the end of the page if the district agrees to comply with these assurances.
- Provide the signature and title of the authorized designee of the district and the date completed.
- Complete page 2.

Assurances

The district assures that it will follow the existing and amended laws and rules under RCW 28A.165 and WAC 392-165.

NOTE: Sections 402 through 405 of Engrossed HB 2242, signed into law on July 6, 2017, made changes to the Learning Assistance Program by adding an additional LAP High Poverty Schools allocation. A district's high poverty-based allocation is generated by its qualifying school buildings and must be expended by the district for those buildings.

Revisions to Chapter 392-162 WAC adopted on January 2, 2018 remain effective for the 2020-21 school year.

1. RCW 28A.165.005*
*Amended by Section 403 of Engrossed HB 2242
 - a. Promote the use of data when developing programs to assist students who are not meeting academic standards and reduce disruptive behaviors in the classroom.
 - b. Follow guidance provided to school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards and reduce disruptive behaviors in the classroom.
 - c. Implement a Learning Assistance Program that will focus first on addressing the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy.
2. RCW 28A.165.015
 - a. Ensure that the district will implement a Learning Assistance Program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas.
 - b. Identify LAP students as those students in kindergarten through grade 12 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school or district and who is identified by the district to receive LAP services.
 - c. Identify those students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures.
3. RCW 28A.165.035
 - a. Use best practices that have been demonstrated through research to be associated with increased student achievement. These must either be part of the Menu of Best Practices for English language arts (ELA), Math, and Behavior, or part of an alternative strategy. Following are services and activities that may be supported by LAP.
 - i. Extended learning time opportunities occurring:
 - Before or after the regular school day.
 - On Saturday.
 - Beyond the regular school year.
 - ii. Services under RCW 28A.320.190. (Extended learning opportunities for eligible 11th and 12th grade students who are not on track to meet local or state graduation requirements, as well as students identified in 8th grade who need additional assistance in order to have the opportunity for a successful entry into high school.)

iii. Professional development for certificated and classified staff that focuses on:

- The needs of a diverse student population.
- Specific literacy and mathematics content and instructional strategies.
- The use of student work to guide effective instruction and appropriate assistance.

iv. Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students.

v. Tutoring support for participating students.

vi. Outreach activities and support for parents of participating students, including employing parent and family engagement coordinators.

vii. Up to five percent of a district's LAP base allocation may be used for development of partnerships with community-based organizations, educational service districts (ESDs), and other local agencies to deliver academic and nonacademic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students' readiness to learn.

4. RCW 28A.165.100

- a. Annually report student level and program data for LAP according to specifications established by OSPI.

5. RCW 28A.165.065

- a. Comply with OSPI's monitoring procedures.

6. RCW 28A.150.260(10)(a)(ii)*

*Amended by section 402 of **Engrossed HB 2422**

- a. School districts must distribute the LAP High Poverty School Allocation to the schools that generated the funding. RCW 28A.150.260(10)(a)(ii)

7. RCW 28A.165.055

- a. A district's LAP High Poverty School Allocation is generated by its qualifying school buildings and must be expended by the district for those buildings. This funding must supplement and not supplant the district's expenditures under this chapter for those school buildings.
- b. OSPI is requiring that for implementation of this RCW 28A.165.055, LEAs must track allocation and expenditures for buildings that receive a separate LAP High Poverty School Allocation due to high poverty (50% or greater) status. Do this by:
- I. Using applicable program and location accounting codes.
 - II. Ensuring the amount allocated is equal to LAP High Poverty School Allocation as determined by funding formula.

8. RCW 28A.320.260

- a. School districts planning to use a portion of their LAP base allocation toward implementation of **ESSB 6162- Early Screening of Dyslexia**, should review the recommendations by OSPI at: <http://www.k12.wa.us/Reading/Dyslexia.aspx>, before completing the Form Package.

<input checked="" type="checkbox"/> Check this box to indicate that district officials have read and agree with these assurances.	
Authorized Representative Name:	Dr. Lloy Schaaf
Authorized Representative Title:	Assistant Superintendent of Teaching & Learning
Date: (MM/DD/YY)	09/17/20

			View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes
Lincoln Hill High School	1707	9-12	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Port Susan Middle School	4512	6-8	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes
Saratoga School	5004	K-12	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Stanwood Elementary School	3125	PK-5	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes
Stanwood High School	2581	9-12	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Stanwood Middle School	2400	6-8	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes
Twin City Elementary	4364	K-5	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No
Utsalady Elementary	4551	K-5	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes	View Changes

TOTAL ESTIMA

[Go To Top](#)

If you have a NEW school that is not listed above please press the "New" button to complete information for each new record.

To avoid losing data, press the "Save" button after completion of each new record before pressing the "New" button again. Allow save to complete before pressing the "New" button again.

Question 2: LAP Plan

A. Briefly name the priorities identified to meet the learning needs of LAP-served students in SY2020-21.

We are focusing first on serving K/1 students in the area of Reading/Language Arts. We will continue to serve grades 2 - 4 as we have funds, staff and resources.

B. Briefly describe the data/information used to arrive at the above-named priorities for meeting the learning needs of LAP-served students for SY2020-21.

