



2025-26 Annual CSIP Cascade K-12

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Cascade K-12

Principal: Owen Gonder

Instructional Vision Theory of Action: If our school leadership team and educators implement and support high-leverage instructional practices, including Universal Design for Learning (UDL), effective Multi-Tiered Systems of Support (MTSS), and consistent use of district-adopted curriculum and assessments, while engaging in regular, structured PLC collaboration,

then staff will shift collaborative time from planning tasks to deeper analysis of student learning. Using common protocols, teams will examine evidence of student understanding, identify learning needs, and adjust instruction based on data.

As a result, Tier 1 instruction will strengthen, student engagement and academic discourse will increase, and student learning outcomes will improve, as reflected in classroom engagement measures and growth on district mathematics assessments.

Members of the Building Leadership Team: Carly Baker (Counselor), Dianne Espinosa (Teacher), Scott Nicholson (Teacher), Lloyanne Wallien (Family Liaison), John McElhiney (MLL Teacher), Kristin Ekanger Lo Conte (Parent), Lisa Gardner (Parent), Myles Gardner (Student), James Locke (Student), Samantha Fogg (Community member at large) and Owen Gonder (Principal).

[2023-26 CSIP Cascade K-12](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 389

Special Education Percentage: 25.4%

Multilingual Learning Percentage: 8.7%

Highly Capable Percentage: 3.6%

Free and Reduced Lunch Percentage: 45.5%

[Cascade K-12 OSIP School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA (Click on the box next to the data used to conduct the CNA):

- WaKIDS
- English Language Proficiency Data
- DIBELS
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Student Grade Reports
- Walkthrough/Observational Data
- Course Enrollment
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)
- ALE Written Student Learning Plans

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Through the use of restorative language and classroom agreements, care plans and behavior supports, we are seeing a reduction in behavior referrals, an increase in student reports of emotional safety, and improved attendance. These relational practices support a learning environment that promotes belonging and encourages student participation and engagement.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Students learn best in environments that meet their needs for physical and emotional safety, where they are supported and respected, and where educators believe that they can achieve academically. Students need to experience emotional and physical safety, so that they are more likely to engage in learning, take academic risks, and participate actively in the school community. Mentoring, tutoring and counseling services are vital to student success.

Disproportionalities: What disproportionalities exist among student groups?

We have identified an over-representation of students furthest from educational justice who are presenting with high anxiety and who have experienced school trauma.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Factors causing these disproportionalities include implicit bias, systemic inequities, and a lack of connection with students, school, and family. Inconsistent student attendance and participation in instruction, particularly within the Virtual Option model, creates a barrier to student success. Students who experience irregular attendance or limited engagement with coursework are less likely to complete assignments, see connections between classroom learning and their interests, experiences, or real-world applications. Many students come to Cascade having previously experienced trauma and need time and space to be supported in recovery as they continue to work to learn. These factors result in reduced opportunities and negative long-term outcomes for affected students.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Interpersonal relationships matter. Students must feel safe, valued for who they are and given opportunities to weigh in on their education. Also, students must feel engaged in their learning and the role of mentors, tutors and counselors ensure that students and teachers feel supported.

Interconnected Needs: How are needs related to each other or influencing each other?

We must have coherence between student, family and staff. An educational plan, that is supported by both the home and school ensures the greatest opportunity for student success.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Engagement sessions with families in the regions where families live, paid through Title 1 funds.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Technology is used in each of our three instructional models. All students are 1:1 with district-provided iPads (Grade K-2) and laptops (grades 3-12). Teachers in the K8, in-person Parent Partnership manage student work through district-provided Schoology, differentiate learning through ixl and Lexia reading, provide extra practice and support through enVision Math resources, Collaborative Classroom Consortium (CCC) Language Arts materials, SuccessMaker and other online resources.

The K5 Virtual Option receives live, remote instruction in Language Arts and Math through Microsoft TEAMS meetings. Seesaw is offered as the student Learning Management System, where assignments are managed, resources are shared, and students can provide their input and receive meaningful feedback on their submitted work. Students have been trained and use MS tools including whiteboards to share their thoughts.

