

# AMPLE SCHOOL FUNDING PROJECT FOR WASHINGTON STATE

## LEARNING ASSISTANCE PROGRAM FUNDING ISSUES

### SUMMARY

- The Learning Assistance Program (LAP) is a state-funded program designed to provide additional assistance to students not meeting standards on statewide assessments.
- LAP was created by the 1979 Legislature but was not initially designated as a basic education program. The legislature did not fund LAP separately and in 1981 the legislature began funding LAP as part of a block grant program that commingled funding of various programs.
- The legitimacy of the block grant method of funding LAP was part of a 1983 school funding lawsuit. In 1983 Judge Doran held that LAP was a basic education program requiring full funding by the state since the program was necessary if students eligible for the program were to attain the goal or reach any reasonable level of achievement in the regular education program established in the 1977 Basic Education Act.
- Following the lawsuit, the legislature began funding LAP as a stand-alone program in 1984-85. The initial funding rate per eligible student was dependent on the outcome of the political budgetary process rather than a study of amounts needed.
- Although the legislature has increased the span of grades covered by the program from grades 2-6 to grades K-11, the funding rate has not been changed since 1984-85 other than to reflect state granted salary and health benefit increases.
- State education reform requirements enacted in 1993 changed the goal of basic education from one of universal access to education to one of universal success for all students. Success by students is demonstrated through reaching proficiency on the Washington Assessment of Student Learning (WASL).
- In 2003-04 more than half of Washington's students did not attain proficiency on the WASL, and in particular, 61 percent of 10th graders did not meet the WASL standards, a prerequisite for high school graduation in 2008.
- The 2004 Legislature linked LAP and education reform. LAP is the principal state program providing state assistance for students not reaching proficiency on the WASLs.
- Previous state studies of the LAP program have concentrated on the operations of the program but not the adequacy of the state funding to attain the state's educational objectives.
- That such numbers of students do not attain proficiency on the WASLs raises questions about the adequacy of funding for the core, regular education of students and the adjunct programs providing additional assistance to students.
- The 2005 Legislature provided funding for a comprehensive K-12 funding study to take place in 2005 and 2006. This study may determine the appropriate level of funding for LAP in order to reach the state's educational objectives for its students as established under education reform.

**AMPLE SCHOOL FUNDING PROJECT FOR  
WASHINGTON STATE**

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**LEARNING ASSISTANCE PROGRAM  
FUNDING ISSUES**

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# Executive Summary

## Rationale for the Ample School Funding Project

The Washington Association of School Administrators (WASA) initiated the Ample School Funding Project in November 2003. The project emerged from the growing perception that the State of Washington has not met its constitutional responsibility to make ample provision for education as required by the Washington State Constitution. This has led to increased frustration by the K-12 community in meeting new state and federal educational expectations with insufficient resources to accomplish the tasks delegated to them.

WASA established this project to study our state's K-12 finance system on a program-by-program basis. This research paper is the fourth of a series of papers concerning state funding of the learning assistance program and the extent to which it meets the requirements of the state Constitution to make ample provision for the education of resident children through a general and uniform system.

## Background

The Learning Assistance Program (LAP) is a state-funded program to provide remediation assistance to students in grades K-11 not meeting standards on statewide assessments. The main program for the core regular education of students is the apportionment program receiving \$4.19 billion or 80.5 percent of the \$5.20 billion in state funds allocated to the public schools in 2003-04. In contrast, state LAP allocations were \$64.3 million or 1.2 percent of total state funds.

LAP is one of the five designated state basic education programs. The other four programs are apportionment, special education, transportation and bilingual. Basic education programs have protections stemming from court interpretations of Article IX, Section 1 of the Washington State Constitution, which states that:

*“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders ....”*

In 1983, in a school-funding lawsuit concerning Article IX, Judge Doran found that the Learning Assistance Program was a basic education program requiring “ample” funding by the state. Judge Doran also held that “these programs [*Learning Assistance and Bilingual*] are necessary if the eligible students are to attain the goal or reach any reasonable level of achievement in the regular programs, as established in the Basic Education Act.”<sup>1</sup>

State education reform requirements enacted in 1993 changed the original 1977 goal of the Basic Education Act, from that of providing universal access to education for all students (equal educational opportunity), to one of universal success for all students. The basic requirement determining student success is attainment of state defined essential learning academic

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<sup>1</sup> Seattle School District, et al. v. State, Thurston County No. 81-2-1713-1 (1983) , 156

requirements demonstrated through reaching the proficiency standard on the Washington Assessment of Student Learning (WASL).

WASL results from 1999-00 to 2003-4 indicate that the educational performance of students and schools has improved substantially. However, in 2003-04, more than half the students taking the test did not meet the WASL standards in all three subjects tested, and in particular, 61 percent of 10<sup>th</sup> graders did not meet WASL standards, a prerequisite for high school graduation in 2008.

That the majority of students perform below standard on the WASL raises questions about the adequacy of the state's response to the educational needs of students. In 2002-03, Washington State had the fifth largest number of student per teacher in the country and was at 89 percent of the national average in current expenditures per student.

The state and its 296 school districts have been engaged in an education reform process for more than a decade. The state has funded various education reform programs to assist school districts in implementing education reform and significant improvement has taken place. The state has also increased the span of grades covered by LAP and made changes in the distribution formula. However, funding of LAP and of focused assistance for struggling schools under education reform have depended on the outcome of the political budgetary process and has been limited to dollars available rather than through a study of amounts needed to attain the state's educational objectives.

The estimated state cost to maintain the states current Learning Assistance Program for 2005-07 is \$134.5 million.<sup>2</sup> For 2005-07, the Superintendent of Public Instruction (SPI) submitted an adequacy based LAP budget, requesting a budget increase of \$190 million for students not meeting WASL standards in grades 10-12. The SPI proposal for just grades 10-12 illustrates the magnitude of the potential funding gap between current state LAP funding levels and amounts that may be needed for adequate funding of the program.

For 2005-07, the 2005 Legislature increased LAP funding by almost \$25 million to provide districts with additional resources to serve high school students not meeting standard on the 10<sup>th</sup> grade WASL.

## **Conclusion**

The Learning Assistance Program is the largest state K-12 program intended to help underachieving students. That such large percentages of Washington students do not meet WASL standards raises questions concerning the adequacy of LAP funding to provide the extra time needed by students to achieve at significantly higher levels as contemplated when the 1993 legislature enacted education reform.

Adequacy of state LAP funding should not be viewed in isolation. Three main factors impinging on the adequacy of state LAP funding are:

- The rigor of the state's educational standards

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<sup>2</sup> Office of Financial Management, Olympia, WA: *Recommendation Summaries*, Gov. Gregoire 2005-07 Budget Request, 357

- The adequacy of state funding of other basic and non-basic education programs to meet the standards, and
- The need for remediation services for students not able to meet the state's educational standards

Since enactment of Education Reform in 1993, various requests have been made for a comprehensive K-12 funding study to determine the amount of dollars needed to meet the state's educational objectives. Previous K-12 studies performed at the request of the legislature have not considered adequacy of funding. However, the 2005 Legislature has funded a comprehensive K-12 funding study scheduled to begin in 2005 with a final report due in November of 2006.

The proposed study will culminate near the time that the class of 2008 must have passed the WASL in order to graduate from high school. In the meantime, the 2005 Legislature provided \$24.6 million in increased LAP funding to provide additional resources to districts for serving high school students not meeting 10<sup>th</sup> grade WASL standards.

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Appendix 1 -- 2003-04 Learning Assistance Program Revenues and Expenditures

## **Introduction**

### **Purpose of Paper**

Since 1993, the legislature has requested three Learning Assistance Program (LAP) studies that were completed in 1995, 1999 and 2002. These studies concerned various educational aspects of LAP and Title I and covered underlying program and structural funding issues. These studies did not address adequacy of state LAP funding. This paper concerns LAP funding issues and covers:

1. LAP program and funding history, including legal foundations
2. How the program is funded in 2004-05 and how it will be funded in 2005-06
3. How LAP dovetails with the state's educational objectives under education reform
4. How district LAP expenditures compare with state allocations
5. Summarizes aspects of the LAP studies of 1995, 1999 and 2002, and
6. Reviews LAP budget requests and state appropriations for 2005-07

### **Background**

The main program providing state funds for the core, regular education of students is the apportionment program, accounting for \$4.19 billion or about 80.5 percent of the \$5.2 billion in state funds allocated to school districts in 2003-04. The Learning Assistance Program is one of various adjunct programs serving the special needs of students. State allocations for the Learning Assistance Program were \$64.3 million or about 1.2 percent of total state K-12 funding.

The purpose of the Learning Assistance Program (LAP) is to provide assistance for students that are not meeting state standards on state assessments of basic skills. In 2004-05, the program covered grades K-11 and beginning in 2005-06 it will be extended to the 12<sup>th</sup> grade.

Title I is a federal program similar to LAP program in that its purpose is to provide students most in need of assistance with opportunities to meet state performance standards. Title I funds are targeted to districts with high poverty based on census poverty data. In 2003-04, school districts expended \$153.7 million of Title I funds, of which \$6.6 million was used by the state to offset part of its LAP funding cost. In dollar size, the Title I program was almost 2.4 times bigger than the state LAP program. Unlike Title I, the state has the power to determine LAP funding levels and the use of funds. While some references to the Title I program are made in this paper, because of state constitutional requirements and the state definition of basic education, the focus of this paper is the state LAP program.

### **Legal Foundations of LAP**

LAP is one of the five designated state basic education programs. The other four programs are apportionment, special education, transportation and bilingual. Programs designated as part of

basic education have protections stemming from various K-12 finance lawsuits concerning Article IX, Section 1 of the Washington State Constitution that:

*“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders ....”*

What is now the Learning Assistance Program (LAP) was created in 1979 and originally called the Remediation Assistance Program. In a 1983 school-funding lawsuit decision, Judge Doran held that the legislature, in enacting the 1979 Remediation Assistance Program, had supplemented the Basic Education Act “because without such program the legislature determined that it would not be meeting the basic needs of students as required by Article IX, Section 1 of the State Constitution.”<sup>3</sup> Judge Doran held that basic education programs necessary to meet the current needs of students under the State Constitution must be fully funded by the State.<sup>4</sup>

### **Education Reform**

The definition of the basic or current needs of students under the Basic Education Act was significantly changed through legislative enactment of Education Reform in 1993. The enabling legislation stated in part that:

*“Student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.*

*To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.*

*The legislature further finds that improving student achievement will require:*

- 1. Establishing what is expected of students, with standards set at internationally competitive levels; [2 through 7 not cited]*

*It is also the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885. ....”* Washington Laws of 1993, Ch. 336, sect.1, and RCW 28A.150.210

Education reform as it has evolved over the last 12 years has the following main characteristics:

- State defined challenging essential academic learning requirements (EALRs)
- An assessment system to measure students’ attainment of the academic requirements (the Washington Assessment of Student Learning or WASL), and

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<sup>3</sup> Seattle School District, et al. v. State, Thurston County No. 81-2-1713-1 (1983) , 74

<sup>4</sup> Thurston County, 96-101

- Accountability measures for schools and school districts requiring continuous improvement of students in districts and schools, with passing the 10<sup>th</sup> grade WASL a requisite for high school graduation beginning in 2008.