We are looking at rank order reading data we ended the 2019-20 school year with (AIMSweb), and have a high level of concern for our youngest students as their learning-to-read years have been heavily altered due to Covid-19 school closure and change to the way services were provided in the Spring.

C. Briefly describe the plan the LEA has in place to ensure schools use best practices and strategies from the Menu when spending LAP funds.

The LAP program for our district is overseen by a Title I/LAP Director. She coordinates with the five LAP specialists in each building to ensure compliance and the implementation of an effective program. The five specialists meet with the Director each month to review the CPR checklist, to review student data, parent feedback and to make changes if necessary to better meet the needs of our students. The students are rank ordered based on AIMSweb assessments and teacher observational data and the most-in-need students are served first. We review the menu for best practices in our monthly meetings to ensure an effective and compliant program and all purchases are approved by the director and fiscal supervisor.

The LEA assures it will use the Menus of Best Practices and Strategies to select the LAP-funded services it will provide.

Question 3. Supplement not Supplant. Section 405 of Engrossed HB 2242 requires that the LAP high poverty school allocation must supplement and not supplant the LAP base funding for those schools. For additional guidance on Supplement not Supplant for LAP High Poverty Schools, please see the Q&A.

Explain how the funding will be in addition to, not in place of, LAP base funding for those schools. If one or more of the schools receiving the High Poverty School Allocation previously did not receive LAP base funds, and will continue to not receive LAP base funds, note that in the explanation.

All funds are in addition to basic education. Basic educational funds, and special services funds are allocated to buildings prior to LAP funds being allocated to each of our five LAP elementary schools. Finally, the LAP High Poverty funds are then assigned to our High Poverty School (Lincoln Academy) for additional supports in core academic areas. These pockets of money are all sub-coded differently at the district level to ensure that schools receiving LAP funds are in addition to other funds. Purchases and charges are all approved by the Title I/LAP Director and the fiscal supervisor at the district level. Our High Poverty LAP school is not receiving other LAP funds.

Question 4: Readiness to Learn (RTL)

During the 2020-21 school year, the LEA intends to use up to five percent of LAP base funds for RTL activities allowed under RCW 28A.165.035(1)(g). The LEA understands any school board (or appropriate equivalent) must approve the community-based organization(s) or local agency(ies) before funding is approved. School board approval of in-house delivery of RTL activities is not required. **LEAs serving students with RTL programming need to report students in CEDARS.**

If you select "NO" below, please move on to question 5.

No

- Partnering with Community-based organization or local agencies for RTL activities

If partnering with Community-based organizations or local agencies, please submit the date the school board approved use of RTL funds.

- In-house delivery of RTL activities

Question 5: K-4 Focus on ELA

LEAs implementing LAP shall focus first on addressing the literacy needs of students in grades K-4. OSPI's [Q&A](#) states that for the 2020-21 school year, a LEA may meet the K-4 requirement during the regular school year by ensuring that of the total number of K-4 students served by LAP, approximately fifty percent, are students enrolled in grades kindergarten through four receiving ELA services.

Contingent on OSPI approval, a LEA may serve a threshold lower than fifty percent if it demonstrates a lesser need through one of the following data sources:

- i. The LEA's prior year statewide assessment scores for third and fourth grade ELA.
- ii. The LEA's prior year reported number of kindergarten through grade four students reading on grade level under RCW 28A.320.203.

Question 5A

My LEA will serve approximately 50 percent (or more) of its K-4 LAP students in K-4 ELA. Yes

Question 5B

If no, projected percent of K-4 LAP students that will be enrolled in K-4 ELA services:

Question 5C

If no, check the data source:

- The LEA's prior year statewide assessment scores for third and fourth grade ELA; or
- The LEA's prior year reported number of kindergarten through grade four students reading on grade level under RCW 28A.320.203.

Question 5D

Provide the rationale (three to five sentences) for why the LEA does not need to serve 50 percent of its LAP students in K-4 ELA services.

Question 6: Alternative Practice

- A. For the 2020-21 school year, does your LEA intend to use an alternative practice/strategy not in the ELA, Math, or Behavior Menus? No
- B. If yes, please identify the area(s) of the alternative(s): (check all that apply)
- ELA
 Math
 Behavior
- C. If Question 6A was yes, please provide a brief explanation of the alternative practice/strategy and why your LEA is using it. If your LEA used more than one, provide an explanation for each one.

Question 7: Program Effectiveness

For the 2020-21 school year, LEA's will report on how they will evaluate the effectiveness of LAP programs and describe how they will enhance implementation under RCW 28A.165.065.

Evaluating the effectiveness of LAP interventions: Screencast available for information and planning purposes on [LAP](#) homepage.

- LEA assures it has a plan in place to evaluate the effectiveness of its LAP program. It understands it will need to answer questions on this as part of end-of-year reporting.

Recommendations and TBIP Eligible Exited Students

Professional Learning Report (Form 972)

- Professional development has been reported. Professional learning must be reported in Form 972 before the TBIP or Title III grant can be approved.

Program Evaluation

Please complete this section with qualitative program features in your evaluation in lieu of the data elements this year. Some examples of qualitative program elements are community outreach, parent engagement, Social Emotional Learning, literacy in the home, multicultural engagement, graduation progress monitoring, language support in mathematics, language support in science, professional development with Since Time Immemorial curriculum, etc.

