

*Learning  
Assistance  
Program  
End-of-Year  
Reporting:*

# Learning Assistance Program End-of-Year Reporting

## Application User Guide

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# INTRODUCTION

This User Guide is intended for use when completing the 2022-23 Learning Assistance Program (LAP) End-of-Year application.

In accordance with [RCW 28A.165.100](#) districts are required to report to OSPI the amount of academic growth gained by students participating in the Learning Assistance Program, as well as their entrance and exit assessment information. Districts are also required to report the practices, activities, and programs that were used to support LAP students to demonstrate which are the most effective. This application will be used to collect all required LAP data.

For additional information about the Learning Assistance Program, please refer to the LAP home page:  
<http://www.k12.wa.us/LAP/default.aspx>.

## SUMMARY

The end of year application is used as a means for district/schools to review and approve data submitted to the state which will be used to meet state reporting requirements.

Data pre-populated into the end of year application is sourced from data submitted to [OSPI's Comprehensive Education Data and Research System \(CEDARS\)](#) with specific business rules applied to meet the reporting needs of the program. Student program outcome data is entered into, or uploaded, directly into the application to complete the annual reporting requirements. Program funds and assurances are accepted in the application for the upcoming school year. **[Note:** Previously, funds and assurances were accepted in the FP 218 in iGrants. Districts now only need to complete the LAP End-of-Year application.]

The User Guide provides an overview of the data populated in the application from CEDARS, the additional student outcome data input/uploaded by the district, as well as the source of the data and steps for reviewing, updating and verifying the final data in the application.

## Data Dictionary

**CEDARS** – Comprehensive Education Data and Research System

**EDS** – Educational Data System

**EOY** – End of Year

**LAP** – Learning Assistance Program

**LEA** – Local Education Agency, often referred to as a school district. An LEA may be a school district, tribal compact, charter or local Educational Service District operating as a school district.

## Updates and Notices of Changes from previous school year

- [Services>Community Partnership \(Previously RTL\)](#)
- [Fund Allocation>Acceptance of Funds and Assurances \(Previously FP 218\)](#)
- [Fund Distribution>LAP Expenditures>Community Partnership line item](#)

# Accessing the application

Log on to [EDS \(Education Data System\)](#)

Select **'View My Applications'** from the options in the green box.

This section allows you to manage your account information.

The application is "Learning Assistance Program"

## My Applications

### My Application List

You have access to the applications listed below. application you want to access.

If you need access to more applications, please c [District Security Manager](#).

[Learning Assistance Program](#)

### Don't Have an EDS Account?

Users new to EDS will select 'Create an Account' from the EDS log in screen.

Each EDS user should have just one EDS account – the username and email address should be updated when the EDS account holder moves from one organization to another.

### Don't see the application?

If the application is not appearing on your application list, you will need to contact your *District Data Security Manager*.

*District Data Security Managers* manage account access for all individuals within their district. The addition of a role to a user's account can only be performed by and authorized District Data Security Manager, not by OSPI.

When you contact your District Data Security Manager, ask for the **LAP User Role**

## Business Rules for Population of Application

Students participating in a Learning Assistance Program during the reporting school year are populated to the Learning Assistance Program application using data submitted to CEDARS during the reporting school year. Districts are required to provide additional program and funding information directly into the application following the guidance provided within each Tab.

### Pre-populated data sourced from CEDARS

All students participating in a Learning Assistance program must be submitted by their district to CEDARS.

Students with multiple enrollment segments in the Learning Assistance program or who received Learning Assistance program supplemental services in more than one area during the reporting school year will be populated to the EOY application with a separate record for each service provided. In order for multiple enrollment, or program services, to populate correctly unique enrollment and program service records must be submitted to [CEDARS](#) that reflect each occurrence.

If the data populated from CEDARS is incomplete or inaccurate, that data must be added or corrected in the district's SIS system and resubmitted to CEDARS. Once the data is successfully resubmitted and loaded to CEDARS, it will be refreshed/reloaded in the application after the CEDARS load is completed.