State education reform requirements when coupled with the Federal No Child Left Behind Act have changed the original goal of the 1977 Basic Education Act from one of providing universal access to education for all students (equal educational opportunity), to one of universal success for all students. Student's successful attainment of state defined essential learning academic requirements is demonstrated by reaching proficiency on the Washington Assessment of Student Learning (WASL).

WASL results indicate that student performance has improved substantially from 1999 to 2004. However, in 2003-04, more than half the students tested did not meet the WASL standards in all content areas. In particular, more than 60 percent of 10<sup>th</sup> grade students did not meet WASL standards, a prerequisite for graduation for the class of 2008.

# LAP Allocation Formula -- 2004-05 and Changes for 2005-06

## 2004-05 School Years

In the 2004-05 school year, state Learning Assistance Program formula funds were allocated based on two formula drivers, assessment units and poverty units. Assessment units were based on the five-year average percent of a district's students scoring in the lowest quartile on the state administered Iowa Test of Basic Skills (ITBS) in grades 3, 6 and 9. Districts eligible for poverty units were districts whose percentage of students eligible for Free and Reduced Price Lunch exceeded the state average. Calculation specifics are shown in Figure 1 below:

**Figure 1**

### **2004-05 Learning Assistance Program Formula**

1. **Assessment Units** are the sum of:
  - a) District's K-6 Enrollment x Percent of its 3<sup>rd</sup> graders scoring in bottom quartile of ITBS
  - b) District's 7-9 Enrollment x Percent of its 6<sup>th</sup> graders scoring in bottom quartile of ITBS
  - c) District's 10-11 Enrollment x Percent of its 9<sup>th</sup> graders scoring in bottom quartile of ITBS
  
2. **Poverty Units** -- for districts with above average poverty
  - a) Percent of students eligible for Free/Reduced Priced Lunch **minus** the state average percent eligible for Free/Reduced
  - b) **Multiplied** by the District's K-12 Enrollment
  
3. **District State Allocation** = (Assessment Units x 82% **plus** Poverty Units x 22.3%) x \$451.42

Prior to 2002, the state funding formula was totally state funded and the combination of poverty units and assessment units provided 100 percent of state formula funds. Beginning in 2002 the weighting of assessment units was reduced from 92 percent to 82 percent and Title I funds were used to make up the difference.

The LAP distribution formula is for allocation purposes only. Funds are not allocated based on the number of students served, but rather on the number of "units" generated by the formula for a district. There are differences among districts in the percentage of underachieving students served, in how the program is delivered and staffed and in staff per-student ratios. These factors generate differences in costs among districts. However, the formula is not based on the costs of providing LAP in each district and all districts receive the same \$451.42 per eligible unit.

LAP is a categorical program. K-12 categorical program funds must be expended for the purposes for which they are given and not for other purposes. Generally, categorical program funds not expended at the end of a school year must be returned to the state. LAP is one of the few exceptions to this rule. Since 1995, a proviso in the state biennial budget has allowed school

districts to carryover up to 10 percent of state LAP funds from one year to the next. Funds carried over must be expended prior to accessing new funding for LAP.

### **2005-06 School Year and Thereafter**

As shown in Figure 2, the 2005 Legislature changed the funding formula beginning in 2005-06 to recognize the differing learning and instructional challenges among districts by using poverty as a proxy measure. Districts with more than 40 percent of students eligible for free or reduced price lunch will receive additional funding to recognize the greater challenges in areas with a higher concentration of families living in poverty. In addition, funds are provided so that districts projected to receive fewer funds in 2005-06 under the new formula than the old formula would still be allocated at least the same amount of funding as received in 2004-05. The formula specifics are shown below

**Figure 2**

#### **2005-06 Learning Assistance Program Formula**

A district's total **funded students** is the sum of:

- a) The prior year K-12 FTE Enrollment multiplied by the percent of its October headcount enrollment eligible for Free/Reduced Priced Lunch, plus
- b) For districts with prior year Free/Reduced Percent above 40 percent -- the prior year percent of students eligible for Free/Reduced Priced Lunch minus 40 percent multiplied by the district's prior year K-12 FTE enrollment.

A district's 2005-06 **state LAP allocation** is equal to:

- a) The total funded students multiplied by \$187.47, and
- b) If the allocation of the district is less than in 2004-05, and additional amount to maintain the 2004-05 allocation amount.

### **2004 LAP Program Changes and Related Legislation**

The 2004 Legislature linked Education Reform with the Learning Assistance Program through enactment of Engrossed Substitute Senate Bill 5877 (ESSB 5877) and Third Engrossed Substitute House Bill 2195 (3ESHB2195). The effects of these two bills on LAP and education reform are discussed below.

### **Engrossed Substitute Senate Bill 5877 (ESSB 5877)**

In enacting ESSB 5877, the 2004 Legislature made various changes in the LAP program, repealing and replacing the previous program.<sup>5</sup> This bill reorganized LAP focusing on promoting the use of student assessment data when developing local LAP programs. To become eligible for state LAP funds school districts are required to submit a program plan to SPI for approval containing various specified plan elements. Special approval procedures are required for districts not attaining state reading and mathematics goals as prescribed under education reform.

Beginning in 2005-06, eligibility to participate in LAP is changed from students scoring below grade level on state norm-referenced tests to students scoring below standard on statewide assessments that include the WASL. This created a link between LAP and education reform not previously existing.

### **Third Engrossed Substitute House Bill 2195 (3ESHB 2195)**

Other 2004 legislation affecting LAP was 3ESHB 2195.<sup>6</sup> This bill cemented the requirement of passing the WASL as a prerequisite for graduation starting with the class of 2008. It allowed up to four WASL retakes for students not passing the WASL and SPI is required to prepare options for alternative assessments. Science is added to the reading, math and writing requirements of the WASL starting in 2010.

It affects the LAP program, because starting in 2005-06, school districts must prepare student learning plans for each student not passing any content area of the WASL in grades 5, 7 and grades 8-12. Student learning plans in grades 5 and 7 must include the actions the school intends to take to improve the student's skills on any content area in which the student was unsuccessful and provide strategies to help them improve. Student learning improvement plans for grades 8-12 must also include the competencies and other steps a student needs to take in order to meet state academic standards and stay on track for graduation. Parents must be notified of the student's results on the WASL and among other things, actions the school intends to take to improve the student's skills in the content areas in which the student was not successful.

Although 3ESHB 2195 mandated that students not meeting state standards receive remediation as reflected in individual student learning plans, no state funding was provided to implement 3ESHB 2195. Absent increased state funding, the state will have placed the burden of remediation on school districts without providing the necessary dollars to meet the mandate. Past LAP funding levels and proposed future funding levels are discussed below.

## **Learning Assistance Program Appropriations 1979-2004**

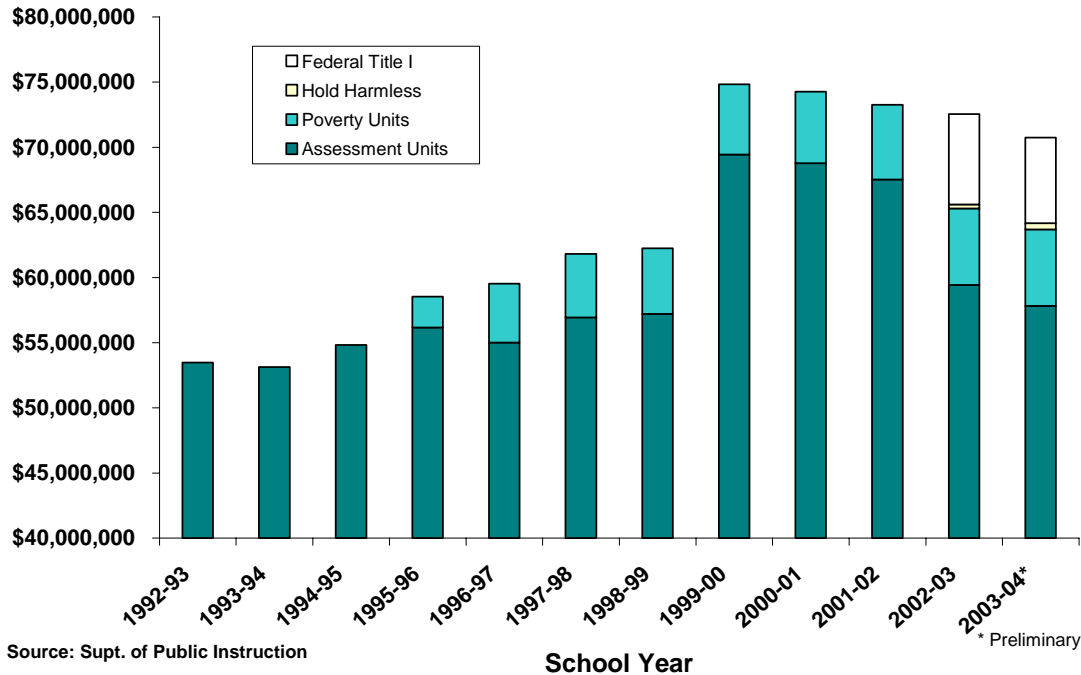
State learning assistance program appropriations have grown substantially since the 1979 legislature originally appropriated about \$6 million per year in the 1979-81 biennium. Figure 3 below illustrates the composition of state Learning Assistance Program appropriations from 1992-93 to 2003-04.

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<sup>5</sup> Washington Laws of 2004, Chapter 20 codified in RCW 28A.165

<sup>6</sup> Washington Laws of 2004, Chapter 19

**Figure 3**  
**Composition of State LAP Formula Allocations**  
**1993-2004**



Funding formula changes shown in Figure 2 reflect the following:

- 1) Beginning in 1995-96, the addition of a poverty factor
- 2) Beginning in 1999-2000, the expansion of LAP to grades 10 and 11
- 3) Beginning in 2002-03, the use of Federal Title I funds to offset part of the state's cost of funding LAP.

Although it appears that inclusion of a poverty factor in 1995-96 resulted in increased LAP funding in 1995-97, such was not the case. When the formula was changed, the weighting of assessment units was reduced to 92 percent thus making room for a poverty factor without increasing the state's LAP cost. The increase in funding apparent in Figure 2 in 1995-96 and 1996-97 was actually due to greater percentages of students scoring in the lowest quartile on the state administered 4<sup>th</sup> and 8<sup>th</sup> grade tests.<sup>7</sup>

The more than tenfold increase in state funding for LAP from initial funding levels of about \$6.0 million in 1979-80 to the estimated \$64.2 million in 2003-04 may lead some to conclude that this is a measure of adequate funding. However, this statistic reflects changes in funding from a beginning point (1979-80) to an endpoint (2003-04) and does not establish whether the funding levels were sufficient to address the current educational needs of students.

<sup>7</sup> *Legislative Budget Notes 1995-97 Biennium*, Washington State Legislature, Olympia, WA.

The initial 1979-81 biennial appropriation of \$12 million was not based on a research study of adequate amounts needed to fund a remediation program. Although the Remediation Assistance Program Act required remediation services to be provided to students in groups of five or less per session, it did not specify the number of sessions required per week.<sup>8</sup> Lack of statutory specificity in program requirements gave the budget committees of the legislature considerable discretion in establishing initial program funding levels. Consequently, the initial appropriation level was determined by the outcome of the political budgetary process and not through a study of amounts needed.