Do not complete this section if your district is applying for Title III funding independently with FP 232.

- [EL Toolkit Ch. 9 - Evaluating the Effectiveness of a District's EL Program](#)
- [Graduation Rates for English Learners / OSPI Report Card](#)

1. What observations did the district make and what trends did the district identify when reviewing the Program components?
2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

Exited TBIP Students

Section 514 of the Enrolled Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2019-20 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of the progress of its exited English learners?

At the elementary level students who have exited the TBIP program based on ELPA assessments are monitored each semester with a full data review of AimsWeb, SBA assessment scores as applicable to grade level, homeroom teacher assigned grades, and teacher comments. Data review indicates that transitioned students continue to need support after exiting the program. For exited TBIP students, the semester data review at non-magnet schools (grades, test scores, AIMSweb, teacher comments) reveals that students continue to need support with reading, especially for transitioned students in upper elementary grades due to increased grade-level expectations and language demands.

At the secondary level student's grades are monitored quarterly (AIMSweb, and SBA scores) and continued consult services are provided to those transitional students who are at academic

risk. Since the ELPA is now requiring fluency in all areas, students don't seem to be transitioning at the previous rate and will continue services until they are much more ready to make the transition. While secondary level students are progressing well overall, there is a leveling off of progress at the middle level.

2. What academic supports will the district provide based upon its review?

The district will provide EL teacher support to the classroom teachers and also provide direct support to the students in the classroom in their identified area of need. Support is provided, when needed, through a combination pull-out and push-in model. There are increased supports added to the secondary level in the form of paraeducator hours provided for students not receiving pull-out instruction.

FOR OSPI USE ONLY

Section approved: Yes

Comments:

District Instructional Program: Bilingual Programs

☐ Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Non-ELs
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2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

☐ One-Way Dual Language Education:

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by

the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs Number of Exited ELs

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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Section approved: Select

Comments:

Developmental Bilingual Education (Late-Exit): (WAC 392-160-028 Sec. 2)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the late-exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

FOR OSPI USE ONLY
Section approved: Select
Comments:

Transitional Bilingual Education (Early-Exit): (WAC 392-160-028) Sec. 2

The purpose of an Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exit models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the Early-Exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?

5. How are TBIP funds used within this program model?

6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

FOR OSPI USE ONLY

Section approved: Select

Comments:

District Instructional Program, continued

Alternative Instructional Program (AIP)

(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)

TBIP's Legislation on Alternative Instructional Programs

WAC 392-160-006 – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

WAC 392-160-040 – School districts under one or more of the following conditions may elect to provide an alternative instructional program. Which of the following conditions support the district's decision to provide an alternative instructional program?

Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:

The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:

Bilingual instruction cannot be provide to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

Our EL students are distributed across K-12 grade levels and 8 different buildings. At this point we do not have sufficient numbers of EL students at each grade level to offer bilingual, grade level instruction.

Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

The district serves 16 languages. We do not have certified teachers who can teach in these languages. Our primary EL language is Spanish, yet we do not have enough students at each grade level to offer a bilingual class at each grade level.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

N/A

Content-Based Instruction (CBI) or Sheltered Instruction (SI):

The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow **State Certification Requirements** for both English language development and content teachers when assigning teachers to provide content-based instruction.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.

Elementary Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

Middle School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

High School Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. How are TBIP funds used within this program model?

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Alternative School or Digital Learning Program Content-Based/Sheltered Instruction

1. Estimated number of students to be served:

2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors program?

Yes offered through ESD 189.

2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

N.A.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N.A.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N.A.

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N.A.

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

N.A.

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Does your district have an institutional education facility? If so, please respond to the prompts below:

2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

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Section approved: Yes
Comments:

District Instructional Program, continued

☑ Supportive Mainstream:

This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push-in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Supportive Mainstream: Elementary

1. Estimated number of students to be served: 85
2. Describe the instructional support for the 2020-21 school year.

The EL teacher provides EL instruction through one-on-one and small group support in English language proficiency as well as in class student and teacher support. Workshops are provided for classroom teachers at magnet, and non-magnet schools during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

The amount and frequency is determined by the lowest proficiency level at each grade level. Students at a proficiency level of 1 will be provided the most support. A same grade level peer who is at a level 3 will get the same allocated amount of time if needed, but may not get the intensity of instruction as a level 1 student.

School Services Magnet Schools:

Proficiency Levels 1-3 - Grade K - 30 minutes a day, small group instruction, with experienced, trained teacher 4 days per week.

Proficiency Levels 1-3 - Grade 1 - 30 minutes daily, small group, with experienced, trained teacher 4 days per week.

Proficiency Levels 1-2 - Grade 2 - 60 minutes a day, EL teacher provides pull out instruction 4 days per week.

Level 3 proficiency- 60 minutes

Proficiency Levels 1-2 - Grade 3 - 60 minutes per day pull out instruction four days per week by EL teacher 4 days per week.

Proficiency level 3- 30 minutes

Proficiency Levels 1-3 - Grade 4 - 2 hours weekly, small group instruction by EL teacher

Proficiency Levels 1-3- Grade 5 - 2 hours weekly, small group instruction by EL teacher.