Students receiving Learning Assistance program services should be submitted to CEDARS according to the following guidance.

Students must be enrolled and submitted to [CEDARS](#) in the reporting school year with all required data submitted to -

- a. District Student File (B)
- b. School Student File (C)
- c. Ethnicity File (L)
- d. Race File (M)
- e. Attributes and Programs File (I)
  - i. Element I06 - Attribute or Program Code submitted with a valid value that identifies the Learning Assistance program service provided to the student
    1. 37 – LAP English Language Arts
    2. 6 – LAP Math
    3. 7 – LAP Academic Readiness
    4. 38 – LAP Behavior
    5. 11 - Extended Learning Opportunities (Graduation Assistance)

- 6. 73 – Community Partnerships
  - ii. Element I07 - Start Date, identifying when students' program participation began
  - iii. Element I08 - Exit Date, identifying when the student exited the program, if exit occurred during the reporting school year
  - iv. Element I09 – Exit Reason code
    - 1. The exit reason code identifying why the student exited the program is required.
- b. Student Growth File (Q)
  - i. Element Q06 – Program Code submitted with a valid value that identifies the Learning Assistance program service provided to the student for which assessment and growth data is normally collected
    - 1. 37 – LAP English Language Arts
    - 2. 6 – LAP Math
    - 3. 7 – LAP Academic Readiness
    - 4. 38 – LAP Behavior
  - ii. Element Q07 – Start Date, identifying when students program participation began
  - iii. Element Q08 – Identification Assessment
  - iv. Element Q09 – Amount of Academic Growth
  - v. Element Q10 – Progress Monitoring Assessment
  - vi. Element Q11 – Beginning Score
  - vii. Element Q12 – Date of Beginning Score
  - viii. Element Q13 – End Score
  - ix. Element Q14 – Date of End Score
  - x. Element Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day
  - xi. Element Q16 – Intervention During Regular School Day
  - xii. Element Q17 – At Grade Level

## Home Tab

The home tab provides a brief overview of the LAP program and the annual reporting requirements for all districts receiving LAP funds. In addition, information regarding CEDARS Administrators and the current reporting status of each school populated in the application is provided.

### CEDARS Administrators

The CEDARS Administrator role is assigned by the district. Please contact your District Data Security Manager if this information needs updating.

Full Name	Email Address	Phone Number

### Completion Status

This table allows district staff to monitor the progress of each individual school. School level users will be able to see only the progress of their school.

The tabs listed in the school level portion of the table can be accessed and completed by users assigned either a district or school level user to role. The top row in the table can only be accessed and completed by the district level user.

There are three statuses: Not Started (indicating that the tab has not been accessed by the applicable school), In Progress (indicating that the tab has been accessed by the applicable school) and Complete (indicating that the tab has been marked complete by the applicable school). When all tabs for a school are complete, the row will be highlighted in gold. When the district is complete, everything will read "Complete" and the entire table will be highlighted in gold.

### Completion Status

School District: **In Progress**

Summer School	Community Partnerships	Fund Allocation Assurances	LAP Expenditures	Title I, Part A	Last Updated By
Not Started	In Progress	<b>Not Started</b>	Not Started	Not Started	

School	Student List	Academic Growth	Graduation Assistance	Professional Learning	Family Engagement	Last Updated By
	In Progress	Not Started	Not Started	Not Started	Not Started	



## Students Tab

### Student List

The student list tab allows the user to select the school and program to review. Additional filters are available allowing the user to select more specific groups of students to review.

Additional filter options are available as displayed in the snapshot below.

Students submitted to CEDARS as served with any of the following LAP services – Academic Readiness (7), Behavior (38), English Language - Reading, Writing and Communication (37) or Math (6), during the reporting school year, will populate to the Student List tab. Data on the Student List tab cannot be entered by hand. All data is pre-populated from CEDARS. The LAP application is updated nightly with CEDARS data, unless the page is marked as Complete.

