

# Ridgecrest EL 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.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2012 - 2013</b>	<b>\$5,454</b>	<b>\$5,555</b>
<b>Distribution for 2013 - 2014</b>	<b>\$27,224</b>	<b>\$32,911</b>
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$32,678</b>	<b>\$38,466</b>
Salaries and Employee Benefits (100 and 200)	\$32,200	\$31,786
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	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$32,200</b>	<b>\$31,786</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$478</b>	<b>\$6,680</b>

## ITEM A - Report on Goals

### Goal #1

The number of students reaching benchmark criteria for reading fluency as measured on the R-CBM assessment and for comprehension as measured on the DAZE assessment will increase from seventy percent, respectively, to eighty percent on each assessment.

Students reaching proficiency in Language Arts as measured on the 2014 CRT assessments will increase from eighty-one percent in 2012 to eighty-five percent.

Identified academic area(s).

Reading

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

- 1 - Increase use of effective instructional strategies in Tier I instruction, specifically opportunities to respond, feedback, and vocabulary development.
- 2 - Identify students scoring below benchmark on CBM and DAZE assessments (fall 2013, winter 2014, spring 2014), obtain diagnostic data of students' needs, and provide intensive, researched-based Tier I and Tier II interventions.
- 3 - Progress monitor the identified students at least twice per month and adjust instructional interventions as needed.
- 4 - Administer regular CFA's to monitor mastery of core standards, collaborate in PLCs to analyze data, adjust instruction as needed.

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

School LANDtrust funds were used to hire two paraprofessionals who worked 19-hours each week to provide targeted, research-based interventions to students who were identified as achieving below identified benchmarks on R-CBM assessments. Students identified as needing services met with the paraprofessionals for thirty minutes a day, four days per week, to receive intensive interventions using the Sidewalks (kindergarten through third grades) and Rewards (fourth through sixth grades) programs. Students' progress was monitored once per week through the administration of reading probes; students' progress was charted, monitored and adjusted as needed by the teachers, achievement coach, principal, and interventionists.

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

Curriculum Based Measurements R-CBM and DAZE will be administered in the fall, winter and spring of the school year to monitor progress throughout the year. Monthly Common Formative Assessments (CFA) will also be used to monitor progress.

Spring R-CBM and DAZE assessments, as well as end-of-the year Criterion Referenced Tests (CRT), will be used to measure attainment of goals.

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

The percentage of students reaching benchmark on the Curriculum Based Measurement tool R-CBM was 70% at

spring of 2014, ten percentage points below the school goal.

Growth on the Curriculum Based Measurement tool DAZE and end-of-the year Criterion Referenced Tests (CRT) were not collected and analyzed as planned. The DAZE assessment was not administered in 2013-14 district-wide; CRT assessments were not administered state-wide in 2014, SAGE testing being implemented in its place and not being comparable data.

<b>Grade</b>	<b>Fall 2013 % of Students Proficient</b>	<b>Spring 2014 % of Students Proficient</b>
K	72 (Nonsense word fluency/winter 2013)	72 nonsense word fluency
1	47	69
2	78	80
3	70	65
4	76	63
5	73	71
Total:	<b>69.3</b>	<b>70</b>

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
16100	Salaries and Employee Benefits (100 and 200)	Two para educators will be hired to work 17 hours per week. They will work under the supervision of the principal and achievement coach to plan and implement targeted interventions for identified students.

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

\$15,893 was expended in salaries and benefits for two paraprofessionals who provided targeted interventions in reading/language arts.

## **Goal #2**

The number of students reaching benchmark criteria for math fluency as measured on the MCOMP assessment and for application of math concepts as measured on the MCAP assessment will increase from seventy-three percent and sixty-nine percent, respectively, to eighty percent on each assessment.

Students reaching proficiency in Mathematics as measured on the 2014 CRT assessments will increase from seventy percent in 2012 to eighty percent.

Identified academic area(s).

Mathematics

**This was the action plan.**

- 1 - Increase use of effective instructional strategies in Tier I instruction, specifically opportunities to respond, feedback, and vocabulary development.
- 2 - Identify students scoring below benchmark on MCOMP and MCAP assessments (fall 2013, winter 2014, spring 2014), obtain diagnostic data of students' needs, and provide intensive, researched-based Tier I and Tier II interventions.
- 3 - Progress monitor the identified students at least twice per month and adjust instructional interventions as needed.
- 4 - Administer regular CFA's to monitor mastery of core standards, collaborate in PLCs to analyze data, adjust instruction as needed.

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

School LANDtrust funds were used to hire two paraprofessionals who worked 19-hours each week to provide targeted, research-based interventions to students who were identified as achieving below identified benchmarks on the Curriculum Based Measurement tool MCOMP. Students identified as needing services met with the paraprofessionals for thirty minutes, four days each week, to receive intensive interventions using the Math Recovery program and teacher-directed interventions. Students' progress was monitored once per week through the administration of math probes; students' progress was charted, monitored and adjusted as needed by the teachers, achievement coach, principal, and interventionists.

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

Curriculum Based Measurements MCOMP and MCAP will be administered in the fall, winter and spring of the school year to monitor progress throughout the year. Monthly Common Formative Assessments (CFA) will also be used to monitor progress.

Spring MCOMP and MCAP assessments, as well as end-of-the year Criterion Referenced Tests (CRT), will be used to

measure attainment of goals.

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

The percentage of students reaching benchmark on the Curriculum Based Measurement tool MCOMP was 82% at spring of 2014, two percentage points above the school goal.

Growth on the Curriculum Based Measurement tool MCAP and on end-of-the year Criterion Referenced Tests (CRT) were not collected and analyzed as planned. The MCAP assessment was not administered in 2013-14 district-wide; CRT assessments were not administered state-wide in 2014, SAGE testing being implemented in its place and not being comparable data.

**Grade      Fall 2013 % of Students Proficient      Spring 2014 % of Students Proficient**

K	76 (missing number assessment)	79 (missing number assessment)
1	82	92
2	88	88
3	82	87
4	74	73
5	59	70
Total:	<b>77</b>	<b>82</b>

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
16100	Salaries and Employee Benefits (100 and 200)	Four paraprofessionals will be hired to work 17 hours per week. They will work under the supervision of the principal and achievement coach to plan and implement targeted, research-based interventions for identified students in both reading and mathematics.

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

\$15,893 was expended in salaries and benefits for two paraprofessionals who provided targeted interventions in reading/language arts.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$6680 to the 2014-2015 school year. This is 20% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.**

A portable iPad lab with ten iPads was purchased with the additional funds. The total expenditure of \$6099 was not encumbered until the 2014-15 fiscal year.

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

Goals 1 & 2

Additional funds would be used to purchase iPads that would be used by teachers and students to provide additional academic support and interventions to students.

**The distribution was about 14% more than 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):**

- School newsletter
- School website

**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**

**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