

218 Learning Assistance Program (LAP)

Fiscal Year: 19-20

Milestone: Final Approval Issued (Printed 11/19/2019)

District: Stanwood-Camano School District

Organization Code: 31401

ESD: Northwest Educational Service District 189

Page 1**2019-20 Learning Assistance Program (LAP)****All districts must complete this application for the 2019-20 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 2019-20 School Year**

District accepts the LAP funds for 2019-20 school year. Yes No

Before LAP funds are released for the 2019-20 school year, LEAs must have:

1. Submitted form package 218
2. An approved LAP end-of-year report for school year 2018-19 in EDS

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 2019-20 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 ~~E2SSB 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)	09/03/19

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2019-20 Learning Assistance Program

Before LAP funds are released for the 2019-20 school year, LEAs must have:

1. Submitted form package 218
2. An approved LAP end-of-year report for school year 2018-19 in EDS

LAP Student Services

LAP has two funding sources:

1. LAP base allocation; and
2. LAP high poverty school allocation (for eligible schools)

Please refer to the LAP [Q&A](#) for guidance, the law and implementation.

Question 1: A through C

Use the [LAP Calculator](#) for the 2019–20 school year to answer questions 1A through 1C. It calculates the estimated LAP base allocation and LAP high poverty school allocation for the 2019–20 school year.

Question 1A: Estimated LAP base allocation for 2019-20 \$935,876

The [LAP Calculator](#) provides an estimate based on the LEA's 2019-20 staff mix, average annual enrollment for 2018-19 and the LEA's FRPL percentage.

Question 1B: Assurances for the LAP High Poverty Schools Allocation

Our LEA accepts the LAP high poverty school allocation(s). In doing so, we understand that the funding must be provided to the school that generated the funds to operate a LAP program. We also understand that the CEDARS and end-of-year data reporting requirements will apply to schools. **We also understand that the CEDARS and end-of-year data reporting requirements will apply to these schools.**

NOTE: Any LAP High Poverty Schools funding not accepted will stay with the state.

Yes

Question 1C:

On the table below, complete data for all schools listed. Mark the services regardless of the school's LAP funding source (LAP base, LAP high poverty school).

A school eligible for LAP high poverty dollars will only receive the LAP high poverty allocation once the "School receiving high poverty school-based allocation" column is marked. This data element will be used to provide School Apportionment and Financial Services (SAFS) with the final list of schools accepting the LAP high poverty school allocation. The final list will be used by SAFS to calculate 2019–20 apportionment starting in January, 2020.

For each schoolwide building where Title I, Part A funds will be used instead of LAP to meet the K-4 focus, check the Title I, Part A instead of LAP box.

If one of the schools merged with another school or if a new school has opened and is appearing on the table, note in the comment under "Other Merged or New School".

If the LEA has opened a new school and it is not appearing in the table below, enter the building information into a blank field at the bottom of the table.

For questions regarding services, refer to the Menus of Best Practice for [ELA](#), [Math](#), and [Behavior](#).

For each school receiving LAP base and/or accepting high poverty funds:

1. Select the edit button
2. Check the boxes that indicate the LAP-funded services the school plans to provide
3. Provide the estimated amount of LAP base and/or LAP high poverty school funding
4. Select save

For each school not accepting LAP funds:

1. Select the edit button
2. Select save

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Building Name	Building Number	Grade Span	Grades K-2 Readiness	Grades K-4 ELA	Grades 5-12 ELA	Grades K-12 Math	Behavior for Academically Eligible LAP-Served Students	Grades 11-12 Graduation Assistance/Credit Retrieval	Grade 8-High School Transition Services	Summer School	Title I, Part A instead of LAP to meet K-4 Focus	Estimated dollar amount of LAP base allocation for 2019-20	School Receiving High Poverty School Allocation	Estimated dollar amount of high poverty school based allocation for 2019-20	Estimated amount of LAP high poverty carryover from 2018-19	Other Merged or New School
Cedarhome Elementary School	4513	K-5	Yes	Yes	No	No	No	No	No	No	No	\$237,261	No			No
Elger Bay Elementary	4553	K-5	Yes	Yes	No	No	No	No	No	No	Yes	\$188,781	No			No
Lincoln Academy	5108	6-8	No	No	No	No	No	No	No	No	No		Yes	\$4,843	\$560	No
Lincoln Hill High School	1707	9-12	No	No	No	No	No	No	No	No	No		No			No
Port Susan Middle School	4512	6-8	No	No	No	No	No	No	No	No	No		No			No
Saratoga School	5004	K-12	No	No	No	No	No	No	No	No	No		No			No
Stanwood Elementary School	3125	PK-5	Yes	Yes	No	No	No	No	No	No	No	\$142,550	No			No
Stanwood High School	2581	9-12	No	No	No	No	No	No	No	No	No		No			No
Stanwood Middle School	2400	6-8	No	No	No	No	No	No	No	No	No		No			No
Twin City Elementary	4364	K-5	Yes	Yes	No	No	No	No	No	No	No	\$95,754	No			No
Utsalady Elementary	4551	K-5	Yes	Yes	No	No	No	No	No	No	No	\$197,498	No			No
												Estimated Dollar Amount of District LAP base allocation for 2019-20	Estimated Dollar amount of high poverty school based on allocation for 2019-20	Estimated amount of LAP high poverty carryover from 2018-19		
TOTAL ESTIMATED FUNDING:												\$861,844	\$4,843	\$560		

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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 Process

A. Briefly describe the process the LEA has in place to ensure schools use best practices and strategies from the Menus 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.

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 2019-20 school year, the LEA intends to use **up to five percent** of LAP **base funds** for RTL activities allowed under RCW 28A.165.035(2)(g). The LEA understands the school board (or appropriate equivalent) must approve the community-based organization or local agency before funding is approved. **LEAs serving students with RTL programming need to report students in CEDARS.**

No

If yes, please submit the date the school board approved use of RTL funds.

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 2019-20 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 2019-20 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 2019-20 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.

- 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.