Students enrolled in LAP Graduation Assistance (11) or LAP Community Partnership (73) are not populated to this tab.

SSID	District Student Id	Last Name	First Name	Middle Name	Grade Level	Program Start Date	Program End Date	Exit Reason	Number of Days Enrolled
					5th	9/8/2020			189
					4th	9/8/2020			189

Students will only appear on the student list if they are enrolled in LAP for a minimum of 14 consecutive days, including weekends and holidays but excluding the Start Date (CEDARS element 107) and Exit Date (CEDARS element 108). For example, a student who has a LAP Start Date of

September 1 and an Exit Date of September 14, has only been enrolled 12 days when you exclude the Start and Exit Date. September 1-September 16 is 14 days in program.

*Student Identification Assessment, Amount of Growth, Scale Score(s), Extended Learning, Tutoring and At Grade Level reporting requirements.*

Assessment Used for Identification of LAP Eligibility	Amount of Growth	Assessment Used for Progress Monitoring	Beginning Score (Scale)	Date of Beginning Score	End Score (Scale)	Date of End Score	Extended Learning Time	Tutoring	At Grade Level
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For each student populated in the Students List tab, the following CEDARS File Q data is **required**

–

- Identification Assessment (CEDARS Element Q08)
- Amount of Growth (CEDARS Element Q09)
  - Students assessed with a pre- and post-test during the reporting school year must have the Amount of Growth submitted for each enrollment/service segment
    - Refer to the [LAP Data Reporting](#) page for guidance and resources on calculating student growth
  - Students who were unable to be assessed with a pre-test and/or a post-test during the reporting school year must be submitted with a valid value indicating this
- Extended Learning Time Intervention Outside of Regular School Year/Day (CEDARS Element Q15)
  - Must have a valid value other than “NE – No Extended Learning Time Offered” *if* Element Q16 – Intervention During Regular School Day valid value is “NTP – No Tutoring Programs Offered”
- Intervention During Regular School Day (CEDARS Element Q16)
  - Must have a valid value other than “NTP – No Tutoring Programs Offered” *if* Element Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day valid value is “NE – No Extended Learning Time Offered”

For each student populated in the Students List tab, the following data is **conditional**, dependent upon the valid value submitted in Amount of Growth (CEDARS Element Q09).

- Progress Monitoring Assessment (CEDARS Element Q10). This element identifies the assessment provided to students or the assessment that *would* have been used if the district had the opportunity to assess the student
  - If Amount of Growth (CEDARS Element **Q09**) **is** Null/Blank Progress Monitoring Assessment (CEDARS Element **Q10**) is not required
  - If Amount of Growth (CEDARS Element **Q09**) **is not** Null Progress Monitoring Assessment (CEDARS Element **Q10**) **is** required
- Beginning Score (CEDARS Element Q11)
  - Required if student was assessed with a pre-test
  - If Amount of Growth (CEDARS Element Q09) is Null or has a valid value of 22 through 27, that indicates ‘no pre-test’ this field will be Null or blank

- If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q11
- Date of Beginning Score (CEDARS Element Q12)
  - Required if student was assessed with a pre-test
  - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates 'no pre-test', this field will be Null or blank
  - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q12
- End Score (CEDARS Element Q13)
  - Required if student was assessed with a post-test
  - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates 'no post-test' this field will be Null or blank
  - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q13
- Date of End Score, blank/Null (CEDARS Element Q14)
  - Required if student was assessed with a post-test
  - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates 'no post-test' this field will be Null or blank
  - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q14
- At Grade Level (CEDARS Element Q17)
  - required if student was assessed with both pre- and post-test
  - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates 'no pre- or post-test' this field will be Null or blank
  - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q17

The records on the Student List tab are color coded:

**Green:** A record highlighted green is incomplete and active. Data is either still required or invalid.

**Gold:** A record highlighted gold is complete.

Verify that all students served in each of the selected schools and program services, during the reporting school year, are populated in the student list and that all of the data represented for each student is accurate and complete.

