

Final Report 2018-2019 - Winter Sports

This Final Report is currently pending initial review by a School LAND Trust Administrator.
You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$0	N/A	\$0
Distribution for 2018-2019	\$32,429	N/A	\$34,278
Total Available for Expenditure in 2018-2019	\$32,429	N/A	\$34,278
Salaries and Employee Benefits (100 and 200)	\$27,000	\$27,553	\$25,811
Employee Benefits (200)	\$0	\$0	\$1,742
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$4,125
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$5,429	\$6,725	\$0
Software (670)	\$0	\$0	\$2,600
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$32,429	\$34,278	\$34,278
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$0

Goal #1 Goal

Provide more differentiated/individualized instruction in all classes, but particularly in classes that rely heavily on small group activities, discussion, projects, and labs.

Academic Areas

- Mathematics
- Writing
- Science
- Social Studies
- Health
- Foreign Language

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Teacher-to-student ratio of 1:20 on average in all target academic areas. Successful differentiated learning in Mathematics courses as measured by meeting a target of 75% proficiency on state-mandated assessments. Successful differentiated learning in Foreign Language classes as measured by

detailed report of leveled learning progress for students enrolled in Spanish classes.

Please show the before and after measurements and how academic performance was improved.

We were able to staff 85% of our core courses, and, all Spanish, Science, and all but one Math courses with full-time Teaching Assistants this year.

2018 Average student to teacher ratio was 16:1 school-wide, and in core areas: Math, Science, English, Spanish, that average for the 2018 school year was 13:1

Based on 2017 statewide SAGE testing - the last data that includes state benchmarked proficiency percentages - 9-10th grade students scored 72% proficient in Math. Our students are routinely scoring above state averages and above PCSD averages in all areas, and are 25% percentage points higher than the state average in Math, 15 in English, 18 in Science.

2018 statewide testing in ACT Aspire (9th and 10th) and ACT (11th) reports on student performance relative to the ACT college readiness benchmarks, rather than the state grade-level proficiency, so we will need to change our measures for the 2020 Land Trust plan. Eventually, the state will create new proficiency benchmarks for the new Utah Aspire Plus test that will be administered for 9th-10th graders statewide beginning in 2019.

2018 ACT Aspire Testing has our students in 9th and 10th grade at 62% on target or exceeding the target for college readiness in ACT Math, which is above the national average (no state data to compare to yet).

2018 ACT testing for 11th graders has 72% of students achieving that college readiness benchmark in Math (22 or higher on Math ACT test) with an average score among those of 26.2, and another 8% within 2 points of that benchmark.

By graduation, 100% of our students graduated with College Readiness Math Competency, based on the state requirement that all students meet one of the following:

- 26+ on the ACT Math in 11th-grade statewide testing
- 640 on SAT Math
- 3 or Higher on Calculus AB test
- Pass Calculus course in any year of HS with a grade of C or higher
- Successfully complete the 4th year of Mathematics study in HS

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Hire and retain effective teachers' assistants as needed and available, and purchase online courseware to facilitate blended learning and individualized learning within the classroom - specifically in Math and World Languages.

Please explain how the action plan was implemented to reach this goal.

We were able to staff 85% of our core courses, and, all Spanish, Science, and all but one Math courses with full-time Teaching Assistants this year, up from 75% the previous year.

2018 Average student to teacher ratio was 16:1 school-wide, and in core areas: Math, Science, English, Spanish, that average for the 2018 school year was 13:1.

Use of Edgenuity and Middlebury Interactive Courseware provided access to blended and individualized learning for all Spanish 1 students and honors enrichment in Math 1, 2 & 3.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Compensation for teachers' assistants	\$27,000	\$27,553	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	Online courseware licenses for student use	\$5,429	\$6,725	As Described
	Total:	\$32,429	\$34,278	

Funding Changes (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

Additional funds will be spent in further support of Goal #1, specifically on the blended learning software expense which will exceed the \$5,429 earmarked in this plan.

Description of how any additional funds exceeding the estimated distribution were actually spent.

As Described

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter

The school plan was actually publicized to the community in the following way(s):

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-09-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
4	0	1	2018-03-27	2018-04-04

No Comments at this time

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