Subsequent increases under the state's LAP formula from the initial grades 2-6 in 1979 to grades K-11 in 2004-05 increased the total amount of state LAP funding. In taking these actions, the legislature recognized that increased remediation assistance was needed in the K-12 system. However, the increases were not based on a study of amounts needed nor did they recognize the higher costs associated with providing services to secondary students needing to meet the state's high standards for high school graduation. Except for inflation adjustments, the rate per unit in the funding formula has remained unchanged since the 1984-85 school year, and really since its initial calculation in 1979 in which the rate was designed to allocate the \$12 million allotted for the program for 1979-81.<sup>9</sup>

As noted, the 2005 Legislature changed the funding formula beginning in 2005-06, basing the formula entirely on a poverty factor and increased funding for the 2005-07 biennium by about \$25 million.

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<sup>8</sup> Substitute House Bill 663, Washington Laws of 1979, Chapter 149

<sup>9</sup> Inflation adjustments in the rate per student and later the rate per unit were made in each ensuing year to reflect state K-12 cost-of-living adjustments and health benefit increases.

## District LAP Expenditures Compared With State LAP Allocations

In School Funding I (1978) and School Funding II (1983), the court held that special levies could not be used by the state to offset the state’s basic education funding responsibility.<sup>10</sup> Previous papers published by the Ample School Funding Project on the Apportionment, Special Education and Transportations programs document the extent of school district special levies used in support of basic education programs. The inference was that use of special levies in these basic education programs constituted one of various potential indicators of insufficient funding by the state. Figure 3 below provides a summary of the data contained in the papers on the use of special levies by school districts in 2002-03.<sup>11</sup>

**Figure 4**  
**Special Levy Revenues and Expenditures**  
**2002-03 School Year**

Total Special Levy Revenues	\$1,139.2	
<u>Disposition of Levy Revenues</u>		
General Apportionment	\$491.9	43.2%
Special Education	\$180.2	15.8%
Transportation	\$133.0	11.7%
Transitional Bilingual	\$22.4	2.0%
Supplemental Contracts	\$267.6	23.5%
All Other	\$44.1	3.9%

LAP is not listed above since LAP expenditures in 2002-03 were very close to state-funded amounts. This has been the case in previous years and in 2003-04.

Analysis of individual school district LAP revenues and expenditures shows that school districts fall into two classes. One consists of districts not spending all the state LAP funds allotted to them, (i.e. districts that carryover state funds from one year to the next). A second consists of districts spending more than received from the state. In 2003-04, available state LAP funds for all districts, including prior year carryover amounts, exceeded school district expenditures by \$1.7 million. On the other hand, 157 school districts of the 296 districts expended \$1.5 million more than received from the state from local sources of revenue such as special levy funds.

Examples of the two differing classes of school districts are evident in Figure 4 below. Figure 4 is an extract of selected districts derived from Appendix 1 containing data for all school districts with LAP programs in 2003-04.

<sup>10</sup> School Funding I, *Seattle School District v. State*, 90 Wn. 2<sup>nd</sup> 476, 585 P.2d 71 (1978) and School Funding II, *Thurston County 81-2-1713-1*(1983)

<sup>11</sup> Supplemental contracts refer to additional compensation paid to certificated instructional staff above their base contract for additional time, responsibilities or incentives. By statute, supplemental contracts are not considered part of basic education. For this reason, they are not included as expenditures within the basic education programs even though almost 85 percent of the supplemental contract expenditures were in the apportionment and special education programs. An extensive discussion of supplemental contracts and implications for determining adequacy of state basic education funding is contained in the Apportionment Paper on pages 27-33.

**Figure 5**  
**Learning Assistance Program Revenues Vs. Expenditures**  
**Of Selected School Districts: 2003-04 School Year**

<u>School District</u>	<u>Available State Funds *</u>	<u>Total Expenditures **</u>	<u>Difference Avail. Funds Less Expend.</u>	<u>Difference as a % of Avail. Funds</u>
<b><u>Enrollment over 20,000</u></b>				
Seattle	\$3,081,449	\$3,107,846	(\$26,396)	-0.9%
Tacoma	\$3,423,039	\$3,145,542	\$277,497	8.1%
Spokane	\$1,926,674	\$1,865,421	\$61,253	3.2%
Lake Washington	\$690,291	\$660,160	\$30,131	4.4%
Vancouver	\$1,609,747	\$1,533,324	\$76,423	4.7%
<b><u>Enrollment 10,000 to 19,999</u></b>				
Highline	\$1,811,180	\$1,671,554	\$139,626	7.7%
Bethel	\$1,218,509	\$1,116,246	\$102,262	8.4%
Kennewick	\$992,060	\$891,073	\$100,987	10.2%
Yakima	\$2,515,838	\$2,278,325	\$237,513	9.4%
Battle Ground	\$651,952	\$592,274	\$59,678	9.2%
<b><u>Enrollment 5,000 to 9,999</u></b>				
Shoreline	\$315,247	\$310,650	\$4,596	1.5%
Richland	\$469,001	\$444,059	\$24,942	5.3%
Mead	\$296,715	\$287,669	\$9,046	3.0%
Franklin Pierce	\$721,576	\$658,200	\$63,376	8.8%
Wenatchee	\$780,250	\$744,930	\$35,320	4.5%
<b><u>Enrollment 1,000 to 4,999</u></b>				
University Place	\$228,392	\$248,476	(\$20,084)	-8.8%
Port Angeles	\$190,490	\$199,051	(\$8,560)	-4.5%
Camas	\$156,533	\$163,014	(\$6,481)	-4.1%
Mercer Island	\$30,489	\$41,325	(\$10,836)	-35.5%
Wahluke	\$394,127	\$416,207	(\$22,081)	-5.6%
<b><u>Enrollment Less Than 999</u></b>				
North Beach	\$55,295	\$87,056	(\$31,761)	-57.4%
Griffin	\$12,171	\$12,451	(\$281)	-2.3%
Quilcene	\$18,446	\$19,652	(\$1,206)	-6.5%
St John	\$4,726	\$4,906	(\$180)	-3.8%
Summit Valley	\$7,105	\$6,403	\$702	9.9%
<b>State Total</b>	<b>\$67,265,172</b>	<b>\$65,501,611</b>	<b>\$1,763,561</b>	<b>2.6%</b>

\* **Available State Funds** includes 2003-04 State LAP revenue acct 4155 and unexpended state LAP funds carried over from the prior school year.

\*\* **Total Expenditures** includes direct and indirect expenditures calculated using the federal restricted rate.

In LAP, unlike the other basic education programs, special levy expenditures by all school districts taken together have been minimal, which may be taken as an indication that the program is adequately funded. Such a conclusion rests on the assumption that school districts have spare levy revenues to expend on LAP and that such expenditures would be the best use of the funds.

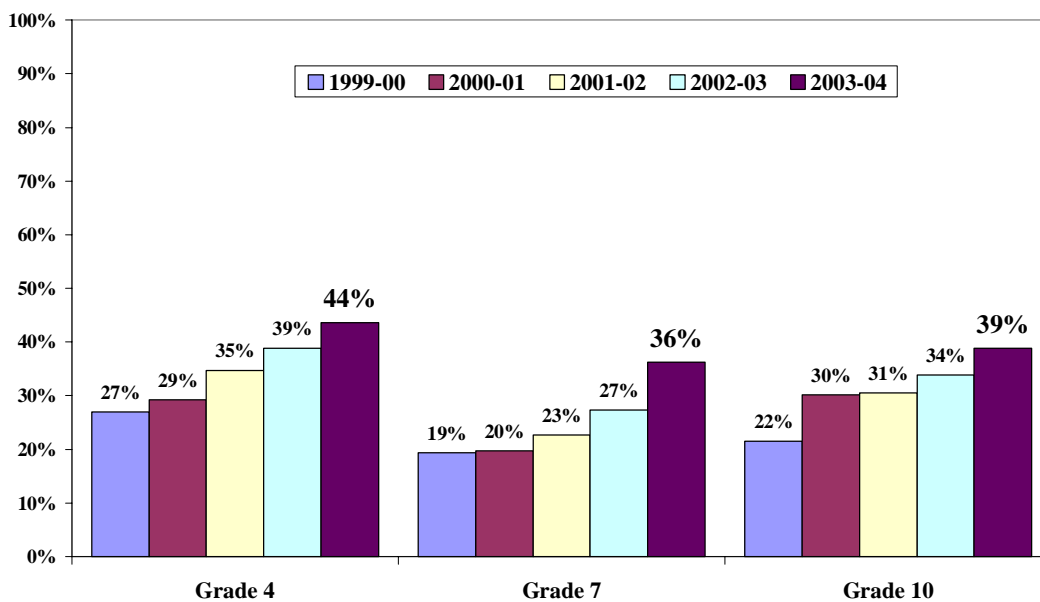
However, demand for special levy dollars typically exceeds amounts available. For various reasons, districts may not have much latitude in shifting levy support from other programs to supplement state LAP funding.

## Funding Alternatives – Relationship between Apportionment, LAP and Education Reform Programs

The purpose of the Learning Assistance Program is to provide extra help for students not meeting standard in statewide assessments of basic skills. Meeting standard is measured through state administered Washington Assessments of Student Learning (WASLs) in various required content areas. The trend in the percentage of students reaching proficiency on the WASL in all three content areas tested is shown in Figure 6.

**Figure 6**

**Percent of Students Meeting Standards in Three Subjects  
(Reading, Mathematics Writing)**



Although there has been significant improvement in WASL performance, 56 percent of 4<sup>th</sup> graders and more than 60 percent of 7<sup>th</sup> and 10<sup>th</sup> graders did not meet WASL standards in all three subjects tested in 2003-04.<sup>12</sup>

<sup>12</sup> In 2010, science becomes an additional subject in which 10<sup>th</sup> grade students must meet standard in order to pass the WASL. In 2002-03, 31.8 percent of 10<sup>th</sup> grade students meet the WASL science standard and this increased to 32.3 percent in 2003-04. Inclusion of this fourth subject shows every indication that it will reduce the percentage of 10<sup>th</sup> grade students passing the WASL.

To help students progress towards meeting the state's goal of all students achieving state standards various fiscal and program approaches can be taken. For example, the state could change or lower the bar for what constitutes performing to standard on the WASL. Recent changes in standards by the Academic Achievement and Accountability Commission on the 4<sup>th</sup> and 7<sup>th</sup> grade WASLs account for some of the increase in the percentage of students meeting standard from the 2002-03 school year to the 2003-04 school year. In addition, the state could postpone or modify the current timeline of passing the 10<sup>th</sup> grade WASL as a graduation prerequisite starting for the class of 2008.

In addition, the state could increase funding for the core, regular education of students in the apportionment formula. As noted in the Ample School Funding Apportionment Paper, the state in 2002-03 was at 89.9 percent of the national average in total current expenditures per student and ranked fifth highest in the nation in terms of enrolled students per teacher.<sup>13 14</sup> Reducing the number of enrolled students per teacher would give teachers more time to address individual student educational needs, reducing the need for LAP services. Alternatively, state funding could be increased for LAP or for focused assistance, which are grants within the education reform program targeted for improving student achievement in struggling schools.

These funding alternatives illustrate that state assistance for underachieving students can take place at various points in the education continuum and that increased funding can be utilized differently, depending on specific student learning needs.

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<sup>13</sup> Apportionment Paper, 46-47

<sup>14</sup> The 2005 Legislature increased funding per student under Initiative 728 for school years 2005-06 and 2006-07. Permissible uses of I-728 funds include reducing class sizes in the grades K-4.

