

Saratoga Shores Elementary Trust Lands Final Report for 2018-2019 Submitted on October 20, 2019

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	\$4,060
Distribution for 2018-2019	\$81,710	N/A	\$86,368
Total Available for Expenditure in 2018-2019	\$81,710	N/A	\$90,428
Salaries and Employee Benefits (100 and 200)	\$42,091	\$24,871	\$21,378
Employee Benefits (200)	\$0	\$0	\$3,493
Professional and Technical Services (300)	\$9,710	\$10,382	\$10,382
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$2,377
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$12,000	\$19,436	\$17,059
General Supplies (610)	\$2,919	\$7,151	\$7,151
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$23,855
Software (670)	\$0	\$0	\$300
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$14,990	\$24,155	\$0
Total Expenditures	\$81,710	\$85,995	\$85,995
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$4,433

Goal #1 Goal

The percent of K-3 students reaching the reading benchmark on DIBLES will be 82% at the end of the 2018-19 school year.

Academic Areas

- Reading
- Writing

Measurements

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

DIBELs assessments Fall 2018, Winter 2019, & Spring 2019

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

Measurements -- before and after measurements and how academic performance was improved:

The measurement tool that is currently used in the district is the DIBELs assessment benchmark, which we used to measure our students' reading. This is our fourth year utilizing this measurement tool. While we did not reach our target of 82%, we continue to analyze and provide solutions to support students in their learning by targeting specific student learning outcomes (SLOs) that will directly impact student growth. Building Effective Readers (BER) training will be utilized to provide additional training and development for our first grade team during the 2019-2020 school year. What follows is our 2017 - 18 composite data and our 2017-18 progress:

Saratoga Shores DIBELs Benchmark

Kindergarten

2017-18 65%

2018-19 53%

1st Grade

2017-18 74%

2018-19 70%

2nd Grade

2017-18 69%

2018-19 65%

3rd Grade

2017-18 75%

2018-19 77%

Each grade level identified essential standards for Language Arts core units of study and used grade level common assessments to measure student progress throughout the year. Grades 4-6 used writing programs to measure student progress. In examining our data we celebrate the growth that students achieved in grades 3-6; and we have identified areas in units of study in each respective grade level to improve. Of particular note is our 4th grade team, who has seen an additional lift in language arts with their integration of language arts with cross-cutting concepts. The 4th grade team has identified other areas in Language Arts they will continue to improve and they have developed a plan to support students in their cognitive load in tier one instruction during the 2019-20 school year. Our school-wide proficiency for grades 3-6 remained above 60% proficient in Language Arts: 2018 63% and 2019 62%.

Saratoga Shores English Language Arts:
Spring Summative Assessment Data

3rd Grade

SAGE 2018 66%

RISE 2019 58%

4th Grade
SAGE 2018 53%
RISE 2019 56%

5th Grade
2017-18 67%
2018-19 67%

6th Grade
2017-18 66%
2018-19 66%

Action Plan Steps

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

ACTION PLAN STEP #1: Those lowest readers will be identified by the classroom teacher(s) and have additional support/practice with STARS reading tutors. Lower grades (first - third) will focus on fluency and comprehension; and upper grades (fourth - sixth) will focus on comprehension. Students will work one on one with a STAR/reading tutor for 30 minutes a day Tuesday-Friday. The program will run about 115 days during the school year 4 days a week 2 hours each day. The lead tutor will receive a stipend of \$500. In August 2018 we will hire: four aides/tutors for the STARS/reading tutoring program. We will use Trust Land funds to match district Double Dose funds to provide these aides.

ACTION PLAN STEP #2: In September 2018 we will hire and train two Progress Monitoring Aides who will work Tuesday-Friday for two hours a day with our students K-3 needing reading practice on specific reading skills. They will use Florida Center for Reading Research (FCRR) materials for the practice with students. Teachers will progress monitor their students once a week for low readers. The aides will assess every other week for medium readers and once a month for high readers. Both teachers & aides will be using the My Class database to track student progression towards their benchmark levels on DIBELS. We will use Trust Land funds to match district Double Dose funds to provide these aides.

ACTION PLAN STEP #3: In September 2018, we will purchase with school funds needed supplies, copying, books, and other materials for the STARS/reading tutoring and to support our writing efforts. We will use school funds to purchase Vantage My Access for fourth grade student writing practice and assessment. This tool is used to help students to read and edit their work.