If data populated in the student list is incomplete, or inaccurate, you will need to work with your CEDARS District Administrator (identified on the Home tab) to ensure the data is captured correctly in your local Student Information System (SIS) and is submitting correctly to CEDARS. If the student list tab for a school has not been marked as complete, all corrections or updates submitted to CEDARS will be updated in the student list tab.

Once all records in a school are Gold (complete), click on Save and then Mark Complete. Each school populated to the student tab must be completed for this tab to be marked as complete on the Home tab.

### **Academic Growth and Progress Monitoring Tab**

The screenshot shows a web application interface with a green header and navigation tabs. The tabs include Home, Students, Services, Fund Distribution, Reports, and Help. Below the navigation is a secondary set of tabs: Student List, Academic Growth and Progress Monitoring (which is highlighted), and Graduation Assistance. A Logout link is visible on the right. The main content area displays 'Learning Assistance Program' and 'School District' separated by a dotted line, followed by the title 'Academic Growth and Progress Monitoring' in orange text.

Each of the sections within the Academic Progress and Monitoring tab, displayed below, must be completed. If the last item/question on the page is marked 'Yes' an additional required question will appear.

Information in this tab must be completed for **each school** reporting students served in the LAP program during the reporting school year.

Home **Students** Services Fund Distribution Reports Help

Student List **Academic Growth and Progress Monitoring** Graduation Assistance Logout

## Learning Assistance Program School District

### Academic Growth and Progress Monitoring

School Year:

School:  School  ← Pick your school

---

← Click on "Search"

To complete your work, you must complete the following questions, either by text entry or by uploading a file.  
 To upload a file, select Upload Documentation.

Text Entry  Upload Documentation Users can upload a document or type data directly into the text boxes

Describe how student data is used to identify students for LAP services. Provide an example of how the data team determines which services are appropriate.

Describe the school's process for monitoring LAP-served student progress. (If the school offers students multiple LAP interventions, choose one to describe as an example.)

Describe the exit criteria used to determine that students no longer need LAP services.

Describe the method used to convert assessment scores to months of growth.

Describe the process for reviewing implementation effectiveness of best practices.

As a result of the programmatic review, describe the modifications, adjustments and improvements that will be implemented to increase student outcomes during the next school year.

Do you have a building-wide systematic behavior program in place regardless of funding source?

Yes  
 No

Is your building-wide systematic behavior program partially or fully funded through LAP?

Fully  
 Partially  
 Not funded through LAP

**\* Every question must be answered to [Mark Complete](#).  
 \* If you answer "Yes" to question (7), an additional, required question will appear.**

Once the data is complete click on Save and then Mark Complete.

## Graduation Assistance Tab

The total count displayed at the top of the Graduation Assistance tab is a count of students submitted to CEDARS, in the selected school, with an Attribute & Program Code in File (I) with a valid value of 11 – LAP Extended Learning Opportunities Program (Graduation Assistance) during the reporting school year.

Home	<b>Students</b>	Services	Fund Allocation	Fund Distribution	Reports
Student List	Academic Growth and Progress Monitoring	<b>Graduation Assistance</b>			

**Learning Assistance Program** 1

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**Graduation Assistance**

School Year:

School:

The count you provide in the fields below must add up to at least the number of students enrolled in graduation assistance:

Credit retrieval (online)	<input type="text"/>
Credit retrieval (person)	<input type="text" value="34"/>
Content instruction to pass state assessment	<input type="text"/>
Graduation Specialist	<input type="text" value="45"/>
Enrollment in an alternative school or skill center (partial day)	<input type="text"/>
Enrollment in an alternative school or skill center (Full day)	<input type="text" value="33"/>
Content instruction to pass required course	<input type="text" value="40"/>
EL support	<input type="text"/>
Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	<input type="text"/>
Transition services from 8th to 9th grade	<input type="text"/>

**Total Currently Entered**

**Total Remaining**

Enter the total N of students provided Graduation Assistance in each of the provided categories during the reporting school year.