## **LAP Studies 1995-2004**

Since 1994, three studies of the Learning Assistance Program have been requested by the legislature. The 1994 Legislature directed the Legislative Budget Committee (now the Joint Legislative Audit and Review Committee, or JLARC) to examine funding issues and to submit a report in 1995.<sup>15</sup> The second directed the Superintendent of Public Instruction (SPI) to recommend a new allocation formula using factors consistent with performance-based education and the new assessment system, and a report was issued on February 1999.<sup>16</sup> The third directed the Washington State Institute for Public Policy (Institute) to examine options for revising the state's LAP funding formula to enhance accountability for school performance in meeting education reform goals and a report was issued in June 2002.<sup>17</sup> Summaries of the studies are provided below, focusing primarily on fiscal aspects.

### **1995 Joint Legislative Audit and Review Committee LAP Study**

The 1995 JLARC study was a comprehensive LAP and Title I study concerning among other things: comparisons between LAP and Title I; funding formula drivers compared with district expenditures; and the effectiveness of the program.

JLARC reported finding differences between state formula funding factors and district practices in the numbers of students served and in expenditures per student versus state per student allocations. District staffing configurations differed from state formula factors and fewer students were served at higher costs than generated in the state allocation formula. The report noted that the LAP formula funding levels, which dated from 1979, had not been based on a research study and had remained essentially unchanged over the years.<sup>18</sup>

JLARC found that many school districts concentrated LAP funding and Title I in the elementary grades and that a high degree of coordination existed between the two programs. A strong correlation was found between family income factors and student performance and JLARC concluded that test scores and poverty or demographic data were different ways of measuring need for remediation and that both might be included in the state LAP formula.<sup>19</sup> The study presented various state formula funding options for legislative consideration, including use of a poverty factor to generate a portion of the state LAP allocation. Several of the recommendations were adopted by the 1995 Legislature, including the use of a poverty factor to generate about 8 percent of the LAP allocation.

Although the JLARC study was about funding issues, the adequacy of LAP funding levels was not addressed.

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<sup>15</sup> Legislative Budget Committee, *K-12 Learning Assistance Program Fiscal Study, Report 95-2*, Olympia, WA: January 1995.

<sup>16</sup> Superintendent of Public Instruction, *Report to the Legislature on Funding and Programmatic Recommendations for the Learning Assistance Program*, Olympia, WA: February 1999.

<sup>17</sup> Washington Institute for Public Policy, *The Learning Assistance Program: Options to Revise the State Funding Formula*, Olympia, WA: June 2002

<sup>18</sup> Legislative Budget Committee, ii and 17

<sup>19</sup> Ibid, 35

### **1999 Superintendent of Public Instruction LAP Study**

The 1999 SPI study noted that allocating LAP funds primarily on test scores created a fiscal punishment for districts that improved test scores since improved test scores in one year resulted in reduced LAP funding for incoming classes in the next year. This was seen as inconsistent with the state's new accountability system that set goals for improving student achievement. SPI proposed basing the LAP funding formula primarily on poverty since a high correlation existed between student's academic performance and free and reduced price lunch eligibility.

The study noted that available LAP and Title I funds were not sufficient to bring struggling students up to the new statewide standards. A \$44.6 million increase in LAP funding was recommended for the 1999-01 biennium to approximate the actual costs of providing LAP to help achieve the state's education reform goals. Instead, the legislature provided an additional \$19.3 million to expand the LAP program to include the 10<sup>th</sup> and 11<sup>th</sup> grades.

### **2002 Institute for Public Policy LAP Study**

The 2002 Institute study was a comprehensive LAP and Title I study concerning comparisons of the two programs, how the funds were allocated, how the funds were spent in terms of program delivery methods and how participating students were selected and served. The study concluded with a discussion of various funding formula options for the LAP program. The adequacy of LAP funding levels was not addressed.

This study reported a dramatic increase in the percentage and total number students participating in LAP and Title I between 1995 and 1999.

**Figure 7**

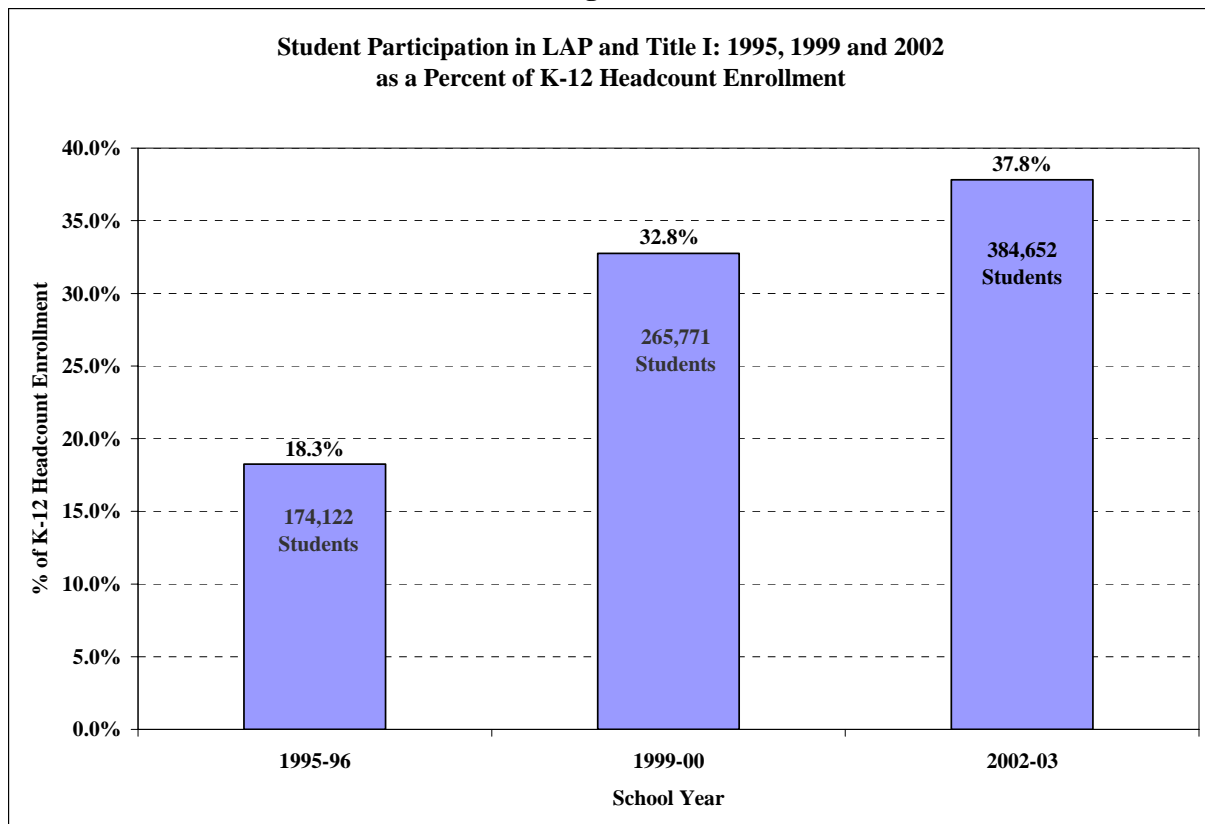
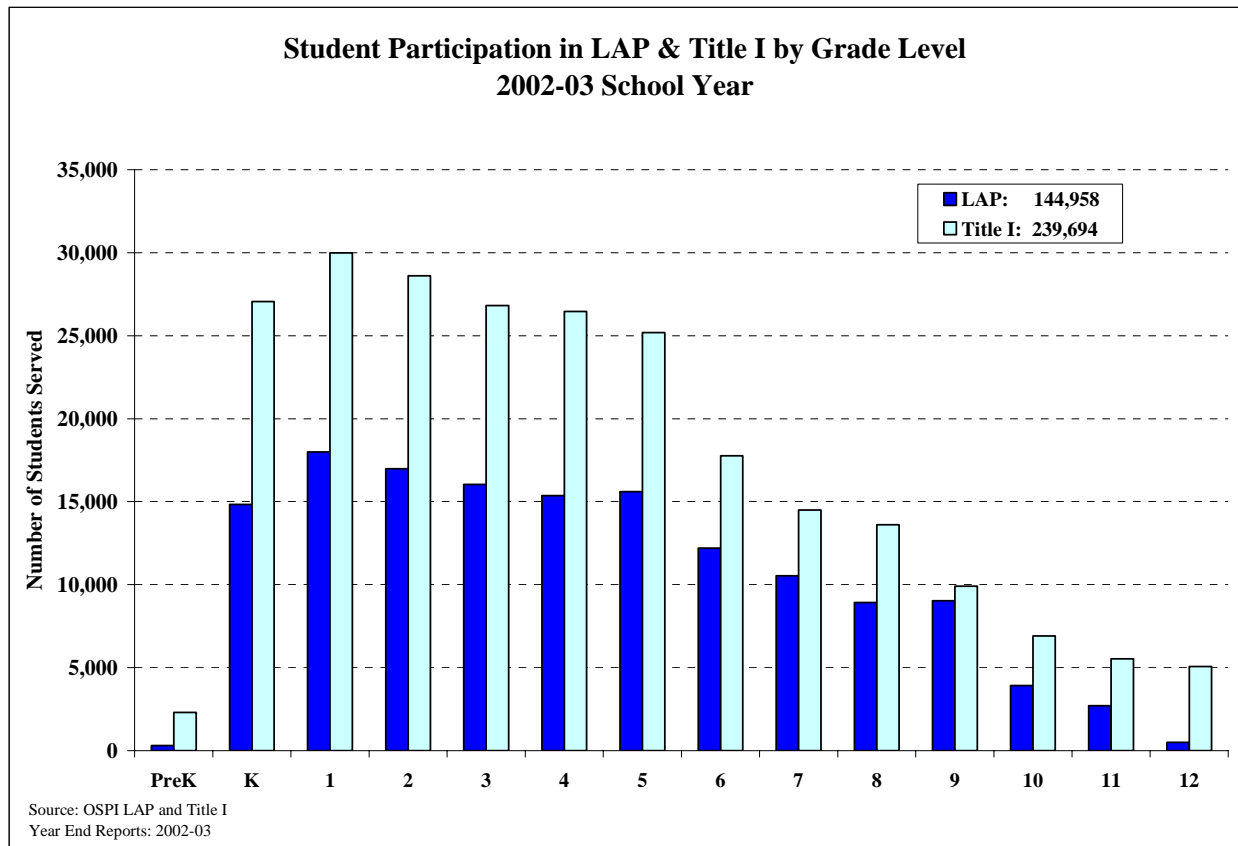


Figure 7 above shows the trend reported by the Institute in that the percentage of K-12 headcount enrollment served by LAP and Title I grew from 18.3 percent in 1995-96 to 37.8 percent by 2002-03. However, some of the increase was illusory since the number of students reported as served in LAP by districts was not consistent due to changes in the type of program service models used by school districts from targeted assistance to school-wide programs.

The Institute found that in 1999-2000 more than 80 percent of LAP and Title I students served were in grades K-6. Figure 8 presents similar data for 2002-03 and shows that 75 percent of students served were in grades K-6.

**Figure 8**



In a survey of 38 districts, the Institute found that a common set of assessment tools to identify LAP or Title I students was used by most districts. However, few of the districts had a standard for eligibility and the cut-off for the number of students receiving remediation services depended primarily on available funding. Only 7 of 38 districts reported attempting to serve all students below a certain threshold of performance (lowest 25 or 35 percent).<sup>20</sup> This has serious funding implications if the effect of the 2004 amendments to Education Reform and LAP, (3ESHB 2195 and ESSB 5877), is to require provision of LAP to all students performing below standard.