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

In diagnosing student learning needs and intervening with more targeted instruction, in reading we placed 4 STAR tutors and 1 Progress Monitoring aide to support student learning for a specific population of students. Two Character Education Coordinators, from our faculty, continued to train students through building the leadership capacity of our student council in skills to stand up against bullying and Stand for Kind. These coordinators oversee monthly student lead Character Education assemblies, where the student body learned techniques in how to Stand4Kind.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	In August 2018 continue to train students on character education curriculum and materials. Students will read, analyze, discuss, participate in monthly character trait assemblies, and write about character education related concepts. Pay two teachers a \$500 stipend each to be the Character Education teachers, who would oversee the training of teachers, maintain materials, and teach student character education activities.	As outlined above.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	4 STARS/reading Tutors \$492; 1 STARS Lead Tutor Stipend \$540; 2 Progress Monitoring Aides, \$2688; 2 Teacher Stipends Character Ed. Teachers \$1324	\$9,473	\$9,585	There was a coding error between budget categories but the funds were spent as planned: 4 Stars/Reading Tutors; 1 STARS Lead Tutor Stipend; 1 Progress Monitoring Aide; 2 Teacher Stipends Character Ed Teachers.
	Total:	\$9,473	\$9,585	

Goal #2 Goal

The percentage of students achieving proficiency will increase by 2% in all tested subjects at the end of the 2018-19 school year as compared to 2017-18.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies

Measurements

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

Grade level common assessments; SAGE Benchmark tests; SAGE Testing in May 2018

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

In the 2018-19 school year, we continued purposefully integrating core subjects together, using language arts as the foundation on which we tie other core standards to in order to provide deeper learning for our students. In that process, students are engaged in their learning and continue to make connections in how to apply their knowledge. We celebrate our significant lift in our science scores. We continue to make gains in our math scores as we build on the integration and deep learning experiences. Grade 3-6 continue to identify areas in math that will continue to build on the foundational knowledge skills in math.

Saratoga Shores Math:
Spring Summative Assessment Data

3rd Grade
SAGE 2018 58%
RISE 2019 58%

4th Grade
SAGE 2018 45%
RISE 2019 49%

5th Grade
2017-18 57%
2018-19 64%

6th Grade
2017-18 65%
2018-19 57%

Saratoga Shores Science:
Spring Summative Assessment Data

4th Grade
SAGE 2018 41%
RISE 2019 54%

5th Grade
2017-18 70%
2018-19 74%

6th Grade
2017-18 69%
2018-19 72%

Action Plan Steps

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

ACTION PLAN STEP #1: To increase teacher capacity in providing deeper learning for students by continuing to integrate core subjects, infusing technology for active student learning and purposefully teaching the 6Cs (character, communication, collaboration, critical thinking, creativity, and citizenship). Funds will be set aside to do the following starting in September 2018:

1. Attend conferences/workshops and provide professional development focused on our Vision for Learning for deeper learning through integration, technology, math, literacy, and the arts (sub costs and registration fees).
2. Extended Collaboration Time: Time for each grade level time to meet for half a day each Trimester to work collaboratively. Sub cost would be based on a team of 4 teachers to meet three times a year. OR have the option to pay teachers hourly (after school) for 4 hours three times a year.

3. Cross-School Collaboration: Where grade level teams can go observe, collaborate, and implement best practices from other school teams in the district/state (sub cost would be based on a teams of 4 teachers for one half day visit).

4. Professional Development School Visit to San Francisco 21st Century/PLC Schools: Take the school Leadership Team consisting of 10 members to participate in a three-day site visit of four schools that are leading out nationally in the following: integration; technology for active student learning; and strong PLC orientation. The purpose for these visits is for the Leadership Team to then return with ideas/training that would provide vision for what our next steps could be. These next steps could range from providing needed training to creating structures to support deeper learning for both teachers and students. Costs: a portion of the costs of this trip would come from existing school and matching district funds. The amount of Trust Lands funds for this trip would be approximately \$8000 for flights, hotel, and transportation.

ACTION PLAN STEP #2: Technology to be purchased and maintained or replaced in July 2018 to do the following: increase student access to core subjects; to assess student learning; provide Math; Language Arts; and Science integration through deep learning experiences; and to aid teachers in increasing student engagement empowerment and discovery (10 iPads; Covers; 20 Chromebook Touches; 6 Chromebook carts; and a 3D Laser Printer).