A student may be reported as served in multiple categories depending on the purpose and format of their instruction. For example, a student may be enrolled in an alternative school during their 5th year receiving content instruction to pass a required course as well as an assessment. This student would be reported in multiple categories.

Information in this tab must be completed for each school reporting students served in the LAP program during the reporting school year.

Once the data is complete click on Save and then Mark Complete.

## Services Tab

### Professional Learning

Information in this tab is required if the selected school used LAP dollars to fund Professional Learning activities. If the school did not use LAP dollars for Professional Learning activities, indicate this on the page and click on Mark Complete.

[Home](#)
[Students](#)
[Services](#)
[Fund Allocation](#)
[Fund Distribution](#)
[Reports](#)

[Professional Learning](#)
[Family Engagement](#)
[Summer School](#)
[Community Partnerships](#)
[Logout](#)

#### Learning Assistance Program

School District

#### Professional Learning

School Year:

School:

Professional learning funds may be used for education professionals working directly with LAP students on topics relevant to learners not yet meeting grade level standards. Educational professionals include administrators, teachers, and other professional staff, such as para-educators and school counselors.

- We had one or more education professionals participate in professional learning this year **funded by LAP**.
- We had no education professionals participate in professional learning this year **funded by LAP**.

How many education professionals participated in professional learning **funded by LAP**?

Note: The table below shows an array of professional learning opportunities. Though not all options may be specific to ELA, math, or behavior, for LAP funds to be used, education professionals may have participated in a professional learning opportunity to improve instructional delivery for ELA, math, and/or behavior. In these cases please report the aligned content area.

Please select all professional learning formats that apply:

Description	English Language Arts	Math	Behavior	Offering Description
Coaching/Consulting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conference Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Targeted Professional Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

If the school used LAP dollars to fund Professional Learning activities, indicate the number of education professionals that received LAP-funded professional learning and the formats of professional learning activities offered in the school. Both the number of professionals and the professional learning formats utilized must be completed. If targeted professional learning is selected in any content area, a description of the of the professional learning is required.

Information in this tab must be completed for each school reporting students served in the LAP program during the reporting school year.

Once all information is complete, click on Save and then Mark Complete.



## Family Engagement

Information in this tab is required if the selected school used LAP dollars to fund Family Engagement activities. If the school did not use LAP dollars for Family Engagement activities, indicate this on the page and click on Mark Complete.

Home	Students	Services	Fund Allocation	Fund Distribution	Reports	
Professional Learning	Family Engagement	Summer School	Community Partnerships			Logo

**Learning Assistance Program** School Distri

### Family Engagement

School Year:

School:  Elem

- We had family engagement this year **funded by LAP.**
- We had no family engagement this year **funded by LAP.**

Check all that apply:

- Content Nights – Behavior
- Content Nights – English Language Arts
- Content Nights – Mathematics
- Parent Training Events (e.g., Parent University)
- Family Engagement Coordinator
- Home Visits
- Other

If LAP dollars were used to fund Family Engagement activities, identify each of the family engagement activities provided in the selected school. If Other activities were offered, describe the activities provided.

Information in this tab must be completed for each school reporting students served in the LAP program during the reporting school year.

Once all information is complete, click on Save and then Mark Complete.



## Summer School

Information in this tab is required if the district used LAP dollars to fund Summer School. If the school did not use LAP dollars for Summer School, indicate this on the page and click on Mark Complete.

If LAP dollars were used to fund Summer School, provide the unduplicated count of students served by grade level and content area.

Home	Students	Services	Fund Allocation	Fund Distribution	Reports	
Professional Learning	Family Engagement	Summer School	Community Partnerships			Logout

### Learning Assistance Program

School District

### Summer School

School Year:

Save

Mark Complete

- We offered a summer school program funded with LAP funds.
- We did not offer a summer school program with LAP funds.