School Services for Non-Magnet Schools:

Currently our service minutes are not the same at the Non-Magnet Schools, before the next funding cycle the district will work toward implementing a plan for a more equitable delivery of services for our Magnet and Non-Magnet program.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teachers have had extensive training on working with EL students using elements of the SIOP model as well as receiving consultation services from a certified EL instructor. In some cases student's content area teachers are also EL endorsed.

5. How are TBIP funds used within this program model?

The staffing includes a 1.0 FTE Teacher and para educator, but not all salary is covered by TBIP, basic education supplements this. EL teaching staff hold EL certification.

Supportive Mainstream: Middle School

1. Estimated number of students to be served: 31

2. Describe the instructional support for the 2020-21 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period daily in at the middle level to work with the EL students on language proficiency goals and to provide support for the students in their academic classes. Workshops are provided for classroom teachers at magnet, and non-magnet schools during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

School Services for Magnet Middle Level School:
Proficiency Level 1-3 - 56 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week.

School Services for Non-Magnet Middle Level School:

Currently our service minutes are not the same at the Non-Magnet Schools, before the next funding cycle the district will work toward implementing a plan for a more equitable delivery of services for our Magnet and Non-Magnet program.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

This is a .5 FTE for the EL teacher and para educator- the TBIP funding pays for a portion of the staffing and basic education pays the balance.

Supportive Mainstream: High School

1. Estimated number of students to be served: 28

2. Describe the instructional support for the 2020-21 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period of support daily at the high school to work with the ELL students on language proficiency goals and to provide support for the students in their academic classes.

All eligible students are placed in the Language Acquisition class unless the parent requests the student not be in the class. EL support in content area classes is determined by the student's proficiency level and how the student is progressing. The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

This is supported by an EL teacher and para educator funded through TBIP and basic ed.

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

Magnet School Support:

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week.

Non-Magnet School Support:

Currently our service minutes are not the same at the Non-Magnet Schools, before the next funding cycle the district will work toward implementing a plan for a more equitable delivery of services for our Magnet and Non-Magnet program.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

.4 FTE funded through TBIP- however the position is .5 for instructional support which is funded through basic education.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

EL teacher collaborates with general education advisory teacher, and guidance counselor to review and ensure college and career ready standards are met.

Supportive Mainstream: Alternative School or Digital Learning Program

1. Estimated number of students to be served: 3

2. Describe the instructional support for the 2020-21 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period of support daily, for the high school students, to work with the EL students on language proficiency goals and to provide support for the students in their academic classes. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative.

All eligible high school students are placed in the Language Acquisition class unless the parent requests the student not be in the class. EL support in content area classes is determined by the student's proficiency level and how the student is progressing. The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week.

This is a .4FTE funded through basic ed and LAP

3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week.

Non-Magnet:

Currently our service minutes are not the same at the Non-Magnet Schools, before the next funding cycle the district will work toward implementing a plan for a more equitable delivery of services for our Magnet and Non-Magnet program.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

This is a .2 FTE funded through TBIP

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Our model provides for one-on-one tutoring from a certificated teacher, with focus on academic vocabulary and help with content area reading comprehension and paper revision, targeting individual language needs. This model allowed time for quarterly monitoring of EL's, and led to teacher and counselor contact for coaching and modification of materials that would meet students at their language level, as well as consistent re-assessment of appropriate student services and needs ("Would a different class or additional program serve the student better?"). All secondary EL's had access to direct English instruction, and parent support was given through an EL Family Night and parent conferences including interpreters to ensure accurate communication and understanding between all parties. Two staff met at least bimonthly to discuss the program at both the elementary and secondary levels to bridge what gaps we could between those levels.

EL teacher collaborates with general education advisory teacher, and guidance counselor to review and ensure college and career ready standards are met.

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:

Yes.

2. Describe the implementation of the instructional program for the 2020-21 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing.

The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support will be 50 minutes once a week. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative.

This is a .4FTE funded through basic ed and LAP shared with other alternative programs.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

For students selecting a non-magnet school, the EL teacher meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed. The minimum amount of support for students in non-magnet schools will be 30 minutes twice a week.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#)

EL teacher collaborates with general education advisory teacher, and guidance counselor to review and ensure college and career ready standards are met.

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Estimated number of students to be served:
2. Describe the implementation of the instructional program for the 2020-21 school year.

The Stanwood-Camano School District is reviewing the Juvenile Detention Contract with ESD 189 to determine if it meets the threshold for EL services as required by State and Federal law. If it does not, we will submit a plan to implement equitable EL services for EL students in the Juvenile detention center.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

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Section approved: No
Comments: Consistent with guidance from last year-Are all of your students who qualify being provided with dedicated EL instructional minutes delivered by an EL cert? This would be the minimum required to demonstrate that you're meeting the Civil Rights requirement. As you monitor, remember that we must show that services at all sites must result in measurable achievement. This will be harder at non-magnate schools due to minimal staffing.