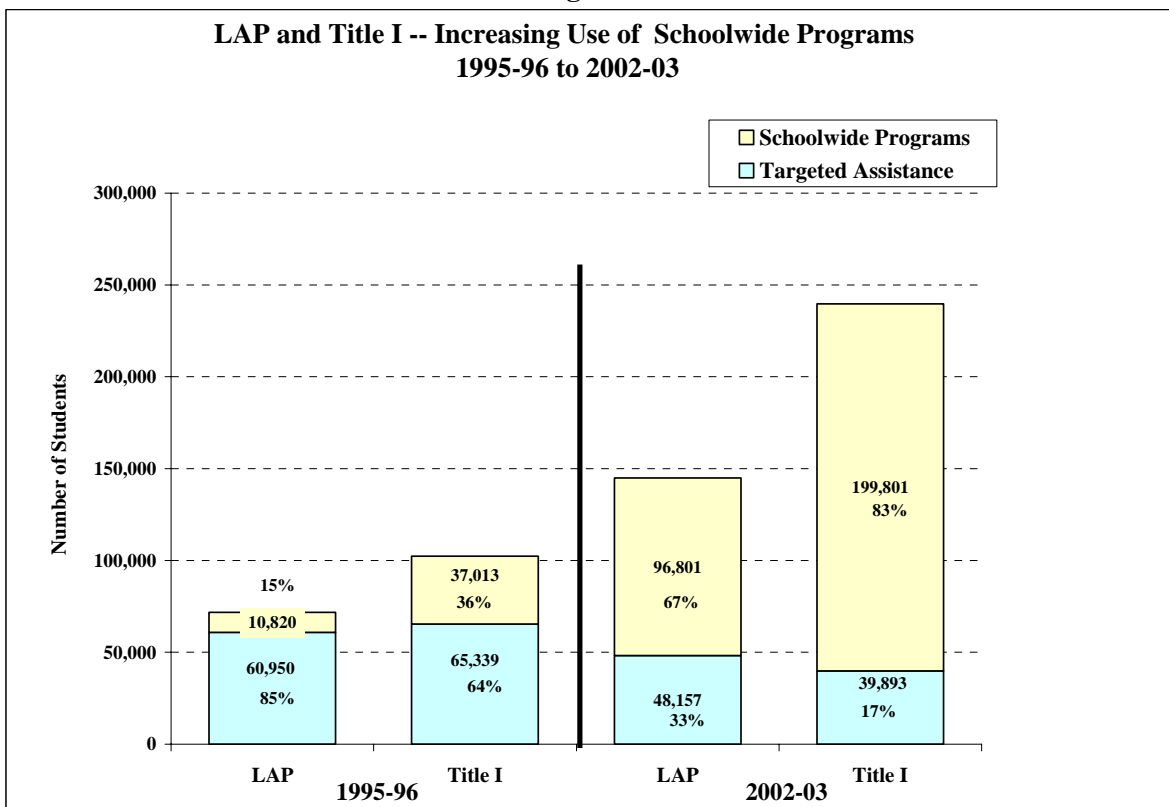
<sup>20</sup> Institute 28-29

The Institute reported that the target population for Title I services was the same as LAP, consisting of students most at risk of failing to meet state learning standards and that two types of service delivery models were used to provide the programs:

- **Targeted Assistance Programs** -- in which students are rank-ordered according to their educational performance to ensure that students most in need of additional services are served. These programs were most representative of LAP, and
- **School-wide Programs** -- where any student can receive additional tutoring or consultations. The justification for such programs is that schools with high poverty rates cannot adequately improve student achievement using separate programs for low-achieving students and need to reform the entire school.<sup>21 22</sup>

A significant shift was found in the delivery of LAP and Title I programs from targeted assistance to school-wide programs from 1995-96 to 2002-03. Figure 8 shows that the percentage of LAP students served in school-wide programs grew from 15 percent in 1995-96 to 67 percent in 2002-03. Similarly, in Title I, the percentage of students served in school-wide programs grew from 36 percent in 1995-96 to 83 percent in 2002-03. The transition from targeted assistance to school-wide programs may be indicative that the K-12 system was taking an increasingly systemic approach to meeting the state’s performance standards.

Figure 9



<sup>21</sup> Institute, 13

<sup>22</sup> School-wide programs are required to assure that the neediest students are served.

The shift to school-wide programs has ramifications for determining the numbers of students actually served in LAP and Title I and for attempting cost per student calculations.

The shift to school-wide programs can be partly attributed to changes in federal regulations. Since 2002, Federal Title I regulations have allowed use of school-wide programs in schools with poverty rates exceeding 40 percent. Prior to 2002, the minimum required poverty rate was 50 percent in order to use school-wide programs. The reduction in required poverty rates coupled with rising poverty rates among students increased the number of Washington's schools eligible to use school-wide programs. LAP was affected by the changes in Title I regulations because SPI regulations permit using state LAP funds for school-wide programs in schools with Title I school-wide programs.

The increased use of school-wide programs affects data reported on the number of students served in LAP and Title I. This happens because school districts using school-wide programs in schools may report the entire enrollment of those schools as served in Title I and/or LAP programs, whether all the students were served or not. In contrast, schools using targeted assistance programs report actual numbers of students served. This makes data on the percentage of K-12 enrollment served in remediation programs spanning more than a few years not comparable due to reporting differences across years and across school districts. The Institute study concluded that inconsistencies in reporting made it difficult to estimate expenditures per student reliably and that increased integration of LAP and Title I programs within the regular classroom blurred distinctions among programs.<sup>23</sup>

Changes in reporting of students served in LAP programs could affect determinations of LAP amounts needed if the focus is dollars expended per student served. There is a distinction between numbers of students served and numbers of students needing service. As reported by the Institute, the number of students served was dependent on available funds, whereas numbers of students in need of LAP services is determined through statewide and local assessments. This differs from the special education and bilingual programs that are funded based on the number of students served. Given the low percentages of students passing the WASL, the adequacy of the current funding method and dollar amounts generated may not coincide with the need for funding.

## **2005-07 Biennium LAP Budget Requests**

During the 2005 Legislative session, a number of changes to LAP funding were considered. To provide a context for the various budget requests, the LAP maintenance level budget, not including salary and health benefit increases, is \$134.5 million for the 2005-07 biennium.<sup>24</sup> The September 2004 budget request of the Superintendent of Public Instruction (SPI) recommended increasing LAP funding by \$190 million. Governor Gregoire proposed an increase of almost \$42 million, the Senate \$17.2 million and the House \$29.5 million. The final compromise legislative budget increased funding by almost \$25 million.

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<sup>23</sup> Institute, 33

<sup>24</sup> Washington State Senate, *2005-07 Recommendation Summaries*, 175. March 30, 2005: Olympia, WA

## **SPI 2005-07 Biennium LAP Budget Request**

SPI requested a LAP funding increase of \$190 million for the 2005-07 biennium, based on a study of the educational needs of students in grades 10-12, the program elements required for a successful program and a determination of dollar amounts needed to provide it. In addition, SPI requested a study to determine the true cost of the state's basic education responsibility to provide remediation when students are not meeting standards in grades K-12.

The request cites the achievement gap on the 10<sup>th</sup> grade WASL (39 percent passed the WASL) and that next year's 10<sup>th</sup> grade class (2005-06) is the class that must pass the WASL to graduate in 2008. Since most LAP and Title I funds are expended for remediation efforts in grades K-6, addressing the 10-12<sup>th</sup> grade achievement gap requires either additional funding or shifting funds out of grades K-6 to grades 10-12. Since shifting funds out of grades K-6 is not perceived as a viable alternative, SPI requests additional remediation funds starting in 2005-06 for grades 10-12.

The SPI request is based on determining the costs of common educational components of successful remediation programs. These consist of:

- Diagnostic screening for students not meeting standard
- Accelerated learning courses or learning extra time during the school day
- Summer school
- Specialized instructional materials and training
- Reading and math coaches to improve instruction, and
- Coordination and planning of the remediation and intervention effort

The elements listed above coincide with the listing of best practices that may be supported by the LAP program specified in RCW 28.A.165.035, (enacted by the 2004 Legislature in ESHB 5877).

Assumptions underlying the SPI budget request include that:

- 45 percent of students not meeting standard will be enrolled in accelerated learning courses during the school day; with 50 percent of the courses funded from new LAP funding and 50 percent through eliminating other classes in the current high school curriculum;
- 20 percent of students not meeting standard are enrolled in accelerated courses during summer or other vacations;
- Instructional materials are purchased for reading, writing and math;
- Reading and math coaches or specialists are funded at a staffing ratio of one per 600 students; and that new LAP funding pays only a proportionate amount, and
- A half-time intervention coordinator is provided for each 800 students to coordinate the student learning plans with instructional changes and interventions needed.

Funding the program cited above for grades 10-12 requires a funding increase of \$190 million. The proposed allocation method would be as specified by the law in effect for 2005-06 and

thereafter, with 50 percent allocated based on assessments and 50 percent based on poverty. Specific expenditure of the funds would be locally determined for the purposes specified above, primarily in grades 10-12, but could be used to fill funding gaps in grades 7-9.

The assumptions and components to be funded were determined based on input from veteran educators with the aid of a group composed of superintendents, principals, business officers and teachers. This approach is similar to the professional judgment approach, which is one of the four established methodologies in use by national education policy analysts to determine adequate school finance levels in a number of states.<sup>25</sup>

Details of the SPI budget request serve to provide a contrast with the lack of specificity contained in the LAP budget adopted by the 2005 Legislature.

### **2005-07 LAP Legislative Budget**

The almost \$25 million increase in the final legislative budget is to provide districts with additional resources to serve high school students not meeting state standards on the 10<sup>th</sup> grade WASL. In addition, the LAP formula was changed such that allocations to districts would be generated entirely on a poverty factor.

There is no indication that the increased funding amount was based on a determination of amounts needed to attain the state's educational objectives. Rather, it appears that determination of the funding increase depended on the outcome of the political budgetary process and was limited by the dollars available.

## **Conclusion**

The Learning Assistance Program is the largest state K-12 program intended to help underachieving students. That such large percentages of Washington students do not meet WASL standards raises questions concerning the adequacy of LAP funding to provide the extra time needed by students to achieve at significantly higher levels as contemplated when the 1993 legislature enacted education reform.

Adequacy of state LAP funding should not be viewed in isolation. Three main factors impinging on the adequacy of state LAP funding are:

- The rigor of the state's educational standards
- The adequacy of state funding of other basic and non-basic education programs to meet the standards, and
- The need for remediation services for students not able to meet the state's educational standards

Since enactment of Education Reform in 1993, various requests have been made for a comprehensive K-12 funding study to determine the amount of dollars needed to meet the state's educational objectives. However, K-12 funding studies performed at the request of the

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<sup>25</sup> Rainier Institute, Seattle, WA, *What Will It Take*, March 2003, 15-19

legislature have not considered adequacy of funding. The omnibus 2005-07 state budget contains a \$1.7 million appropriation for a comprehensive K-12 funding study, taking place in 2005 with a final report due in November of 2006. The proposed study will culminate near the time that the class of 2008 must have passed the WASL in order to graduate from high school.