Finally, Grades 6-12 Virtual Option students work exclusively through an online learning provider to complete asynchronous learning that supports students through Grade 12 graduation. These secondary students attend live Advisories and receive live mentor support and intervention through Microsoft TEAMS meetings.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with the required use of technology?

Staff are provided support and training in the Microsoft Suite, including Outlook, TEAMS, Sharepoint, OneNote, etc. These tools paired with professional development on the online learning platform and written student learning plans ensure that learning is supported and accurate progress reporting is recorded and available to students, their families and staff. Finally, our Educational

Technologist works with staff, providing insights and training, as needed, for additional resources that support student learning.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

By Spring 2026, Cascade Parent Partnership will create a joyful, safe, and anti-racist learning environment by implementing Culturally and Historically Responsive Learning (CHRL) considerations into lesson planning, recruiting diverse representation on the Building Leadership Team, and fostering a culture of collective inquiry and support through student, parent and/or staff-facilitated affinity groups, resulting in a 10% increase in favorable responses on student climate surveys (Identity and Culturally Responsive Teaching- 74% Grades 6-8) and increased two-way communications with families.

2025-26 Goal:

In 2025-2026, Cascade worked towards the following goal: By Spring 2026, Cascade Parent Partnership will prioritize connecting with students and families through interviews, surveys, individual conversations, regular review of academic reports and any care or safety plans to allow Cascade Parent Partnership to create a plan to support the individual student's success. This work is trending towards an increase in regular attendance and student engagement.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Central office support and training with Coordinated School Health, eg. Attendance/ Truancy, Discipline and Nursing services.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- MTSS Team Meets Regularly
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Weekly certificated teacher contact and student participation in online learning

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Program-specific MTSS teams (K8 Parent Partnership and K12 Virtual Option)

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 3.8% to a target goal of 33.8% by 2025-26.

2025-26 Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 7.7% to a target goal of 9.7% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

In our PLCs and quarterly school-wide data reviews, staff will use data analysis protocols and professional learning on how to access student academic achievement data from Atlas. This will enable teachers to be more intentional and successful in planning, instructing, and reflecting on student learning.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

SPS teachers are participating in professional development focused on Universal Design for Learning.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- DIBELS
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- PLCs
- School Principal

Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS assessment data and other common assessments along with written student learning plans to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

SPS teachers are participating in peer observations and debriefing with a staff-created protocol.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- DIBELS
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- PLCs
- School Principal

Highly Capable Services

- Differentiation: Educators use pre-assessment to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Students have access to multi-age classes.

Expanded Learning

Cascade families enrolled in the K8 in-person Parent Partnership work as true partners with our Certificated teachers and counselors. Parents led their own instruction at home, using a variety of

provided resources, which are customizable through our Curriculum Library. The Cascade Family Liaison and Learning Plan Counselors provide guidance to families, making recommendations for useful materials and link families to outside enrichment and/or acceleration programs. Students and their families also participate in civic-minded activities, such as volunteering at Teen Feed.

Cascade families enrolled in the K12 Virtual Option rely extensively on certificated teachers, Academic Intervention Specialists, also known in the school as mentors, and high school counselor to find and create educational opportunities that exist beyond the typical school day. Students are enrolled and participate in cross enrollments to the Skills Center to access their advanced Career and Technical Education (CTE) vocational courses. Students also access all-district Credit Recovery through our four-week Summer Learning program.

Homework Policy

Purpose of Homework:

- Skill Refinement: Homework is assigned to allow students to practice and refine their skills.
- Preparation for Next Class: It prepares students for the upcoming class.
- Application to New Situations: Homework extends assignments to apply them to new situations.
- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development. All students are completing work aligned to the 18-week semester-long courses.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 7th grade Students of Color FFEJ proficient or above in Math on the SBA will increase from a baseline of 4.2% to a target goal of 45.2% by 2025-26.

2025-26 Goal:

The percent of 6th grade Students of Color FFEJ projected proficient or above in Math based on MAP will increase from a baseline of 10.5% to a target goal of 12.5% by Spring 2026.

Action Plan

Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

SPS teachers are participating in cross-program, content area teams to plan and review standards-aligned student outcomes.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Program-specific MTSS teams (K8 Parent Partnership and K12 Virtual Option)

Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS assessment data and other common assessments along with written student learning plans to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

SPS teachers are participating in cross-program, content area teams to plan and review standards-aligned student outcomes.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP

- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Program-specific MTSS teams (K8 Parent Partnership and K12 Virtual Option)

Highly Capable Services

- Differentiation: Educators use pre-assessment to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Students have access to multi-age classes.

