**Copper Canyon School Final Report 2022-2023**

**Final Report Approved**

Final Report Approval Details:

Submitted By Submit Date

Patty Bowen 2024-02-24

LEA Reviewer LEA Approval Date

Nadine Page 2024-02-28

**Financial Proposal and Report**

This report is automatically generated from the approved School Plan (entered in spring of 2022), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

| **Description** | **Planned Expenditures (entered by the school)** | **Amended Expenditures (entered by the school)** | **Actual Expenditures (entered by the LEA)** |  |
| --- | --- | --- | --- | --- |
| **Remaining Funds (Carry-Over to 2023-2024)** | **-$1,701.83** |  | **$12,420.94** |  |
| Carry-Over from 2021-2022 | $0.00 | $0.00 | $3,734.40 |  |
| Distribution for 2022-2023 | $72,298.17 | $0.00 | $72,298.17 |  |
| **Total Available for Expenditure in 2022-2023** | **$72,298.17** | **$0.00** | **$76,032.57** |  |
| Salaries and Benefits | $65,000.00 | $0.00 | $58,584.85 |  |
| Contracted Services | $0.00 | $0.00 | $0.00 |  |
| Professional Development | $0.00 | $0.00 | $0.00 |  |
| Student Transportation Field Trips | $0.00 | $0.00 | $0.00 |  |
| Books Curriculum Subscriptions | $5,000.00 | $0.00 | $0.00 |  |
| Technology Related Supplies | $0.00 | $0.00 | $3,465.00 |  |
| Hardware, etc. | $0.00 | $0.00 | $0.00 |  |
| Software | $4,000.00 | $0.00 | $961.78 |  |
| Technology Device Rental | $0.00 | $0.00 | $0.00 |  |
| Video Communication Services | $0.00 | $0.00 | $0.00 |  |
| Repair Maintenance | $0.00 | $0.00 | $0.00 |  |
| General Supplies | $0.00 | $0.00 | $600.00 |  |
| Services Goods Fees | $0.00 | $0.00 | $0.00 |  |
| Other Needs Explanation | $0.00 | $0.00 | $0.00 |  |
| Non Allowable Expenditures | $0.00 | $0.00 | $0.00 |  |
| **USBE Administrative Adjustment - Scroll to the bottom to see Comments.** |  |  | $0.00 |  |
| **Total Expenditures** | **$74,000.00** | **$0.00** | **$63,611.63** |  |

**Goal #1**

State Goal

We will increase overall RISE proficiency in the areas of Language Arts and Math by a minimum of 3% and Acadience proficiency in Grades K-6 by 3%. This goal will be achieved by the end of May of the 2022-2023 school year.

Academic Area

* English/Language Arts
* Mathematics

**Measurements**

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

SAGE/RISE Language Arts Student Achievement Scores:

2020-21 Language Arts Student Achievement Score = 34%

SAGE/RISE Math Student Proficiency Scores:

2020-21 Math Student Proficiency Score = 28%

There was no increase in student achievement as determined by the RISE Language Arts and Math tests administered in 2020-21. These are critical need areas to be addressed.

Measurements to Determine Student Academic Progress:

We will average the RISE scores from grade levels 3-6 and compare the results from the 2021-2022 school year against the results of the 2022-2023 school year and expect to see growth of at least 3%. Baseline will be determined from the results of the 2021-2022 RISE test. We will also collect baseline data from Acadience testing for overall proficiency at the end of the 2021-2022 school year and compare it against end of year 2022-2023 data.

**Please choose one of the following two options to complete the Measurements section:**

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Evidence of academic performance: 2021-22 RISE data is compared with 2022-23 data.

SAGE/RISE Language Arts Student Achievement Scores:

2021-22 Language Arts Student Achievement Score = 34%

2022-23 Language Arts Student Achievement Score = 31%

There was no increase in student achievement as determined by the SAGE/RISE Language Arts test administered in 2022-23.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAGE/RISE Math Student Proficiency Scores:

2021-22 Math Student Proficiency Score = 28%

2022-23 Math Student Proficiency Score = 32%

We reached our goal by increasing student math proficiency by 4% as determined by the SAGE/RISE Math test administered in 2022-23.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence of academic performance: 2021-22 Acadience data is compared with 2022-23 data.

Acadience Scores:

2021-22 EOY student proficiency = 63%

2022-23 EOY student proficiency = 59%

There was no increase in EOY student proficiency on the Acadience DIBELS assessment.

Action Steps

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

*OVERALL*

*PLAN -* Provide instruction and intervention based on individual student need. Use classroom assistant support as appropriate to support intervention and PLC times. Monitor progress regularly. Use PLC collaboration time to plan curriculum and

assessments, review data, celebrate progress, and identify and address specific student needs.  Based on data review, provide needed intervention and reteaching opportunities for

students.  Provide opportunities for students to participate in District

sponsored and/or approved literacy and math programs.