Program Model

Newcomer Program: (WAC 392-160-028 Sec. 2)

Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

Resource: [Newcomer Tool Kit](#)

NOTE: Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served
2. Entry Criteria:
3. Location:
4. Grade Levels:
5. Describe how the Newcomer program will be implemented. Include the number of hours per day.
6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.
7. How are TBIP funds used with this program model?

Program Model Section approved: Select

Comments:

Teacher/Trainer/Coach Qualifications

Staff Qualifications

Estimate of staff funded through TBIP		
Salaries	Headcount	FTE
Certificated Teachers	2	1.4
Administration		
Administrative Support		
Paraeducators	2	
Professional Development Trainor		
EL Coach(es)		
Other		
For "Other" indicate job titles and description of duties funded through TBIP: The certificated teachers are funded 1.4 through the TBIP grant. The para educators are paid through basic education.		

Certificated Teaching Staff

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

When opening arise, for EL teachers we require a bachelor or master's degree, endorsement in ESL or current enrollment in program to pursue, and a valid teaching certificate. We attend job fairs to recruit for EL instructors when positions are available.

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in RCW 28A.180.040 and effective September 1, 2019?

Both of our EL teachers are ESL endorsed. We fund 1.4 FTE out of TBIP funds and the staff attached to the 1.4 FTE are both endorsed to teach EL.

Staff hired as Professional Development Trainers and/or EL Coaches must have the experience and qualifications in the following areas:

- Instructional Strategies for EL;
- Second Language Acquisition;
- Understanding and implementing ELP standards;
- Alignment of curriculum to ELP standards

(Do not include outside consultants in this section.)

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

N/A

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

N/A

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Section approved: No

Comments:

Consistent with guidance from last year, if a candidate is pursuing an endorsement, that position cannot be submitted for reimbursement until after the endorsement is issued.

District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. (WAC 392-160-028, Sec. 3)

- 3. Describe the professional development plan for staff responsible for providing the English language development services indicated in this application.

EL Instructors: ELPA updates and training, training on the ELP standards, WABE conferences and trainings
Have membership in ESD 189's EL cooperative, which provides substantial professional development in areas such as language acquisition, and newcomer support.

- 4. Describe the district's plan to build the capacity of general education staff to provide meaningful access to content instruction to English learners.

Inservice/training on the following: understanding language acquisition, scaffolding for EL students, differentiating instruction, using effective instructional strategies with EL students, the ELP standards, SIOP and GLAD techniques.

Most of these trainings will be done in small groups, working directly with staff that have EL students in their classrooms.

Teachers will also have access to consultation time with the EL teachers for specific areas of need.

Administrators will be informed of changes in the EL program and requirements and be given the names of EL students in their buildings in August.

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Section approved: Yes

Comments:

Professional Development Activities:

- All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

Professional development will be:

- Evidence-based and specific to the instructional needs of English learners.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

Professional Learning Trainings

Complete this table for each training listed.

Press "NEW" button to create each new Training listing. Press SAVE after completing each record. Allow SAVE to complete before clicking the "NEW" button again.

Training Title		Presenter
Language acquisition		ESD 189
Training Description Helping content area teachers understand how EL students acquire language		Schedule To be determined
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
EL Updates for Administrators		Special Services Director
Training Description Updates on EL requirements and ELP standards, listing of EL students in buildings, information to communicate to building staff regarding the EL program. Discussion about magnet program model, and review of best practices in programming for EL students.		Schedule August 2018
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
GLAD for language acquisition		GLAD certified trainer
Training Description Learning GLAD strategies for implementation in elementary classrooms.		Schedule TBD- based on ability to provide training virtually.
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments	<input type="checkbox"/> TBIP: % OR Amt:

<input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> Title III: % OR Amt:
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------

REMEMBER: Allow SAVE to complete before hitting the NEW button again.

Conferences

Complete this table for each conference listed.

Press "NEW" button to create each new conference listing. Press SAVE after completing each record. Allow SAVE to complete before clicking the "NEW" button again.

Conference Title	Number to Attend	
WABE		
Describe connection to district EL PD Plan		
Provides ELL staff with updates and new information in working with EL students.		
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: 100.00 % OR Amt: \$1,000

REMEMBER: Allow SAVE to complete before hitting the NEW button again.

5. How does the district ensure professional learning provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

Follow up will be done with staff to determine if the training and/or conference information is being implemented and it's effectiveness. EL teachers are also available to support content area teachers in implementing strategies etc. that were taught at the trainings.

Trainings done through the district require an evaluation form to be completed which includes how they will use the information presented in their classrooms/buildings.

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Section approved: Yes
Comments:

Form Package Name: 994 Reimbursement for K-12 Internet Access Program
 Program Number: 00
 Revenue Account Number: 6176
 Sub Program Number: 9719-72-7000-0000-0000-0000-0
 Fiscal Period: 20-21
 Beginning: 9/1/2020
 Ending: 6/30/2021

Fiscal Officer: JEAN SHUMATE
 Budget Contact Name: Dan Johnston
 Budget Contact Phone: 360-629-1246
 Category: 2020-21 Funding
 Budget Type: Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$44,500		XXXX					44,500		
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$44,500	\$0	\$0	\$0	\$0	\$0	\$0	\$44,500	\$0	\$0

Budgeted Indirect Expenditures: \$5,580

Total Budgeted Expenditures: \$50,080

FTE Program Staff:

Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By: DANIEL JOHNSTON
 Modified On: 10/30/2020 7:02 PM
 Modified By: Dennis Small
 Modified On: 11/2/2020 11:23 AM

Form Package Name:

844 WaKIDS Training and Inter-rater Reliability District Reimbursements for Teacher Compensation

Program Number:
58

Revenue Account Number:
4158

Sub Program Number:

Fiscal Period:
20-21

Beginning: 7/1/2020
Ending: 10/15/2020

Fiscal Officer:
JEAN SHUMATE

Budget Contact Name:
Lisa Beckt

Budget Contact Phone:
360-629-1200

Category:
2020-21 Funding

Budget Type:
Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$1,080		XXXX	830		250				
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$1,080	\$0	\$0	\$830	\$0	\$250	\$0	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$0

Total Budgeted Expenditures: \$1,080

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By Modified On
 By Org. By Org. By OSPI By OSPI
 Lisa 11/25/2020 Alondra 12/3/2020
 Beckt 10:38 AM Mendoza 7:17 PM

Form Package Name: 804 College-Ready Math Initiative: IA/SY-AYD Cohort 3 Program Number: 79 Revenue Account Number: 8200 Sub Program Number: Fiscal Period: 20-21 Beginning: 9/1/2020 Ending: 8/31/2021

Fiscal Officer: JEAN SHUMATE Budget Contact Name: Budget Contact Phone: Category: 2020-21 Funding Budget Type: Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$9,000		XXXX					9,000		
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$8,700		XXXX				8,700			
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$17,700	\$0	\$0	\$0	\$0	\$0	\$8,700	\$9,000	\$0	\$0

Budgeted Indirect Expenditures: \$0

Total Budgeted Expenditures: \$17,700

FTE Program Staff:

Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By: Lisa Beckett, Modified On: 5/15/2020 2:04 PM
 Modified By: Timmie Foster, Modified On: 6/10/2020 12:07 PM

Form Package Name: 267 Special Education IDEA Part B Sections 611 and 619 Program Number: 24 Revenue Account Number: 6124 Sub Program Number: Fiscal Period: 20-21 Beginning: 7/1/2020 Ending: 8/31/2021

Fiscal Officer: JEAN SHUMATE Budget Contact Name: Lisa Beckt Budget Contact Phone: 360-629-1214 Category: Section 611 Budget Type: 1

		Object of Expenditure									
Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9	
11 Board of Directors	\$0		XXXX	XXXX							
12 Superintendent's Office	\$0		XXXX								
13 Business Office	\$0		XXXX								
14 Human Resources	\$0		XXXX								
15 Public Relations	\$0		XXXX								
21 Superv. -Instruction	\$0		XXXX								
22 Learning Resources	\$0		XXXX								
23 Principal's Office	\$0		XXXX								
24 Guid. & Counseling	\$0		XXXX								
25 Pupil Mgt. & Safety	\$0		XXXX								
26 Health/Related Serv	\$832,313		XXXX	\$597,000		\$235,313					
27 Teaching	\$0		XXXX								
28 Extracurricular	\$0		XXXX								
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
31 Instruc. Pro. Dev.	\$0		XXXX								
32 Instructional Tech.	\$0		XXXX	XXXX							
33 Curriculum	\$0		XXXX								
41 Supervision	\$0		XXXX								
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX	
44 Food Services Oper.	\$0		XXXX	XXXX							
52 Operations	\$0		XXXX	XXXX							
53 Maintenance	\$0		XXXX	XXXX							
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
61 Supervision	\$0		XXXX								
62 Grds. Care & Maint.	\$0		XXXX	XXXX							
63 Oper. of Bldg.	\$0		XXXX	XXXX							
64 Maintenance	\$0		XXXX	XXXX							
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
67 Building and Property Security	\$0		XXXX	XXXX							
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX		
72 Information Systems	\$0		XXXX								
73 Printing	\$0		XXXX								
74 Warehousing and Distribution	\$0		XXXX								
75 Motor Pool	\$0		XXXX								
91 Public Activities	\$0		XXXX								
Budgeted Expenditures	\$832,313	\$0	\$0	\$597,000	\$0	\$235,313	\$0	\$0	\$0	\$0	
Budgeted Indirect Expenditures:	\$26,550										
Total Budgeted Expenditures:	\$858,863										

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3
			6.3				

Comments: TOTAL CALCULATED FTE FOR 15 PARAEDUCATORS: .86005 FTE (8.0108 + .5897)

CALCULATIONS BELOW:

14 PARAEDUCATORS CALCULATED FTE
 HRS PER/DAY: 6.5; DAYS PER YEAR: 141; CALCULATED FTE .4406
 HRS PER/DAY: 5.5; DAYS PER YEAR: 34; CALCULATED FTE .0899
 HRS PER/DAY: 3.5; DAYS PER YEAR: 5; CALCULATED FTE .0084
 HRS PER/DAY: 6.3; DAYS PER YEAR: 11; CALCULATED FTE .0333
 TOTAL FTE .5722
 * 14 PARAEDUCATORS
 8.0108 FTE