Support given to students and teachers through an Education Tech. The chief responsibility of the Education Tech would be working in direct instruction with students during integrated deep learning tasks and helping teacher in finding Apps/software that support the Math and Language Arts cores. The Education Tech would work 8 hours weekly for 38 weeks starting in September 2018.

ACTION PLAN STEP #3: Starting in September 2018, teachers will continue our Flex schedule (Shark Attack Time) that allows them to both pull small groups that work with the teacher on specific targeted concepts and provide extensions for those who have mastered concepts to support grade level Shark Attack Time, specifically for small group work. Teachers will work with the aides during prep/collaboration times to provide lessons and materials. Two aides will be hired in August 2018 to work 115 days during the school year 4 days a week 2 hours a day.

ACTION PLAN STEP #4: Academic Field Trips: Starting in September 2018 these will allow teachers to reassess their students ability to read and identify areas of improvement throughout the year. The field trips will provide authentic learning experiences outside of the classroom to increase motivation in reading and literacy. Each field trip will be tied to a core standard, and will be anchored with a Language Arts component in both reading and writing. In addition to these grade level Academic Field Trips, we will be sending a group of 5th & 6th Grade students to the STEM Conference held two times a year at UVU (fall is for boys & spring is for girls). Two teachers will accompany the students and work with them on STEM related integrated projects (one set of teachers for each conference). We would fund a \$100 stipend for each teacher from Trust Lands.

ACTION PLAN STEP #5: Music Teacher. In August 2018, we will hire a music teacher (one year contract) to teach our music specialty class where music will be taught in a integrated approach (with an emphasis on Language Arts, Math, Science, and Social Studies). This will be taught to all students Monday through Friday. The teacher will work with individual grade level teams to target and integrate core concepts into music instruction, theory, Language Arts, and history. The music teacher salary will be funded 80% by the Beverly Taylor Sorensen Arts Grant and 20% with matching Trust Lands funds.

ACTION PLAN STEP #6:

General Supplies to support our implementation of deep learning to increase student mastery of reading, writing, science, and math thorough integrated learning tasks. Based on sound pedagogical research which indicates that curriculum that is integrated using Language Arts as its foundation increases student learning and deepens understanding across all integrated subjects (Math; Science; Engineering; and the Arts). These tasks will impact student learning and growth that we identified in both goals in our School Improvement Plan. Funds would be used to purchase needed materials such as: paper products (e.g. - graph paper, writing paper, paper bags, etc.); glue; fabrics; plastics; air compressors; wood; miscellaneous hardware needed to assemble projects; 3D printer filament;

electrical circuits; Styrofoam; science supplies (e.g. - scales, liquids, beakers, safety goggles, thermometers, etc.).

ACTION PLAN STEP #7

Student and teacher lead integration night called S.T.E.A.Ming with the Sharks. In support of our efforts to integrate our curriculum (using Language Arts as the foundation) we have implemented this evening where teachers and students host parents for two hours to experience numerous deep learning tasks. Each grade level has a different deep learning task that has come from the core that they have learned throughout the year. All students, along with teacher assistance, have an opportunity to have their families experience their learning with them. We will use Trust Lands funds to pay a \$60 stipend to teachers (35 in total) for their work with students on this evening that will take place in February 2019.

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

We were able to send a total of 4 teachers to the Learners Edge conference that trained them on providing differentiated instruction for high ability learners and deep learning experiences for students. We also had 4 teachers attend an annual Reading conference to assist in building the capacity for engaging reading material for respective grade levels at our school. Our leadership team was able to visit schools in Virginia (Instead of San Francisco) to observe, inquire and assess deep learning that is happening at the K-6 grade levels. These teachers were able to make connections and collaborate on creating professional development that integrated pedagogy for each respective grade level. Our specialty teachers continue to benefit from the integrated learning experiences and collaborate on how they can continue to integrate core language arts, math, and science concepts into their curriculum.

The Extended Collaboration for a grade level to meet for half a day two times, or the equivalent time after school, a year to work collaboratively on targeted interventions and integrated lessons for students in language arts, science, and math. This time was used by all grade levels K-6. These grade level teams were able to create and revise common formative assessments, and develop interventions/extensions that were deployed in grade level flex time. Additionally, our computer teacher was paid a stipend to continue her work with our school Leadership Team to help integrate more Language Arts standards with the use of technology.