## Appendix 1

### 2003-04 Learning Assistance Program Revenues and Expenditures

	Revenue			Expenditures			Difference	
	State Lap Funds	02-'03 LAP Carryover	Available State Funds	Direct	Indirect	Total	Rev. Less Tot Expend.	As a % of Revenue
<b>State Total</b>	<b>64,259,181</b>	<b>3,005,991</b>	<b>67,265,172</b>	<b>63,268,232</b>	<b>2,233,379</b>	<b>65,501,611</b>	<b>1,763,561</b>	<b>2.7%</b>
01109 WASHTUCNA	6,609	\$758	7,367	8,144	562	8,705	(1,338)	-20.2%
01122 BENGE	0	\$0	-	0	0	0	0	
01147 OTHELLO	489,707	\$41,827	531,534	492,891	18,730	511,620	19,914	4.1%
01158 LIND	21,007	\$2,601	23,608	22,653	227	22,879	728	3.5%
01160 RITZVILLE	17,050	\$0	17,050	21,592	734	22,326	(5,277)	-30.9%
02250 CLARKSTON	170,278	\$12,385	182,663	180,494	3,610	184,103	(1,440)	-0.8%
02420 ASOTIN	29,369	\$282	29,650	29,458	29	29,487	163	0.6%
03017 KENNEWICK	903,572	\$88,488	992,060	871,039	20,034	891,073	100,987	11.2%
03050 PATERSON	19,164	\$315	19,479	19,468	818	20,285	(806)	-4.2%
03052 KIONA BENTON	139,115	\$8,102	147,217	130,588	6,660	137,248	9,969	7.2%
03053 FINLEY	117,020	\$0	117,020	112,663	3,155	115,818	1,202	1.0%
03116 PROSSER	316,219	\$0	316,219	302,313	12,395	314,708	1,512	0.5%
03400 RICHLAND	428,146	\$40,855	469,001	420,909	23,150	444,059	24,942	5.8%
04019 MANSON	93,577	\$5,051	98,628	93,133	2,887	96,020	2,608	2.8%
04069 STEHEKIN	0	\$0	-	0	0	0	0	
04127 ENTIAT	31,649	\$199	31,848	32,179	1,705	33,884	(2,036)	-6.4%
04129 LAKE CHELAN	114,121	\$11,334	125,454	113,240	6,228	119,468	5,986	5.2%
04222 CASHMERE	98,980	\$0	98,980	95,742	2,489	98,231	749	0.8%
04228 CASCADE	108,802	\$0	108,802	105,326	2,317	107,643	1,159	1.1%
04246 WENATCHEE	711,027	\$69,223	780,250	710,811	34,119	744,930	35,320	5.0%
05121 PORT ANGELES	190,490	\$0	190,490	190,479	8,572	199,051	(8,560)	-4.5%
05313 CRESCENT	12,935	\$0	12,935	12,521	451	12,972	(38)	-0.3%
05323 SEQUIM	107,557	\$11,602	119,159	105,882	3,071	108,953	10,206	9.5%
05401 CAPE FLATTERY	53,139	\$5,342	58,481	58,559	2,342	60,901	(2,420)	-4.6%
05402 QUILLAYUTE VALLEY	93,942	\$0	93,942	90,590	3,171	93,761	181	0.2%
06037 VANCOUVER	1,514,304	\$95,443	1,609,747	1,463,096	70,229	1,533,324	76,423	5.0%
06098 HOCKINSON	63,125	\$2,220	65,346	62,425	2,809	65,234	111	0.2%
06101 LACENTER	55,685	\$2,267	57,953	54,079	2,109	56,188	1,765	3.2%
06103 GREEN MOUNTAIN	5,878	\$0	5,878	5,476	449	5,925	(47)	-0.8%
06112 WASHOUGAL	137,650	\$0	137,650	126,287	3,283	129,570	8,080	5.9%
06114 EVERGREEN	1,393,214	\$0	1,393,214	1,411,866	56,475	1,468,341	(75,127)	-5.4%
06117 CAMAS	156,533	\$0	156,533	156,144	6,870	163,014	(6,481)	-4.1%
06119 BATTLE GROUND	612,908	\$39,045	651,952	579,524	12,750	592,274	59,678	9.7%
06122 RIDGEFIELD	41,554	\$0	41,554	38,055	1,903	39,958	1,596	3.8%
07002 DAYTON	35,890	\$0	35,890	34,923	1,397	36,320	(430)	-1.2%
07035 STARBUCK	0	\$0	-	0	0	0	0	
08122 LONGVIEW	588,264	\$11,772	600,036	555,800	15,562	571,362	28,674	4.9%
08130 TOUTLE LAKE	45,124	\$711	45,835	45,123	1,173	46,296	(461)	-1.0%
08401 CASTLE ROCK	70,182	\$0	70,182	81,780	3,108	84,887	(14,705)	-21.0%
08402 KALAMA	59,474	\$6,293	65,767	66,621	1,266	67,887	(2,120)	-3.6%
08404 WOODLAND	93,429	\$0	93,429	84,730	1,271	86,001	7,427	7.9%
08458 KELSO	362,449	\$35,374	397,823	347,228	19,445	366,672	31,150	8.6%
09013 ORONDO	28,066	\$1,338	29,404	27,035	1,190	28,225	1,180	4.2%
09075 BRIDGEPORT	115,935	\$0	115,935	116,262	5,581	121,842	(5,907)	-5.1%
09102 PALISADES	9,138	\$1,100	10,238	9,029	181	9,209	1,029	11.3%
09206 EASTMONT	339,193	\$5,560	344,753	328,397	7,882	336,278	8,475	2.5%
09207 MANSFIELD	10,834	\$0	10,834	10,546	548	11,094	(260)	-2.4%
09209 WATERVILLE	25,753	\$0	25,753	23,795	48	23,842	1,911	7.4%
10003 KELLER	5,132	\$141	5,273	5,561	484	6,044	(771)	-15.0%
10050 CURLEW	22,754	\$0	22,754	24,609	2,387	26,996	(4,243)	-18.6%
10065 ORIENT	8,610	\$1,076	9,686	15,120	454	15,574	(5,888)	-68.4%
10070 INCHELIUM	29,025	\$0	29,025	29,434	1,266	30,700	(1,675)	-5.8%
10309 REPUBLIC	34,504	\$3,586	38,091	32,230	967	33,196	4,894	14.2%
11001 PASCO	1,296,798	\$91,693	1,388,491	1,293,582	42,688	1,336,270	52,220	4.0%
11051 NORTH FRANKLIN	333,650	\$31,153	364,803	327,201	13,415	340,616	24,187	7.2%
11054 STAR	0	\$0	-	0	0	0	0	
11056 KAHLOTUS	7,047	\$0	7,047	12,372	421	12,793	(5,746)	-81.5%
12110 POMEROY	22,805	\$2,431	25,235	24,723	668	25,391	(156)	-0.7%
13073 WAHLUKE	393,550	\$576	394,127	386,450	29,757	416,207	(22,081)	-5.6%
13144 QUINCY	359,088	\$29,853	388,941	355,938	12,102	368,040	20,901	5.8%
13146 WARDEN	151,985	\$0	151,985	149,101	447	149,548	2,437	1.6%
13151 COULEE-HARTLINE	5,739	\$0	5,739	8,220	164	8,384	(2,646)	-46.1%
13156 SOAP LAKE	84,007	\$0	84,007	78,201	5,083	83,284	723	0.9%
13160 ROYAL	248,638	\$0	248,638	242,759	4,127	246,886	1,752	0.7%
13161 MOSES LAKE	617,854	\$3,994	621,848	586,278	12,898	599,176	22,671	3.7%
13165 EPHRATA	143,133	\$0	143,133	158,397	5,702	164,099	(20,966)	-14.6%
13167 WILSON CREEK	4,635	\$0	4,635	4,506	176	4,682	(47)	-1.0%
13301 GRAND COULEE DAM	77,792	\$0	77,792	107,526	6,452	113,977	(36,185)	-46.5%
14005 ABERDEEN	377,291	\$29,681	406,973	377,283	8,678	385,960	21,012	5.6%