1 PARAEDUCATOR CALCULATED FTE
 HRS PER/DAY: 6.5; DAYS PER YEAR: 186; CALCULATED FTE .5813
 HRS PER/DAY: 3.5; DAYS PER YEAR: 5; CALCULATED FTE .0084
 TOTAL FTE .5897

Modified By	Modified On	Modified By	Modified On
By Org. Pamela Deaton	10/10/2020 6:40 PM	By OSPI Tyler Humphries	10/15/2020 8:07 AM

The following programs require a brief narrative description: 21st Century Community Learning Centers, Carl D. Perkins, Highly Capable, Migrant Education, School Improvement, School Nurse Corps, Special Education, State Bilingual, Title I Part B Even Start, Title I Part A, Title I Part D, Title II Part A Teacher Quality, Title III, Title VI.																	
Changes Made	Revision comments																
<table border="1"> <thead> <tr> <th>Field</th> <th>Previous</th> <th>New</th> </tr> </thead> <tbody> <tr> <td>Activity 26 2</td> <td>\$0</td> <td>\$597,000</td> </tr> <tr> <td>Activity 26 4</td> <td>\$0</td> <td>\$235,313</td> </tr> <tr> <td>Activity 27 3</td> <td>\$535,000</td> <td>\$0</td> </tr> <tr> <td>Activity 27 4</td> <td>\$297,313</td> <td>\$0</td> </tr> </tbody> </table>	Field	Previous	New	Activity 26 2	\$0	\$597,000	Activity 26 4	\$0	\$235,313	Activity 27 3	\$535,000	\$0	Activity 27 4	\$297,313	\$0	<p>This revision indicates the changes in budgeted salaries and benefits from classified to certificated staff.</p> <p>Although the FTE is entered into Act 27.2, the accurate activity is 26-2, the 6.3 FTE is the result of the following staff now budgeted in IDEA B:</p> <p>Two 1.0 FTE OTs One 0.7 FTE OT One 0.6 FTE OT Three 1.0 FTE SLPs</p>	
Field	Previous	New															
Activity 26 2	\$0	\$597,000															
Activity 26 4	\$0	\$235,313															
Activity 27 3	\$535,000	\$0															
Activity 27 4	\$297,313	\$0															

Form Package Name: 267 Special Education IDEA Part B Sections 611 and 619	Program Number: 24	Revenue Account Number: 6124	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/1/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Beckt	Budget Contact Phone: 360-629-1214	Category: Section 619		Budget Type: Original	

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$32,904		XXXX		19,154	13,750				
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$32,904	\$0	\$0	\$0	\$19,154	\$13,750	\$0	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$1,049

Total Budgeted Expenditures: \$33,953

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3
			0.2942				

Comments:
HRS PER/DAY: 4.5; DAYS PER YEAR: 128; CALCULATED FTE .2769
HRS PER/DAY: 3.6; DAYS PER YEAR: 10; CALCULATED FTE .0173
TOTAL FTE .2942

Modified By	Modified On	Modified By	Modified On
By Org. Pamela Deaton	7/1/2020 3:00 PM	By OSP1 Tyler Humphries	10/9/2020 6:16 AM

Form Package Name: 215 Perkins V Application	Program Number: 38	Revenue Account Number: 6138	Sub Program Number:	Fiscal Period: 20 21	Beginning: 7/1/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Becht	Budget Contact Phone: 360-629-1200	Category: 2020-21 Funding		Budget Type: Original	

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$24,594		XXXX				24,594			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruct. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$24,594	\$0	\$0	\$0	\$0	\$0	\$24,594	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$784

Total Budgeted Expenditures: \$25,378

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By: RICHARD SHORT
 Modified On: 11/10/2020 10:44 AM
 Modified By: Douglas Meyer
 Modified On: 12/8/2020 11:24 AM

Form Package Name: 201 Title I, Part A - Improving Basic Programs	Program Number: 51	Revenue Account Number: 6151	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/1/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Beckett	Budget Contact Phone: 360 629 1200	Category: 2020-21 Funding		Budget Type: Original	

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$10,147		XXXX	7,500		2,647				
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$41,884		XXXX		23,500	18,384				
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$384,541		XXXX	137,515	113,926	107,000	20,000	6,000	100	
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$436,572	\$0	\$0	\$145,015	\$137,426	\$128,031	\$20,000	\$6,000	\$100	\$0

Budgeted Indirect Expenditures: \$13,926

Total Budgeted Expenditures: \$450,498

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3
			1.15	3.655			

Comments:
There was is no FTE available for 21-2, because this amount is paid as a flat stipend each year. Activity 24 is for our administrative support and our homeless liaison for McKinney Vento paid for out of Title I. FTE program staff: Activity 27-3 will be updated as current staff member changes are still developing.

