

Northridge 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.

| Available Funds | Planned Expenditures (entered by the school) | Actual Expenditures (entered by the District Business Administrator) |
|---|---|---|
| Carry-Over from 2012 - 2013 | \$2,367 | \$3,640 |
| Distribution for 2013 - 2014 | \$31,094 | \$40,171 |
| Total Available for Expenditure in 2013 - 2014 | \$33,461 | \$43,811 |
| Salaries and Employee Benefits (100 and 200) | \$19,000 | \$8,631 |
| Professional and Technical Services (300) | \$2,000 | \$1,900 |
| Repairs and Maintenance (400) | \$0 | \$0 |
| Other Purchased Services (Admission and Printing) (500) | \$0 | \$0 |
| Travel (580) | \$0 | \$0 |
| General Supplies (610) | \$1,300 | \$5,371 |
| Textbooks (641) | \$2,500 | \$0 |
| Library Books (644) | \$0 | \$0 |
| Periodicals, AV Materials (650-660) | \$0 | \$0 |
| Software (670) | \$2,700 | \$0 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$5,900 | \$13,471 |
| Total Expenditures | \$33,400 | \$29,373 |
| Remaining Funds (Carry-Over to 2014 - 2015) | \$61 | \$14,438 |

ITEM A - Report on Goals

Goal #1

Raise our SGP from 48 to 52 in Language Arts.
Identified academic area(s).

Reading

This was the action plan.

We will do this by hiring a STAR coordinator to run the STAR program. The STAR coordinator will train and support volunteers along with tutoring students when the volunteers are not here. We will also hire aides to do our Double Dosing program for reading. This program will be a before/after school tutoring program for struggling students.

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

We hired our STAR coordinator, with matching funds provided by AMERICORP, and implemented the program as planned. The Double Dosing aides were also hired, and worked with our struggling readers to improve their reading levels. Based on DRA scores and end of year testing, our students were selected to go to our STAR reading program or receive Double Dose instruction, or some even received a combination of both. Through ongoing formative assessments, students either exited services from these programs after appropriate gains in reading, or continued through the year to receive full benefit from the programs.

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

End of the year testing and DRA. We will also use weekly common assessments to check the progress of students. During FLEX time struggling students will get extra help with necessary concepts.

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

Current end of the year testing is not available at this time, but will be available later in the month of October. However, we do have end of year DRA testing. Our percentage meeting benchmark raised in 1st grade from 55% in Fall testing, to 77% in Spring testing, for a full 22% more students meeting benchmark than the first of the year. 2nd grade also showed student growth from 72% making benchmark in Fall, to 90% making benchmark in the spring, totaling 18% more growth in students making benchmark. 3rd grade saw a decrease in percentage of students that passed, due to invalidation of winter and spring tests because of the wrong tests given. We will have accurate information for these (now 4th graders) students at the end of the 2014-2015 school year, and their end of level testing due later this month. 4th grade saw an increase from 66% to 92%, a 26% increase. 5th grade went from 55% to 96%, a 41% increase, and 6th grade saw a 5 point increase from Fall to Winter DRA testing from 86% to 91% passing. So we are making good improvements. We did see a dip in Kindergarten DRA growth from Winter testing to Spring testing, going from 77% proficient in Winter, to 68% proficient in the Spring. We will look to analyze this trend and remediate in this grade level.

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

| Amount | Category | Description |
|--------|--|---|
| 8000 | Salaries and Employee Benefits (100 and 200) | STAR Coordinator - \$5,000 Double Dosing Aides - \$3,000 |
| 1300 | General Supplies (610) | Copies and rewards for STAR Program |

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

STAR Coordinator, and Double Dosing Aides: \$3,065.88
Copies and rewards for STAR Program: \$998.40

Goal #2

Raise our SGP from 45 to 50 in Math.
Identified academic area(s).
Mathematics

This was the action plan.

We will do this by hiring Math Tips tutors for the 1-3 grades. This program is a one on one tutoring program for math. We will also hire aides to do our Double Dosing program for math. This program will be a before/after school tutoring program for struggling students.

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

We hired Math Tips tutors for grades 1-3 as outlined. We also hired the Double Dosing aides for the math. We had difficulty getting the students that really needed the Double Dosing for math to come before or after school. We began implementing some of the tutoring for these students during school on Mondays, as well as during specific key times on other days of the week to avoid pulling them out of their core subject instruction.

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

End of the year testing. We will also use weekly common assessments to check the progress of students. During FLEX time struggling students will get extra help with necessary concepts. Purchase Timez Attack.

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

We do not currently have data on the end of year testing to calculate growth in the area of Math. However, using the common assessments from teachers, students continued to increase in their math skills. Those that did not understand the math concepts for the week were given additional instruction until they did show proficiency in the concepts. Timez Attach was also purchased to reinforce automaticity in our grades K-3 math skills. They improved in this area as well.