## Appendix 1

### 2003-04 Learning Assistance Program Revenues and Expenditures

	Revenue			Expenditures			Difference	
	State Lap	02-'03 LAP	Available	Direct	Indirect	Total	Rev. Less	As a % of
	Funds	Carryover	State Funds				Tot Expend.	Revenue
14028 HOQUIAM	199,986	\$0	199,986	213,332	7,467	220,799	(20,812)	-10.4%
14064 NORTH BEACH	55,295	\$0	55,295	85,685	1,371	87,056	(31,761)	-57.4%
14065 MC CLEARY	11,152	\$0	11,152	26,425	951	27,376	(16,224)	-145.5%
14066 MONTESANO	47,707	\$0	47,707	42,238	971	43,210	4,497	9.4%
14068 ELMA	162,622	\$15,116	177,738	160,557	3,372	163,929	13,809	8.5%
14077 TAHOLAH	33,881	\$0	33,881	52,313	1,988	54,301	(20,420)	-60.3%
14097 QUINAULT	34,396	\$3,426	37,822	33,514	1,609	35,123	2,699	7.8%
14099 COSMOPOLIS	8,454	\$0	8,454	10,846	434	11,280	(2,826)	-33.4%
14104 SATSOP	2,890	\$0	2,890	11,146	892	12,038	(9,148)	-316.6%
14117 WISHKAH VALLEY	8,895	\$0	8,895	26,791	1,045	27,836	(18,941)	-213.0%
14172 OCOSTA	58,810	\$0	58,810	56,517	735	57,252	1,558	2.6%
14400 OAKVILLE	41,631	\$3,358	44,989	43,511	1,044	44,556	433	1.0%
15201 OAK HARBOR	282,179	\$0	282,179	261,821	10,211	272,032	10,147	3.6%
15204 COUPEVILLE	67,178	\$5,818	72,996	52,389	1,781	54,170	18,826	28.0%
15206 SOUTH WHIDBEY	81,612	\$0	81,612	83,866	2,768	86,633	(5,021)	-6.2%
16020 CLEARWATER	8,185	\$0	8,185	11,869	1,175	13,044	(4,859)	-59.4%
16046 BRINNON	8,182	\$0	8,182	8,304	531	8,835	(653)	-8.0%
16048 QUILCENE	16,418	\$2,028	18,446	19,305	347	19,652	(1,206)	-7.3%
16049 CHIMACUM	82,317	\$2,991	85,308	85,308	2,815	88,123	(2,815)	-3.4%
16050 PORT TOWNSEND	86,963	\$1,925	88,888	85,258	2,131	87,390	1,499	1.7%
17001 SEATTLE	3,081,449	\$0	3,081,449	3,029,089	78,756	3,107,846	(26,396)	-0.9%
17210 FEDERAL WAY	1,142,650	\$115,494	1,258,144	1,110,262	39,969	1,150,232	107,912	9.4%
17216 ENUMCLAW	237,494	\$133	237,626	214,218	8,997	223,215	14,411	6.1%
17400 MERCER ISLAND	30,489	\$0	30,489	38,335	2,990	41,325	(10,836)	-35.5%
17401 HIGHLINE	1,682,603	\$128,577	1,811,180	1,646,851	24,703	1,671,554	139,626	8.3%
17402 VASHON ISLAND	25,533	\$0	25,533	27,170	706	27,876	(2,343)	-9.2%
17403 RENTON	930,011	\$60,289	990,299	885,354	40,726	926,081	64,219	6.9%
17404 SKYKOMISH	4,733	\$0	4,733	4,733	133	4,865	(133)	-2.8%
17405 BELLEVUE	505,895	\$53,289	559,185	487,375	18,520	505,895	53,289	10.5%
17406 SOUTH CENTRAL	339,196	\$33,421	372,617	318,392	20,695	339,087	33,530	9.9%
17407 RIVERVIEW	107,865	\$6,323	114,188	83,797	3,603	87,400	26,788	24.8%
17408 AUBURN	856,729	\$81,125	937,854	834,315	25,029	859,344	78,510	9.2%
17409 TAHOMA	261,633	\$0	261,633	276,248	10,774	287,021	(25,389)	-9.7%
17410 SNOQUALMIE VALLEY	160,090	\$9,254	169,345	185,924	4,090	190,014	(20,670)	-12.9%
17411 ISSAQUAH	294,085	\$0	294,085	366,080	8,420	374,500	(80,415)	-27.3%
17412 SHORELINE	315,247	\$0	315,247	302,778	7,872	310,650	4,596	1.5%
17414 LAKE WASHINGTON	690,291	\$0	690,291	640,310	19,850	660,160	30,131	4.4%
17415 KENT	1,596,332	\$129,347	1,725,679	1,533,460	82,807	1,616,267	109,412	6.9%
17417 NORTHSHORE	479,896	\$0	479,896	594,958	29,153	624,111	(144,215)	-30.1%
18100 BREMERTON	459,357	\$51,679	511,036	469,629	23,951	493,581	17,455	3.8%
18303 BAINBRIDGE	64,305	\$0	64,305	63,956	3,518	67,473	(3,169)	-4.9%
18400 NORTH KITSAP	278,105	\$9,546	287,650	267,068	8,012	275,080	12,571	4.5%
18401 CENTRAL KITSAP	543,535	\$57,731	601,265	531,611	30,302	561,913	39,352	7.2%
18402 SOUTH KITSAP	550,816	\$58,271	609,087	541,456	31,404	572,861	36,226	6.6%
19007 DAMMAN	0	\$0	-	0	0	0	0	
19028 EASTON	9,027	\$0	9,027	9,656	502	10,158	(1,131)	-12.5%
19400 THORP	10,581	\$1,416	11,996	12,644	303	12,947	(951)	-9.0%
19401 ELLENSBURG	124,338	\$5,054	129,392	116,382	5,237	121,619	7,773	6.3%
19403 KITTITAS	34,456	\$0	34,456	33,569	973	34,542	(87)	-0.3%
19404 CLE ELUM-ROSLYN	51,068	\$0	51,068	52,117	2,189	54,306	(3,238)	-6.3%
20094 WISHRAM	5,827	\$0	5,827	13,648	532	14,180	(8,353)	-143.4%
20203 BICKLETON	5,499	\$0	5,499	8,339	284	8,622	(3,123)	-56.8%
20215 CENTERVILLE	2,246	\$0	2,246	5,751	357	6,107	(3,861)	-171.9%
20400 TROUT LAKE	7,320	\$868	8,188	10,496	52	10,548	(2,360)	-32.2%
20401 GLENWOOD	3,103	\$0	3,103	4,883	78	4,961	(1,859)	-59.9%
20402 KLICKITAT	14,293	\$0	14,293	14,293	1,001	15,293	(1,001)	-7.0%
20403 ROOSEVELT	0	\$297	297	3,321	196	3,517	(3,220)	
20404 GOLDENDALE	92,205	\$2,484	94,689	88,556	1,594	90,150	4,539	4.9%
20405 WHITE SALMON	110,460	\$3,781	114,241	100,781	1,713	102,494	11,746	10.6%
20406 LYLE	32,334	\$0	32,334	95,690	2,297	97,986	(65,652)	-203.0%
21014 NAPAVINE	27,307	\$2,176	29,483	28,955	840	29,794	(311)	-1.1%
21018 VADER	3,509	\$0	3,509	3,509	165	3,674	(165)	-4.7%
21036 EVALINE	0	\$0	-	0	0	0	0	
21206 MOSSYROCK	51,893	\$0	51,893	55,832	2,847	58,680	(6,787)	-13.1%
21214 MORTON	44,136	\$0	44,136	71,871	2,515	74,387	(30,251)	-68.5%
21226 ADNA	24,214	\$0	24,214	23,589	590	24,179	35	0.1%
21232 WINLOCK	47,105	\$0	47,105	46,919	1,267	48,186	(1,081)	-2.3%
21234 BOISTFORT	5,939	\$0	5,939	7,720	378	8,098	(2,159)	-36.4%
21237 TOLEDO	94,426	\$8,801	103,228	96,686	5,028	101,714	1,514	1.6%
21300 ONALASKA	72,740	\$0	72,740	72,740	3,637	76,377	(3,637)	-5.0%
21301 PE ELL	15,467	\$1,800	17,267	17,384	730	18,114	(847)	-5.5%

## Appendix 1

### 2003-04 Learning Assistance Program Revenues and Expenditures

	Revenue			Expenditures			Difference	
	State Lap Funds	02-'03 LAP Carryover	Available State Funds	Direct	Indirect	Total	Rev. Less Tot Expend.	As a % of Revenue
21302 CHEHALIS	165,658	\$0	165,658	175,943	5,806	181,749	(16,091)	-9.7%
21303 WHITE PASS	49,495	\$0	49,495	41,625	916	42,541	6,954	14.1%
21401 CENTRALIA	263,397	\$20,415	283,812	283,812	8,514	292,326	(8,514)	-3.2%
22008 SPRAGUE	5,438	\$0	5,438	5,438	0	5,438	(0)	0.0%
22009 REARDAN	36,845	\$0	36,845	36,845	774	37,618	(774)	-2.1%
22017 ALMIRA	813	\$146	959	2,140	54	2,194	(1,235)	-151.9%
22073 CRESTON	4,497	\$0	4,497	4,843	228	5,070	(573)	-12.8%
22105 ODESSA	10,346	\$0	10,346	10,048	281	10,329	17	0.2%
22200 WILBUR	16,351	\$1,184	17,535	17,713	124	17,837	(302)	-1.8%
22204 HARRINGTON	6,642	\$253	6,895	8,519	196	8,715	(1,820)	-27.4%
22207 DAVENPORT	25,017	\$0	25,017	25,757	1,133	26,891	(1,873)	-7.5%
23042 SOUTHSIDE	21,941	\$0	21,941	19,161	1,495	20,655	1,286	5.9%
23054 GRAPEVIEW	10,268	\$0	10,268	16,441	296	16,737	(6,469)	-63.0%
23309 SHELTON	360,003	\$23,980	383,982	336,967	5,391	342,359	41,624	11.6%
23311 MARY M KNIGHT	8,167	\$0	8,167	7,930	182	8,113	55	0.7%
23402 PIONEER	67,316	\$0	67,316	67,795	1,356	69,151	(1,835)	-2.7%
23403 NORTH MASON	121,086	\$1,003	122,088	110,502	5,525	116,027	6,061	5.0%
23404 HOOD CANAL	36,913	\$0	36,913	41,988	1,176	43,164	(6,251)	-16.9%
24014 NESPELEM	33,573	\$0	33,573	33,951	1,358	35,309	(1,736)	-5.2%
24019 OMAK	196,654	\$11,185	207,839	191,599	5,748	197,347	10,493	5.3%
24105 OKANOOGAN	93,433	\$8,856	102,289	92,311	3,139	95,450	6,839	7.3%
24111 BREWSTER	158,140	\$0	158,140	141,660	7,366	149,026	9,113	5.8%
24122 PATEROS	14,773	\$1,335	16,108	23,104	1,964	25,068	(8,959)	-60.6%
24350 METHOW VALLEY	28,146	\$0	28,146	34,100	716	34,816	(6,670)	-23.7%
24404 TONASKET	94,167	\$3,103	97,270	88,491	2,301	90,791	6,479	6.9%
24410 OROVILLE	76,518	\$0	76,518	74,787	1,870	76,657	(139)	-0.2%
25101 OCEAN BEACH	98,454	\$11,339	109,793	102,172	2,452	104,624	5,169	5.2%
25116 RAYMOND	43,613	\$0	43,613	43,601	567	44,168	(554)	-1.3%
25118 SOUTH BEND	48,475	\$4,470	52,946	53,685	1,557	55,242	(2,296)	-4.7%
25155 NASELLE GRAYS RIVI	9,868	\$454	10,322	9,185	0	9,185	1,136	11.5%
25160 WILLAPA VALLEY	16,012	\$2,153	18,165	18,966	228	19,194	(1,029)	-6.4%
25200 NORTH RIVER	0	\$0	-	0	0	0	0	
26056 NEWPORT	109,638	\$0	109,638	108,326	3,575	111,900	(2,263)	-2.1%
26059 CUSICK	28,809	\$0	28,809	29,582	710	30,292	(1,482)	-5.1%
26070 SELKIRK	25,263	\$0	25,263	29,040	726	29,766	(4,504)	-17.8%
27001 STEILACOOM HIST.	91,389	\$0	91,389	94,027	8,274	102,301	(10,913)	-11.9%
27003 PUYALLUP	926,683	\$0	926,683	893,987	37,547	931,535	(4,852)	-0.5%
27010 TACOMA	3,122,571	\$300,468	3,423,039	3,007,210	138,332	3,145,542	277,497	8.9%
27019 CARBONADO	13,029	\$0	13,029	12,433	945	13,378	(348)	-2.7%
27083 UNIVERSITY PLACE	228,392	\$0	228,392	238,690	9,786	248,476	(20,084)	-8.8%
27320 SUMNER	351,070	\$2,812	353,882	342,642	19,531	362,173	(8,291)	-2.4%
27343 DIERINGER	37,531	\$786	38,316	37,262	1,118	38,380	(63)	-0.2%
27344 ORTING	103,890	\$5,200	109,090	105,157	4,206	109,364	(274)	-0.3%
27400 CLOVER PARK	1,288,183	\$12,891	1,301,074	1,096,266	39,466	1,135,731	165,343	12.8%
27401 PENINSULA	342,670	\$12,925	355,595	307,705	9,539	317,244	38,351	11.2%
27402 FRANKLIN PIERCE	696,188	\$25,388	721,576	645,927	12,273	658,200	63,376	9.1%
27403 BETHEL	1,119,105	\$99,404	1,218,509	1,087,960	28,287	1,116,246	102,262	9.1%
27404 EATONVILLE	100,667	\$0	100,667	99,566	2,290	101,856	(1,190)	-1.2%
27416 WHITE RIVER	238,389	\$2,313	240,702	228,638	10,060	238,698	2,004	0.8%
27417 FIFE	170,054	\$0	170,054	164,157	7,223	171,380	(1,325)	-0.8%
28010 SHAW	0	\$0	-	0	0	0	0	
28137 ORCAS	10,377	\$0	10,377	11,144	189	11,333	(957)	-9.2%
28144 LOPEZ	6,244	\$0	6,244	6,244	443	6,688	(443)	-7.1%
28149 SAN JUAN	29,020	\$0	29,020	29,020	2,525	31,544	(2,525)	-8.7%
29011 CONCRETE	73,601	\$0	73,601	73,400	1,835	75,235	(1,634)	-2.2%
29100 BURLINGTON EDISON	202,568	\$0	202,568	204,892	16,391	221,283	(18,715)	-9.2%
29101 SEDRO WOOLLEY	302,450	\$29,312	331,762	285,054	11,402	296,456	35,307	11.7%
29103 ANACORTES	92,955	\$3,699	96,654	88,601	3,190	91,791	4,863	5.2%
29311 LA CONNER	42,480	\$0	42,480	46,772	1,263	48,035	(5,555)	-13.1%
29317 CONWAY	14,069	\$0	14,069	17,008	510	17,519	(3,450)	-24.5%
29320 MT VERNON	677,403	\$65,386	742,789	714,820	20,015	734,835	7,954	1.2%
30002 SKAMANIA	3,886	\$0	3,886	3,886	113	3,999	(113)	-2.9%
30029 MOUNT PLEASANT	4,180	\$0	4,180	4,082	8	4,090	90	2.1%
30031 MILL A	2,954	\$618	3,573	3,099	239	3,338	235	8.0%
30303 STEVENSON-CARSON	60,081	\$4,380	64,461	62,802	2,575	65,377	(916)	-1.5%
31002 EVERETT	985,256	\$68,323	1,053,580	962,164	50,033	1,012,196	41,383	4.2%
31004 LAKE STEVENS	342,020	\$0	342,020	296,625	13,645	310,269	31,751	9.3%
31006 MUKILTEO	740,676	\$0	740,676	719,801	32,391	752,193	(11,516)	-1.6%
31015 EDMONDS	1,000,472	\$0	1,000,472	969,624	43,633	1,013,257	(12,785)	-1.3%
31016 ARLINGTON	257,689	\$0	257,689	231,407	8,331	239,738	17,951	7.0%
31025 MARYSVILLE	669,026	\$65,363	734,389	644,160	42,515	686,674	47,714	7.1%