Enter the number of students served in Summer School and the Content Area(s) each student was served in. The numbers entered below in each Content Area should reflect all LAP-served students in summer programs regardless of the number of days of service or the number of subjects a student is served in.

Grade Level	*Unduplicated Count*	*Count of Students Served by Content Area (a student may be included in more than one Content Area)*					
	Students Served	Reading/ELA	Mathematics	Behavior	Readiness	Grade 8 Transition	Graduation Assistance
Full-day Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Half-day Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							
12th							
<b>Total</b>	0	0	0	0	0	0	0

Describe the summer school program and its impact on participating students.

[Save](#) [Mark Complete](#)

Once all information is complete, click on Save and then Mark Complete.

## Community Partnerships

The Community Partnership tab is new beginning with the 2022-23 school year, replacing the Readiness to Learn (RTL) tab. This tab displays data for students submitted to CEDARS with an Attribute & Program Code in File (I) with a valid value of 73 – LAP Community Partnership during the reporting school year. If LAP dollars were used for supplemental services provided by community partners, identify the number of students served and outcomes achieved. When all data is entered, click on save then select Mark Complete.

If the district did not use LAP dollars for supplemental services provided by community partners, please select Mark Complete to finalize the page.

Home	Students	Services	Fund Allocation	Fund Distribution	Reports	
Professional Learning	Family Engagement	Summer School	Community Partnerships			Logout

### Learning Assistance Program

School District

### Community Partnerships

School Year:

Up to fifteen percent of a district's LAP base and high poverty allocation may be used to deliver academic and nonacademic supports to LAP-served students through community partnerships.

The count you provide in the fields below must add up to at least the number of students enrolled in Community Partnerships:

#### Students Served

Identify the number of students served for:

Academic Services:

Nonacademic Services:

#### Outcomes

Identify outcomes (check all that apply):

- Increase attendance
- Reduce discipline referrals
- Improved academic performance
- Improve family engagement
- Other

## Fund Allocation Tab

Beginning with the 2022-23 reporting school year, districts are required to complete and submit the Acceptance of Funds and Assurances tab. This tab will be used to provide School Apportionment and Financial Services (SAFS) with the final list of schools accepting the LAP base and high poverty school allocations. The final list will be used by SAFS to calculate the upcoming school year's apportionment starting in January.

### Acceptance of Funds and Assurance

This tab is only accessible to those with a district level role assigned.



### Acceptance of Funds and Assurances

School Year:

#### Acceptance of Base Allocation for the Upcoming School Year 2023-2024

- We accept the LAP base allocation for the upcoming school year.
- We do not accept the LAP base allocation for the upcoming school year.

**Important:** If the district accepts high poverty school allocation funds, select yes and add **each school** that will receive the high poverty school allocation. Select **yes** in "Receiving High Poverty School-Based Allocation" to indicate each school's acceptance. The OSPI LAP office will not automatically add eligible schools on behalf of districts.

LAP base and high poverty allocation estimates are available in the LAP Budget Calculator on the [Budget Preparations page](#) under 2023-24 Budget Analysis Worksheets. This calculator is occasionally updated, so please use the most updated version on the linked page.

**Acceptance of High Poverty Allocation for the Upcoming School Year 2023-2024**

Our LEA accepts the 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.

**NOTE:** Any high poverty schools funding not accepted will stay with the state.

Yes

**Directions:** Indicate acceptance of high poverty school allocation for each school.

**A school eligible for high poverty dollars will only receive the high poverty allocation once the 'School receiving high poverty school-based allocation' column is marked 'Yes'.** 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 the upcoming school year's apportionment starting in January.

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 'If Merged or New, Please Explain'.

School Name	School Code	Grade Span	Receiving High Poverty School-Based Allocation	Merged or New School	If Merged or New, Please Explain
		6-8	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		6-8	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		PK-5	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Following the acceptance of funds, please respond to the following questions and review all LAP assurances carefully.