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

| Amount | Category | Description |
|--------|--|--|
| 8000 | Salaries and Employee Benefits (100 and 200) | Math Tips Aides - \$6,000 Double Dosing Aides - \$3,000 |
| 1500 | Software (670) | Timez Attack Software for multiplication practice and drill. |

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

Because of absenteeism due to illness and other issues, we did not spend the entirety of the aide hours in this area. We did purchase the Timez Attach software. The aide time was between two aides, and some of the aide time for double dosing in Goal 1 was also used for the math TIPS and double-dosing for math.
Math Tips Aides and Double Dosing Aides: \$2000
Timez Attack: \$1500.00

Goal #3

Provide materials and professional development opportunities for teaches in the area of Writing.
Identified academic area(s).
Writing

This was the action plan.

Contact Brad Wilcox

Set a Date
Buy materials
Conduct workshop

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

We did have Brad Wilcox come in and speak to the school. We also purchased the materials for the event. The workshop was successful and teachers began implementing many of the items learned in the workshop within the next few collaboration meetings afterwards.

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

DWA scores on UCAS report. Writing samples graded with common rubrics during the school year.

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

The writing samples from the students shared during collaboration meetings showed much improvement. We are still waiting for the 2014 DWA writing scores, but the total DWA proficiency for Northridge in 2013 winter score was 96% passing rate. This was a 7 point increase from 89% in 2012.

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

| Amount | Category | Description |
|---------------|---|-----------------------|
| 2000 | Professional and Technical Services (300) | Brad Wilcox presenter |
| 2500 | Textbooks (641) | Books and materials |

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

Brad Wilcox presenter and Americorp Participation Fee: \$1900

Textbooks: \$5293.63

Goal #4

To provide teachers with current technology to assess students knowledge and understanding of concepts taught. Brian Pop Jr. Software will help instruction in Reading, Math and Science in the classroom.

Identified academic area(s).

Technology

This was the action plan.

Principal will purchase Student Response Systems to use in evaluation of student progress.

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

The principal purchased Brain Pop and Brain Pop Jr. in November of 2013, and the teachers began implementing it in their classrooms. The teachers were using this as supplementary teaching methods throughout the year. It was well-liked by the staff, enough where they voted to keep the subscription going for the 2014-15 school year as well.

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

Using the student response systems to track and monitor student progress.

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

Since we don't have the current testing scores for our core areas yet, it is hard to determine growth in these areas.

The teachers were also not reporting on a consistent basis the data from the student response systems. We need to work on implementing the student response systems with fidelity and track whether these software programs really are increasing student performance.

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

| Amount | Category | Description |
|---------------|---|---|
| 1200 | Software (670) | Principal will purchase of Brain Pop Jr. for teacher use. |
| 5900 | Equipment (Computer Hardware, Instruments, Furniture) (730) | Purchase of Student Response Systems |

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

Brain Pop: \$2095.00

Response Systems: \$2225.24

Equipment: \$6652.78

Goal #5

Our goal is to continue to have our SGP for Science be above 65.

Identified academic area(s).
Science

This was the action plan.

Hire an aide to assist in the classroom with instruction and large classes.

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

We are able to teach science to students in grades 4-6 using a full-time teacher and an aide. Because of the way the schedule is created, two of these classes are grade-level split classes. We needed an aide to help manage class sizes, as well as assist with instruction to a small degree.

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

End of the year CRT testing results and assessment of units taught.

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

We have yet to see the results from the state testing until late October. We will review the plan at that point and determine if further changes need to be made.

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

| Amount | Category | Description |
|---------------|--|------------------------|
| 3000 | Salaries and Employee Benefits (100 and 200) | Science Aide - \$2,000 |

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

We hired an aide designated specifically for the science class-
Science Aide: \$2000

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$14438 to the 2014-2015 school year. This is 36% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

There was an administrative change made effective as of April 1, 2014. Once the current administrator took over, it was seen that there were funds not used in the 100 and 200 category due to attrition and some absenteeism due to illness, etc. By the time the council met to determine how to use the overages, and vote to make those purchases, it was late May. We did however use much of the carryover already in this years budget by purchasing needed technology and guided reading library books. These expenditures will not show up until this years budget. We are already carefully monitoring funds that are being spent, and making sure to be more predictive of how much money will be left over in the 100 and 200 categories.

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

Technology, Student Response Systems, SMART boards, software - Timez Attack

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."

The money was spent on technology, through the purchase of ipad minis, a classroom set of Chromebooks, a new cart to hold, charge and transport the chromebooks, Timez Attack renewals, as well as a MobyMax software subscription license. We also purchased grade level Scholastic News for teachers to implement reading across different content areas.

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- 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.

10/17/2014