## Appendix 1

### 2003-04 Learning Assistance Program Revenues and Expenditures

	Revenue			Expenditures			Difference	
	State Lap Funds	02-'03 LAP Carryover	Available State Funds	Direct	Indirect	Total	Rev. Less Tot Expend.	As a % of Revenue
31063 INDEX	3,577	\$0	3,577	3,577	129	3,706	(129)	-3.6%
31103 MONROE	278,204	\$0	278,204	286,009	12,584	298,593	(20,389)	-7.3%
31201 SNOHOMISH	359,993	\$34,819	394,812	320,252	13,451	333,703	61,109	17.0%
31306 LAKEWOOD	119,511	\$10,352	129,863	123,120	4,063	127,183	2,679	2.2%
31311 SULTAN	154,299	\$15,183	169,482	159,548	3,191	162,739	6,743	4.4%
31330 DARRINGTON	46,563	\$0	46,563	44,449	1,156	45,604	958	2.1%
31332 GRANITE FALLS	124,409	\$1,199	125,608	133,032	4,390	137,422	(11,814)	-9.5%
31401 STANWOOD	211,553	\$23,274	234,827	210,169	10,088	220,257	14,570	6.9%
32081 SPOKANE	1,926,674	\$0	1,926,674	1,856,140	9,281	1,865,421	61,253	3.2%
32123 ORCHARD PRAIRIE	1,099	\$0	1,099	1,969	122	2,091	(992)	-90.2%
32312 GREAT NORTHERN	1,858	\$0	1,858	1,875	56	1,931	(74)	-4.0%
32325 NINE MILE FALLS	58,486	\$0	58,486	67,316	1,346	68,663	(10,176)	-17.4%
32326 MEDICAL LAKE	68,773	\$0	68,773	67,028	938	67,966	806	1.2%
32354 MEAD	296,715	\$0	296,715	277,941	9,728	287,669	9,046	3.0%
32356 CENTRAL VALLEY	489,678	\$0	489,678	522,195	13,577	535,772	(46,095)	-9.4%
32358 FREEMAN	29,718	\$0	29,718	40,768	1,060	41,828	(12,111)	-40.8%
32360 CHENEY	170,552	\$796	171,348	170,499	6,138	176,637	(5,289)	-3.1%
32361 EAST VALLEY	313,117	\$0	313,117	273,447	5,195	278,642	34,475	11.0%
32362 LIBERTY	36,578	\$3,856	40,434	35,392	1,062	36,454	3,980	10.9%
32363 WEST VALLEY	238,187	\$0	238,187	233,369	5,601	238,970	(783)	-0.3%
32414 DEER PARK	176,955	\$6,712	183,668	167,870	3,693	171,563	12,104	6.8%
32416 RIVERSIDE	104,124	\$138	104,261	109,997	3,630	113,627	(9,366)	-9.0%
33030 ONION CREEK	5,379	\$0	5,379	5,361	381	5,741	(363)	-6.7%
33036 CHEWELAH	95,906	\$7,359	103,265	91,337	2,649	93,985	9,280	9.7%
33049 WELLPINIT	44,348	\$0	44,348	67,212	2,823	70,035	(25,688)	-57.9%
33070 VALLEY	29,052	\$0	29,052	25,782	1,083	26,865	2,187	7.5%
33115 COLVILLE	118,438	\$0	118,438	118,438	2,606	121,044	(2,606)	-2.2%
33183 LOON LAKE	14,054	\$0	14,054	14,054	914	14,968	(913)	-6.5%
33202 SUMMIT VALLEY	6,721	\$384	7,105	6,116	287	6,403	702	10.4%
33205 EVERGREEN	1,843	\$0	1,843	2,407	140	2,547	(703)	-38.1%
33206 COLUMBIA	19,790	\$0	19,790	19,790	930	20,720	(930)	-4.7%
33207 MARY WALKER	54,374	\$7,735	62,109	82,323	1,482	83,805	(21,696)	-39.9%
33211 NORTHPORT	24,587	\$0	24,587	19,704	828	20,531	4,056	16.5%
33212 KETTLE FALLS	68,465	\$0	68,465	68,029	1,973	70,002	(1,537)	-2.2%
34002 YELM	269,391	\$19,624	289,015	270,144	9,725	279,870	9,146	3.4%
34003 NORTH THURSTON	601,227	\$0	601,227	680,847	31,319	712,166	(110,939)	-18.5%
34033 TUMWATER	241,747	\$15,531	257,278	250,681	5,766	256,446	832	0.3%
34111 OLYMPIA	307,620	\$0	307,620	392,377	11,771	404,148	(96,528)	-31.4%
34307 RAINIER	51,592	\$0	51,592	60,857	974	61,831	(10,239)	-19.8%
34324 GRIFFIN	12,171	\$0	12,171	12,304	148	12,451	(281)	-2.3%
34401 ROCHESTER	136,722	\$0	136,722	138,513	2,355	140,867	(4,145)	-3.0%
34402 TENINO	58,519	\$0	58,519	75,370	829	76,199	(17,680)	-30.2%
35200 WAHIAKUM	29,138	\$0	29,138	29,157	408	29,566	(427)	-1.5%
36101 DIXIE	515	\$0	515	490	73	563	(48)	-9.3%
36140 WALLA WALLA	456,644	\$2,121	458,765	439,300	7,029	446,329	12,436	2.7%
36250 COLLEGE PLACE	125,414	\$10,574	135,988	127,613	3,828	131,442	4,547	3.6%
36300 TOUCHET	25,354	\$0	25,354	25,303	708	26,011	(658)	-2.6%
36400 COLUMBIA (Walla)	57,447	\$209	57,656	56,952	1,196	58,148	(492)	-0.9%
36401 WAITSBURG	31,112	\$0	31,112	27,138	299	27,436	3,676	11.8%
36402 PRESCOTT	30,584	\$0	30,584	30,767	800	31,567	(983)	-3.2%
37501 BELLINGHAM	488,863	\$0	488,863	476,011	17,612	493,623	(4,760)	-1.0%
37502 FERNDALE	297,323	\$15,593	312,916	312,287	6,558	318,845	(5,929)	-2.0%
37503 BLAINE	104,852	\$0	104,852	125,754	3,270	129,023	(24,171)	-23.1%
37504 LYNDEN	93,297	\$0	93,297	77,214	2,857	80,071	13,226	14.2%
37505 MERIDIAN	99,634	\$0	99,634	99,905	3,996	103,901	(4,267)	-4.3%
37506 NOOKSACK VALLEY	114,835	\$9,116	123,951	120,903	1,814	122,716	1,235	1.1%
37507 MOUNT BAKER	162,716	\$9,467	172,183	167,858	8,729	176,586	(4,404)	-2.7%
38126 LACROSSE JOINT	8,550	\$739	9,289	8,550	316	8,866	423	4.9%
38264 LAMONT	855	\$0	855	855	37	892	(37)	-4.3%
38265 TEKOA	16,011	\$0	16,011	14,164	935	15,099	912	5.7%
38267 PULLMAN	60,924	\$0	60,924	72,799	2,111	74,910	(13,986)	-23.0%
38300 COLFAX	22,370	\$0	22,370	19,150	402	19,552	2,818	12.6%
38301 PALOUSE	8,339	\$0	8,339	11,731	129	11,860	(3,521)	-42.2%
38302 GARFIELD	3,480	\$0	3,480	4,852	102	4,954	(1,474)	-42.4%
38304 STEPTOE	761	\$0	761	918	83	1,001	(240)	-31.6%
38306 COLTON	5,081	\$0	5,081	5,103	311	5,414	(333)	-6.6%
38308 ENDICOTT	6,639	\$0	6,639	11,269	0	11,269	(4,631)	-69.8%
38320 ROSALIA	17,527	\$0	17,527	15,636	1,157	16,793	734	4.2%
38322 ST JOHN	4,726	\$0	4,726	4,877	29	4,906	(180)	-3.8%
38324 OAKESDALE	5,890	\$0	5,890	5,890	206	6,097	(207)	-3.5%
39002 UNION GAP	70,080	\$0	70,080	65,383	1,961	67,345	2,736	3.9%

## Appendix 1

### 2003-04 Learning Assistance Program Revenues and Expenditures

	Revenue			Expenditures			Difference	
	State Lap Funds	02-'03 LAP Carryover	Available State Funds	Direct	Indirect	Total	Rev. Less Tot Expend.	As a % of Revenue
39003 NACHES VALLEY	79,210	\$8,649	87,858	78,054	2,029	80,083	7,775	9.8%
39007 YAKIMA	2,293,884	\$221,954	2,515,838	2,222,756	55,569	2,278,325	237,513	10.4%
39090 EAST VALLEY (Yak)	170,448	\$1,906	172,354	140,089	4,063	144,151	28,203	16.5%
39119 SELAH	211,626	\$0	211,626	197,816	6,528	204,344	7,282	3.4%
39120 MABTON	189,325	\$0	189,325	176,774	12,021	188,795	530	0.3%
39200 GRANDVIEW	504,098	\$19,596	523,694	482,458	13,991	496,449	27,246	5.4%
39201 SUNNYSIDE	969,430	\$75,781	1,045,211	923,267	24,005	947,272	97,939	10.1%
39202 TOPPENISH	741,304	\$75,384	816,688	639,459	19,184	658,643	158,046	21.3%
39203 HIGHLAND	151,593	\$2,849	154,443	174,030	5,221	179,251	(24,808)	-16.4%
39204 GRANGER	293,390	\$28,811	322,201	297,155	13,669	310,824	11,377	3.9%
39205 ZILLAH	105,988	\$0	105,988	115,828	5,560	121,388	(15,400)	-14.5%
39207 WAPATO	713,255	\$32,258	745,513	679,482	29,218	708,700	36,813	5.2%
39208 WEST VALLEY	187,052	\$0	187,052	163,976	5,247	169,223	17,829	9.5%
39209 MOUNT ADAMS	205,428	\$5,388	210,816	199,317	7,574	206,891	3,925	1.9%