Modified By	Modified On	Modified By	Modified On
By Org. STACI	10/17/2020	By OSPI Larry	11/6/2020
LAUNGER	1:52 PM	Fazzari	1:08 PM

Form Package Name: 239 Title II, Part A Teacher & Principal Training & Recruiting Fund		Program Number: 52	Revenue Account Number: 6152	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/30/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Beckt	Budget Contact Phone: 360-629-1214		Category: 2020-21 Funding		Budget Type: Original	

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$4,168		XXXX		3,334	834				
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$85,151		XXXX	51,060		14,151		20,000		
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$89,319	\$0	\$0	\$51,000	\$3,334	\$14,985	\$0	\$20,000	\$0	\$0

Budgeted Indirect Expenditures: \$2,849

Total Budgeted Expenditures: \$92,168

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:

Modified By	Modified On	Modified By	Modified On
By Org. Lisa Beckt	9/20/2020 5:49 PM	By OSPI Kim Bahrenburg	10/7/2020 4:16 PM

Form Package Name: 232 Title III English Learner (District Package)	Program Number: 64	Revenue Account Number: 6164	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/1/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name:	Budget Contact Phone:	Category: 2020-21 Funding		Budget Type: Original	

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$16,845		XXXX	14,388		2,537				
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$16,845	\$0	\$0	\$14,388	\$0	\$2,537	\$0	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$537

Total Budgeted Expenditures: \$17,382

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By: LLOY SCHAAF
 Modified On: 8/19/2020 1:52 PM
 Modified By: OSPI
 Modified On: OSPI

Form Package Name: 211 Title IV Part A - Student Support and Academic Enrichment	Program Number: 52	Revenue Account Number: 6152	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/30/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Beckt	Budget Contact Phone: 360-629-1214	Category: 2020-21 Funding		Budget Type: Original	

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$33,554		XXXX	26,554		7,000				
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$33,554	\$0	\$0	\$26,554	\$0	\$7,000	\$0	\$0	\$0	\$0
Budgeted Indirect Expenditures:	\$1,070									
Total Budgeted Expenditures:	\$34,624									

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
District has chosen to transfer (100%) of TIVA funds into TIIA. Please see FP 239 for full grant application.

Modified By	Modified On	Modified By	Modified On
By Org. Lisa Beckt	By Org. 9/20/2020 4:47 PM	By OSPI Julia Fallon	By OSPI 11/8/2020 9:36 PM

Form Package Name: 975 ESSER Application	Program Number: 00	Revenue Account Number: 6176	Sub Program Number:	Fiscal Period: 20-21	Beginning: 3/13/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name: Lisa Beckt	Budget Contact Phone: 360-629-1214		Category: 2020-21 Funding	Budget Type: Original	

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources, & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$22,433		XXXX				21,933	500		
14 Human Resources	\$0		XXXX							
15 Public Relations	\$500		XXXX				500			
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$120,000		XXXX				120,000			
26 Health/Related Serv	\$50,000		XXXX				50,000			
27 Teaching	\$5,000		XXXX					5,000		
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$11,500		XXXX				1,500	10,000		
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$400		XXXX	XXXX			400			
63 Oper. of Bldg.	\$30,000		XXXX	XXXX			30,000			
64 Maintenance	\$4,000		XXXX	XXXX			4,000			
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$93,000		XXXX				73,000	20,000		
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$336,833	\$0	\$0	\$0	\$0	\$0	\$301,333	\$35,500	\$0	\$0
Budgeted Indirect Expenditures:	\$42,238									
Total Budgeted Expenditures:	\$379,071									

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:

Modified By	Modified On	Modified By	Modified On
By Org. Lisa Beckt	9/14/2020 5:20 PM	By OSP1 Mary Jo Johnson	9/15/2020 2:25 PM

Form Package Name: 871 OSSI: Comprehensive Continuous School Improvement Grant	Program Number: 51	Revenue Account Number: 6151	Sub Program Number:	Fiscal Period: 20-21	Beginning: 9/3/2020	Ending: 8/31/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name:	Budget Contact Phone:	Category: 2020-21 Funding		Budget Type: Original	

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$81,373		XXXX	3,100	38,000	34,673	5,600			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$1,000		XXXX	920		80				
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$82,373	\$0	\$0	\$4,020	\$38,000	\$34,753	\$5,600	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$2,627

Total Budgeted Expenditures: \$85,000

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3
				0.736			

Comments:
2 paras
Each at 4.0 hrs each, 191 days = 764 hrs
divide by 2080 (1.0 FTE) = .368 x 2

Modified By	Modified On	Modified By	Modified On
By Org. Lisa	8/27/2020	By OSPI Mary	9/3/2020
Beckt	6:22 PM	Adams	7:41 AM

Form Package Name: 874 OSSSI: Comprehensive-Graduation Rate Continuous Improvement Grant-State		Program Number: 58	Revenue Account Number: 4158	Sub Program Number:	Fiscal Period: 20-21	Beginning: 7/31/2020	Ending: 6/30/2021
Fiscal Officer: JEAN SHUMATE	Budget Contact Name:	Budget Contact Phone:		Category: 2020-21 Funding		Budget Type: Original	

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
11 Board of Directors	\$0		XXXX							
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$32,711		XXXX	7,000	500	4,461	1,000	19,750		
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$32,711	\$0	\$0	\$7,000	\$500	\$4,461	\$1,000	\$19,750	\$0	\$0

Budgeted Indirect Expenditures: \$2,289

Total Budgeted Expenditures: \$35,000

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By Modified On Modified By Modified On
 By Org. By Org. By OSPI By OSPI
 Lisa 7/22/2020 Mary 7/31/2020
 Becht 2:46 PM Adams 8:16 AM