

# Oak Canyon JR Final Report 2013-2014

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$4,835	\$6,523
Distribution for 2013 - 2014	\$50,007	\$64,605
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$54,842</b>	<b>\$71,128</b>
Salaries and Employee Benefits (100 and 200)	\$44,477	\$61,020
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$10,108
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$10,300	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$54,777</b>	<b>\$71,128</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$65</b>	<b>\$0</b>

## ITEM A - Report on Goals

### Goal #1

The goal of Oak Canyon Jr., Aligned with the school improvement plan, is to decrease the average number of students below grade level in reading by 5% at the end of the school year. This will be done by reducing the number of students below grade level in reading by 5% and to increase student Lexile levels through the offering of Read 180 to students who meet this criterion.

Identified academic area(s).

Reading

#### **This was the action plan.**

Students will be identified by taking their lexile score from the previous year and determining their level of reading.

Students who are below grade level will be placed in our read 180 class where they will focus on reading.

We will have a teacher who has the read 180 classes.

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

We implemented two Read 180 classes for students who were below grade level. These students were recommended by the elementary schools and teachers based on their reading scores. The SRI tests were given at the start of the class and at the end in May. We also looked at the student's SAGE scores to see if the Read 180 class was effective.

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

We will be using their Lexile score from the previous year and compare it to their lexile score in the current year.

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

We had 40 students in the class. 13 of those students increased their reading level by more than a grade level. 10 students improved, but they did not gain a full grade level. 17 of students did not gain. The students that did not gain had attendance issues and we worked hard to get them to school.

#### **The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
9989	Salaries and Employee Benefits (100 and 200)	\$9989.00 will pay a teacher to teach a period of read 180. We will have an English aide to help struggling students. They will work one on one with students who need extra help.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

Mrs. Allan taught two class periods of Read 180. She is an hourly-teacher certified in Language Arts. The total allotted amount went to pay her salary.

**Goal #2**

To reduce the number of failing 9th graders to 5%.

Identified academic area(s).

Mathematics

Reading

Science

Writing

Social Studies

**This was the action plan.**

We will have two guided studies classes to take struggling students and help them with extra instruction and homework.

We will use Go myAccess to help students improve writing and increase their competency level in Language Arts.

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

We purchased the program of Go My Access for all students to use to improve their writing. This program is used extensively in the English department, but is also available for all students in our school.

We offered two Guided Studies classes for students who demonstrated the most need. Guided Studies is a class that offers direct instruction, by a highly certified teacher, in study skills and provides the opportunity for students to receive one-on-one help from a highly qualified teacher and/or a teacher aide. In the Guided Studies classes, students learn how to take notes, organize their time and workload, and effectively study. The class provides a time every other day for students to spend 80 minutes on homework and improving their study skills. The students have access to computers for writing assignments and research, and they also have access to the media center. The counseling department works closely with teachers to identify and place students in the Guided Studies class, assist with gathering of homework, and to address the individual needs of students.

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

We will use end of quarter grades for each 9th grade student.

We will use the date from summative assessments through out the quarter to determine students who need extra support.

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

50 students were in the Guided Studies Classes; 32 of these students were 8th and 9th graders. Out of the 8th and 9th graders, 66% improved on the previous year's GPA. 73% of those who did not improve were in the 7th and 8th grades while 27% of the 9th graders did not improve. The average GPA of 7th graders was 3.141 with the lowest GPA being 1.922 and the highest 4.0 The average amount of change in GPA is an increase of +0.197.

9.34% of our 9th graders failed at least one class during the course of the school year. The percent of total F's in the 9th grade was 3.8%, but we were disappointed in the total number of students who had failed a class. This data shows us that the total F numbers were low, but the number of students who failed a class was high.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount Category</b>	<b>Description</b>
13334 Salaries and Employee Benefits (100 and 200)	We will pay for two teachers out of Trust Lands to teach an extra period of guided studies.
8500 Software (670)	This will purchase the Go my Access licenses.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

The 13334.00 allocated paid for a seventh of the two Guided Studies teachers' salaries. The salary amount is based on their number of years as a teacher.

The 8500.00 was used to purchase Go My Access for every student in our school.

**Goal #3**

The goal is to reduce the number of students failing math students to 5%. This aligns with our School improvement plan to reduce the total number of F's.

Identified academic area(s).

Mathematics

**This was the action plan.**

We will use the CRT data from the previous year to determine students who need double dose math. We will schedule those students to have two math classes where they will be able to learn the concepts. We will provide after school math lab for students who are struggling. We will have an aide who will work one on one with struggling students.

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

Math Lab: Students enrolled in math classes at Oak Canyon have the opportunity to attend an after school lab for re-teaching, clarification, and extra support in addition to the instruction they receive in their math class. These students are referred to the math lab by counselors, parents, teachers, and, of course, themselves. The math lab is open 2-3 days a week after school. Other support options include eTime remediation and help from their classroom math teacher. The goal is for all students to be on grade level in math before they enter the 10th grade at the high school. To provide these services, a highly qualified math teacher is hired hourly for the Math Lab and is paid through the School LAND Trust.

Daily Math: The counselors work with the math department to identify which students may benefit from daily math instruction to be successful. A math teacher was hired to teach two periods of daily math for students in the 8th and 9th grade. We also paid for teachers to teach an extra period of daily math for 7th graders. In these classes, students reviewed the material they had been taught in their math class. Then, they were able to ask questions and work on homework as needed.

Math Aide: We also paid for a math aide to work individually with students who were in need of clarification on content and coursework.

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

We will use sumative easements and grades. We will also use the formative assessment at the end of the year.

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

All but three of our 9th grade students in the daily math classes were able to successfully pass their math class. All students passed the additional math class as well. In 7th and 8th grade, 70% passed while 30% were still unable to pass their math class. Our overall math failure rate was 4.23%.

Overall, with this addition of the daily math classes, fewer students failed their math classes. Our SAGE results in math were above the State average and in line with the district average. As the SAGE test is a new measurement, it will be exciting to see how students do next year when we have data to compare it to.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
21154	Salaries and Employee Benefits (100 and 200)	We will pay for two teachers out of Trust Lands to teach an extra period. We will pay a teacher hourly to work with students after school in the math lab for all students to get help.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

All of this money was used to pay for salaries. Jacob Perazzo and Andrea Bytheway each taught an extra period of daily math for 7th graders. Their pay for this particular class was 1/7 of their total salary which is based on their years of experience. Gary Fields was an hourly teacher who taught two class periods of 9th grade daily math. We also hired a math aide to help with the students' needs. We paid a highly qualified teacher hourly to teach the math lab after school.

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

If we have more money we will be using the extra money to buy chrome books to help our struggling students in English. These computers will be used in class by students who are behind or need more help in writing.

**The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

Not applicable

**ITEM D - The school plan was advertised to the community in the following way(s):**

- Letters to policy makers and/or administrators of trust lands and trust funds
- School newsletter
- School website
- School marquee

**ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

**State Leaders**

**U.S. Senators**

**State Senators**

**U.S. Representatives**

**State Representatives**

**District School Board**

Paula Hill

**State School Board**

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?**

**Not required for Charter Schools.**

10/20/2014