Expanded Learning

Cascade families enrolled in the K8 in-person Parent Partnership work as true partners with our Certificated teachers and counselors. Parents led their own instruction at home, using a variety of provided resources, which are customizable through our Curriculum Library. The Cascade Family Liaison and Learning Plan Counselors provide guidance to families, making recommendations for useful materials and link families to outside enrichment and/or acceleration programs. Students and their families also participate in civic-minded activities, such as volunteering at Teen Feed.

Cascade families enrolled in the K12 Virtual Option rely extensively on certificated teachers, Academic Intervention Specialists, also known in the school as mentors, and high school counselor to find and create educational opportunities that exist beyond the typical school day. Students are enrolled and participate in cross enrollments to the Skills Center to access their advanced Career and Technical Education (CTE) vocational courses. Students also access all-district Credit Recovery through our four-week Summer Learning program.

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- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development. All students are completing work aligned to the 18-week semester-long courses.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2025-26 Goal:

The percentage of 10th grade Students of Color FFEJ on track will increase from a baseline of 11.1% to a target goal of 13.1% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Foundational Literacy Progress Monitoring:

As school staff transition from monitoring the progress of the former Graduation and Advance Course Completion Goal to the new Graduation and High School and Beyond Plan Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

In our PLCs and quarterly school-wide data reviews, staff will use data analysis protocols and professional learning on how to access students earned credits and course completion data from Atlas. This will enable teachers to be more intentional and successful in planning, responding, and reflecting on student learning. Staff are also reviewing individual student graduation plans, created by the high school counselor, which include all completed, credit-bearing courses and course recommendations to keep students on track towards on-time graduation.

Action Plan

Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Implementation Activity:

SPS teachers and counselors participate in quarterly data review of graduation pathway completion and coursework.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

- Smarter Balanced Assessment (SBA)
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- PLCs
- Counselors
- Principal

Highly Capable Services

- Advanced Course Work: All students have access to advanced courses. Options include AP, IB, and dual enrollment at local colleges.
- SPS teachers provide opportunities for acceleration in small group and 1:1.

Expanded Learning

Cascade families enrolled in the K12 Virtual Option rely extensively on certificated teachers, Academic Intervention Specialists, also known in the school as mentors, and high school counselor to find and create educational opportunities that exist beyond the typical school day. Students are enrolled and participate in cross enrollments to the Skills Center to access their advanced Career and Technical Education (CTE) vocational courses. Students also access all-district Credit Recovery through our four-week Summer Learning program.

Homework Policy

Purpose of Homework:

- Skill Refinement: Homework is assigned to allow students to practice and refine their skills.
- Preparation for Next Class: It prepares students for the upcoming class.
- Application to New Situations: Homework extends assignments to apply them to new situations.
- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to

student development. All students are completing work aligned to the 18-week semester-long courses.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

The percentage of all families participating in school-created and district-created climate surveys will increase from a baseline of 13.0% to a target goal of 75.0% by 2025-26.

2025-26 Goal:

The percentage of Families of Color participating in school-created and district-created climate surveys will increase from a baseline of 20.0% to a target goal of 45.0% by May 2026.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity

SPS teachers track bisynchronous weekly communications, meeting Alternative Learning Environment's weekly certificated contact requirements.

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

- Student Attendance
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- BLT
 - Principal
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2025-26 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates specific funds to support and improve student learning.

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling or social work supports to all students.

Fund Program: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: \$156,564

Activities Implemented to Meet Intent and Purpose: Funding to support MTSS supports and resources, including high-quality intervention curriculum, software, and other textual materials.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$164,293

Activities Implemented to Meet Intent and Purpose:

- 0.8 FTE MLL teacher
- Interpreting services
- Extra time to support translations at family events
- Resources to support the academic success of MLL students

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose:

- 0.2 FTE Interventionist combined with a part-time teacher position to offer 6–8-week intervention sessions with identified LAP students
- Up to four hourly tutors to support students in reading, math, and writing across K-12, in both In-Person and remote environments