**Community Partnerships**

In accordance with [RCW 28A.165.037\(3\)](#):

- My LEA intends to use up to fifteen percent of LAP base and high poverty funds for community partnership activities allowed under Sec. 2 (3) [HB 1208](#) (2021)..
- My LEA does not intend to use up to fifteen percent of LAP base and high poverty funds for community partnership activities.

**Early Literacy Screening and Interventions**

In accordance with [WAC 392-162-120](#)

- My LEA intends to use the LAP base allocation to fund a literacy screening tool and professional learning identified by OSPI to meet requirements under [RCW 28A.320.260](#).
- My LEA does not intend to use the LAP base allocation to fund a literacy screening tool and related professional learning identified by OSPI to meet requirements under [RCW 28A.320.260](#).

Lastly, check the assurances box and complete the authorized representative information to indicate that the district has reviewed and will comply with all LAP laws and rules.

Check this box to indicate that district officials have read and assure their Learning Assistance Program will comply with the above laws and rules.

Authorized Representative Name:	<input type="text"/>
Authorized Representative Title:	<input type="text"/>
Date:	<input type="text"/> <input type="button" value="Calendar"/>

Once all information is complete, click on Save and then Mark Complete.

## Fund Distribution Tab

### Title I Part A Expenditures

This tab is no longer applicable due to legislative changes and in subsequent years, it will be removed. Follow the directions on the Title I, Part A tab for directions as to what must be reported for the current reporting school year.

This tab is only accessible to those with a district level role assigned.



### Learning Assistance Program

#### Title I, Part A Addendum School-wide Program K-4 Literacy Focus

School Year:

**Please select "No" on the Title I, Part A tab, then click on Save and Mark Complete. This tab is no longer applicable.**

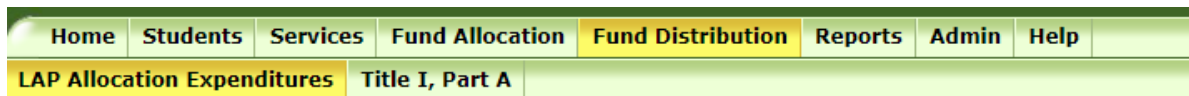
My district used Title I, Part A funds in one or more school buildings to meet the Learning Assistance Program requirements of the K-4 literacy focus and my district is reporting these students as served in LAP in this report:

- Yes
- No

Once you have clicked on No, click on Save and then Mark Complete.

### LAP Allocation Expenditures

In the LAP Expenditures tab, enter the expenditure costs by dollar amount for each practice/activity funded by the LAP base and high poverty allocations for the current reporting school year grant period, including summer school expenditures, are reported.



### Learning Assistance Program

School I

#### LAP Expenditures

School Year:

Follow the instructions and guidance in the tab for completion of this information. In addition, the [LAP Data Reporting website](#), has additional information and guidance.

In the section below provide the LAP base and High Poverty expenditures.

Please include staff salaries in the expenditure rows as appropriate. For example, if para-educators provided tutoring services through a pull-out model during the school day, please include the para-educator salaries in the tutoring row for the time they delivered these LAP services. Please refer to the LAP Data Gathering Workbook on the [LAP Data Reporting website](#) to account for all expenditures in the LAP programs offered. The running total of expenditures should closely align with your total LAP allocations for the 2021-2022 grant period.

**PLEASE INCLUDE ALL EXPENDITURE TYPES (I.E. STAFF SALARIES, MATERIALS, TECHNOLOGY, ETC.) FOR EACH APPLICABLE ACTIVITY LISTED BELOW.**

**Note:** If a cell is grayed out, it means that the service was not indicated as being provided. Please make sure your student-level data is complete.