Technology was purchased, and maintained, to increase student access to core subjects, and to aid teachers in increasing student engagement and discovery. We purchased 10 iPads for teachers to use in their classrooms for both literacy and math; 44 Chromebook Touches, along with 5 Chromebook carts for grades levels (Kindergarten, 4-6). Our students were able to create, research, write and edit effectively. Each device had a computer management license purchased for maintenance and repairs. These devices were also used for common assessment data for teachers to focus curriculum by the student by the standard. Finally, we purchased 8 flat screen televisions and Apple TVs to replace our older projectors in order to assist in student learning and comprehension. We hired an Education Tech to support teachers and students. The main duties and responsibilities of the Education Tech was to work with teachers to continue to find Applications / Software that support the math and language art cores, work with students, and train individuals/groups how to use the related Applications / Software.

In support of our efforts to integrate our curriculum, using language arts as the foundation, we have continued the implementation of one evening (STEAMing with the Sharks) where teachers and students host parents for two hours to experience numerous deep learning tasks. Each grade level had a different deep learning task that are built around core essentials that students learn about throughout the year. All students, with teacher assistance, had an opportunity to have their families experience a deep learning experience with students. We used Trust Lands funds to pay a \$75 stipend to teachers (40 in total) for their work with students for this one night event.

We were able to hire a total of 2 Flex Time (a.k.a. Shark Attack Time) aides for grade K-6. The Flex Time aides came in four days a week for one hour to work with students in math, language arts, and science integration. Through weekly assessments, each grade level determined which content and skill was most needed for specific targeted students. Then each grade level developed lesson plans and activities for the aides to use. The groups of students

were flexible and fluid depending on the skill needing to be learned, and the speed at which it was mastered.

We purchased materials to support our implementation of S.T.E.A.M. to deepen student mastery of reading and writing, through integrated learning tasks. The lessons and activities are based on sound pedagogical research, which indicates that curriculum that is integrated, using language arts as its foundation, increases student learning and deepens understanding across all integrated subjects (math, science, engineering, and the arts). These tasks and activities will impact student learning and growth that we identified in both goals in our School Improvement Plan. Funds were used to purchase deep learning materials such as paper products (e.g. graph paper, writing paper, paper bags, etc.), glue, fabrics, plastics, air compressors, wood, miscellaneous hardware needed to assemble projects, 3D printer spools, electrical circuits, styrofoam, science supplies (e.g. scales, liquids, beakers, safety goggles, thermometers, etc).

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1 educational tech to assist students 1 Music Specialty Teacher 2 Flex Time aides; 18 teachers Extended Collaboration hourly rate; 4 STEM Conference Teacher Stipends; 35 S.T.E.A.Ming with the Sharks Teacher Stipends	\$32,618	\$15,286	As Described. There was a coding error between budget categories but the funds were spent as planned.
Professional and Technical Services (300)	Conference registrations & Professional Development; Subs for Professional Development, conferences & collaboration,	\$9,710	\$10,382	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Grade Level Field Trips, STEM Conference, & San Francisco Professional Development Experience travel expenses	\$12,000	\$19,436	There was a coding error between budget categories but the funds were spent as planned.
General Supplies (610)	Supplies for integrated deep learning tasks	\$2,919	\$7,151	As Described. There was a coding error between budget categories but the funds were spent as planned.
Technology Equipment > \$5,000 (734)	10 iPads, 10 iPad Licenses, 20 Chromebooks, 20 Chromebook Licenses, 6 Chromebook Carts, 3D Laser Printer	\$14,990	\$24,155	There was a coding error between budget categories but the funds were spent as planned: 10 iPads, 10 iPad Licenses, 44 Chromebooks, 44 Chromebook Licenses, 5 Chromebook Carts, 8 Flat Screen Televisions, 3D Laser Printer
	Total:	\$72,237	\$76,410	

Funding Changes (and Unplanned Expenditures)

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

If more funds become available, we would purchase additional Chromebooks to replace those needing to be retired and to complete our lower grade ratio of computers. We would purchase flat screen televisions and Apple TV devices to replace our older projectors in order to assist in student learning and comprehension. We would increase our tutor and aide support in our STARS; Shark Attack Time (Flex Time), and interventions/extensions programs. In support of teacher professional

development, we would also use additional funds to provide targeted grade level professional development opportunities monthly throughout the year.

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:

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2018-04-09

No Comments at this time