STEPS:

1. Hire assistants to teach students during daily rotations, such as PE and STEM, while teachers collaborate in PLC groups, plan for and deliver targeted instruction in small groups, individual intervention, and enrichment learning activities.  Hire assistants as class size reduction aides and to assist with small group or individual instruction during 95% Walk to Read intervention times.
2. Hire one additional computer aide to facilitate writing and testing in the computer lab and/or classroom.
3. Hire up to four high school students to serve as math tutors for an after-school math support program in grades 4, 5, and 6.One teacher will also be paid to supervise all students and tutors*.* All assistants and tutors will work with students to support literacy and/or math skills and enable teachers to increase opportunities for smaller group instruction.
4. As part of our goal for improving math and literacy proficiency, we will improve school climate by reducing the number of teacher and office referrals related to recess and school safety, which often interfere with valuable teaching time. We will hire a wellness assistant to provide structured calming activities throughout the day and structured recess activities during lunch recess; providing students with safe and enjoyable activities and to teach social skills, fairness, and sportsmanship. This will increase safety at recess, provide teachers with increased teaching time, and provide students greater access to the curriculum, thus helping us reach our academic language arts and math targets.
5. Hire substitutes to work for teachers during professional development and collaboration opportunities. Pay for registration costs and substitutes when teachers attend professional workshops/conferences, thus allowing teachers to increase their knowledge base and skills in order to assist students in reaching learning goals.
6. We will also continue with our Golden Gate Kids Student Kindness/Leadership program to build positive character traits, promote leadership opportunities, and instill a sense of personal responsibility in each student. Reducing undesirable behavior and promoting personal responsibility enhances student ownership of learning in all academic areas.
7. Implement Digital Citizenship/Safety Principles through NetSmartz assemblies and online lessons to assist students to learn responsibly with today's’ current technology. This will prevent digital citizenship concerns that may otherwise impede academic progress.
8. Purchase computer based programs and subscriptions such as Brain Pop, Raz Kids, Reflex Math, etc. to support learning in the areas of language arts and math.

**Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?**

No

How was the plan implemented and associated expenditures spent differently?

Estimated $5000 for Books Curriculum Subscriptions was not spent. We were able to cover these costs with other funding sources.

Digital Citizenship/Safety Principles Component

Yes

| **Category** | **Description** |
| --- | --- |
| Behavioral | We will implement Digital Citizenship/Safety Principles through NetSmartz assemblies and online lessons to assist students to learn responsibly with today's current technology. This will prevent digital citizenship concerns that may otherwise impede academic progress. |

Please explain how this component was completed to support the goal.

We held school assemblies for all students, presented by NetSmartz, and students completed online lessons in the classroom.

**Summary of Estimated Expenditures**

| **Category** | **Estimated Cost (entered by the school)** |
| --- | --- |
| **Total:** | **$74,000.00** |
| Software < $5,000 | $4,000.00 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | $65,000.00 |
| Books, Ebooks, online curriculum/subscriptions | $5,000.00 |

**Actual Carry-over**

In the Financial Proposal and Report, there is a carry-over of $12420.94 to the 2023 - 2024 school year. This is 17 % of the distribution received in 2022 - 2023 of $72298.17. Please describe the reason for a carry-over of more than 10 % of the distribution.

Some costs that were intended for Land Trust funds (Salaries and Benefits) were mistakenly allocated from TSSA funds. When we realized the mistake, it was too late to correct it. We ended up going over budget in the TSSA Plan and under budget in the Land Trust Plan. We are keeping a closer eye on purchases this year.

**Funding Changes**

**There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?**

Any additional funding will be used to continue to focus on Goal #1 by funding substitutes and assistants to support student learning and the PLC process and to reduce class sizes. Additional funds will be used to continue to support Goal #1 by purchasing additional classroom textbooks and technology such as: software, Chromebooks, computers, Apple TVs, etc. Also in support of Goal #1, additional funds will be used for before or after school enrichment and academic support, curriculum-based assemblies, and to purchase student incentives, up to $2.00 per student, to improve behavior. All expenditures will be designed to support reading, writing and math instruction and provide academic focused leadership training and opportunities for students and teachers.

**If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."**

Did not implement Funding Changes.

**Publicity**

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

* School newsletter
* School website

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

 School newsletter

 School website

**Council Plan Approvals**

| **Number Approved** | **Number Not Approved** | **Number Absent** | **Vote Date** |
| --- | --- | --- | --- |
| 6 | 0 | 2 | 2022-03-23 |

* For assistance, contact:
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