	<b>Base</b>	<b>High Poverty</b>
District's total LAP allocation for the 2022-2023 school year	\$2,469,273.91	\$0.00
District's carryover funds from the 2021-2022 school year	\$0.00	\$0.00
<b>District's total amount of LAP funds available for the 2022-2023 school year</b>	\$2,469,273.91	\$0.00
Extended learning time opportunities-interventions outside of the regular school day	\$0.00	\$0.00
Graduation assistance	\$0.00	\$0.00
Professional learning for instructional staff	\$0.00	\$0.00
Consultant teachers to assist in implementing effective instruction practices by teachers serving participating students	\$0.00	\$0.00
Tutoring-interventions during the school day	\$0.00	\$0.00
Family engagement activities	\$0.00	\$0.00
Community Partnerships	\$0.00	\$0.00
Projected summer school expenditures	\$0.00	\$0.00
Dyslexia screening, intervention requirements, and school staff training	\$0.00	\$0.00
Other (administrative costs, etc.)	\$0.00	\$0.00
Indirect expenditures	\$0.00	\$0.00
<b>Running Total</b>	\$0.00	\$0.00
<b>Percentage of Allocation Expended</b>	0.0 %	0.0 %

In the next section, provide the number of persons funded and FTEs by classification for both LAP Base and High Poverty funds.

## Base

## High Poverty

In Column (1), enter the number of persons in the school district FUNDED BY LAP during the 2021-2022 regular school year. Indicate the total full-time equivalents (FTEs) by classification in Column (2).

	# of persons funded by LAP Allocation	FTE's by classification	# of persons funded by LAP Allocation	FTE's by classification
Administrators (Program Management)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teachers (Certificated)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coaches/TOSAs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher Aides/Paraprofessionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Administrative Support Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The final section in this tab is the LAP High Poverty Schools Allocation Assurance. This section may not be completed until all other tabs, or sections, in your LAP end-of-year reporting is complete.

### LAP High Poverty Schools Allocation Assurance


The district assures that it will follow the existing and amended laws and rules under [Chapter 28A.165 RCW](#) and [Chapter 392-162 WAC](#).

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 were adopted on January 2, 2018 and are in place for the 2017-2018 school year.

RCW [28A.150.260\(10\)\(a\)\(ii\)](#) - Amended by section 402 of [Engrossed HB 2242](#)

School districts must distribute the LAP High Poverty School Allocation to the schools that generated the funding.

<input type="checkbox"/> Check this box to indicate that district officials have read and agree with these assurances.	
Authorized Representative Name	<input type="text"/>
Authorized Representative Title	<input type="text"/>
Date	<input type="text"/> 

Save

Mark Complete

Once all information is complete, click on Save and then Mark Complete.

When you have finalized this Assurance section, all sections in the Completion Status table on the Home tab should be marked as Complete.

## Reports Tab



Below is a list of the reports available within the Reports tab and a quick summary of what each report provides. Each of the reports can be downloaded in excel, .txt or .pdf format.



**Fund Distribution**

- Summary of data submitted on the LAP Expenditures tab for the LAP base expenditures only. Only available to district-level users.

**Student Academic Growth**

- Enhanced display of student level data from the Student List tab. Filter by school or program. School-level users can only access data for their assigned school. Data can be downloaded.

**Graduation Assistance Student List**

- Enhanced display of the students submitted to CEDARS as served in LAP Graduation Assistance. Filter by school. School-level users can only access data for their assigned school.

**Readiness to Learn Student List**

- Enhanced display of the students submitted to CEDARS as served in Readiness to Learn Only available to district-level users.

**Academic Growth and Progress Monitoring**

- Summary of school data submitted on the Academic Growth and Progress Monitoring tab. Filter by school. School-level users can only access data for their assigned school.

**Graduation Assistance Supports**

- Summary of school data submitted on the Graduation Assistance tab. Filter by school. School-level users can only access data for their assigned school.

**Professional Learning and Family Engagement**

- Summary of school data submitted on the Professional Learning and Family Engagement tabs. Filter by school. School-level users can only access data for their assigned school.

Note: The Readiness to Learn Student List is still listed, but it will not populate with data.