

Diamond Ridge High School Final Report 2023-2024

2023 - 2024 ▼

Final Report Approved

Final Report Approval Details

Submitted By:

Amy Boettger

Submit Date:

2025-01-15

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Alice Peck

LEA Approval Date:

2025-01-16

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), 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)
Carry-Over from 2022-2023	\$0.00	\$0.00	\$1,421.20
Distribution for 2023-2024	\$19,806.59	\$0.00	\$19,806.59
Total Available for Expenditure in 2023-2024	\$19,806.59	\$0.00	\$21,227.79
Salaries and Benefits	\$14,331.65	\$0.00	\$20,630.75
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	\$0.00	\$0.00	\$109.98
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
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	\$0.00
Remaining Funds (Carry-Over to 2024-2025)	\$5,474.94		\$485.25

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
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.			\$1.81
Total Expenditures	\$14,331.65	\$0.00	\$20,742.54
Remaining Funds (Carry-Over to 2024-2025)	\$5,474.94		\$485.25

Goal #1

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Goal Statement

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As an alternative high school, the majority of students come to us functioning significantly below grade level, with serious social, emotional and economic challeges interfering with their ability to be successful in school and graduate with their cohort. Our goal is to support our students with direct interventions to increase their math and ELA academic functioning, improve behavior, and provide supportive services and connections with school and community resources. As such, we plan to use our land trust funds to pay toward the salary and benefits of a new 35 hour/week Student Advocate position. Our measurable goals for the year are to increase Reading and Math scores by 10% in each area, as measured by beginning and end of year testing on the Reading Inventory and Math Inventory. The Student Advocate will provide academic and behavioral supports toward these academic goals, as well as link students and families to school and community resources. In addition, this position will perform family outreach as well as assist with transition and career exploration functions.

Academic Area

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- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics

Measurements

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Measurements

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

We will use the Scholastic Reading Inventory (RI) and Math Inventory (MI) to test students when they enter our school in the fall and winter, and post test in the late spring. We will also collect pre and post data on student pass rates, credit recovery rates, behavioral referrals, prior average and current year projected graduation rates, and student and parent qualitative data on the efficacy of supports received by the Student Advocate.

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").

Using students enrolling at the beginning of the year and tracked throughout the year we observed the following:

Student reading scores improved an average of 4.6% according to entering/beginning of the year test scores as compared to mid year and year end scores. 12 of 43 students (28%) saw growth in reading, averaging 113 points of growth per those testing. We did not reach our goal of 10% reading improvement.

Student math scores improved an average of 3.1% according to entering/beginning of the year test scores as compared to mid year and year end scores. 12 of 43 students (28%) saw growth in math, averaging 76.8 points of growth per those testing. We did not reach our goal of 10% math scores improvement. See attachment for expanded data and cohort size.

Action Plan Steps and Expenditures

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These are the Action Steps identified in the plan to reach the goal:

1. Advertise and hire a 35 hour/week Student Advocate, using the \$14,331.65 in Land Trust funds to pay toward their salary and benefits.
2. With the support of our current, full-time Student Advocate, train the new Advocate on their role which will include specific reading, math and behavioral supports; identify school resources available to students and families, and ensure they understand the responsibilities and expectations of the Student Advocate position.
3. Plan and carry out pre-testing on the RI and MI; complete student/parent needs survey at the beginning of the school year; identify students who have reading, math and or behavioral challenges who will be served by Student Advocate.
3. Conduct mid-year RI and MI testing; review results with Advocate; make adjustments as needed and continue to support training; identify new/entering students to be served; review current data and academic progress with SCC.
4. Conduct Spring RI and MI post-testing; compile and analyze credit and behavioral data, conduct year-end surveys with targeted students and parents; and review the data results with SCC.

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

Yes

Digital Citizenship/Safety Principles Component

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No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$14,331.65
Total:	\$14,331.65

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 available, how will the council spend the funds to implement the goals in this plan?

Depending on the amount of any additional funding, we would either increase the hours per week worked by the Student Advocate, or would hire a second hourly Student Advocate.

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."

As described above, we did increase the hours worked/salary paid to the Student Advocate.

Publicity

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

- School website

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

- ☐ Letters to policymakers and/or administrators of trust lands and trust funds
- ☐ Other: Please explain
- ☐ School assembly
- ☐ School marquee

- ☐ School newsletter
- ☒ School newsletter or website
- ☐ School website
- ☐ Social Media
- ☐ Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2023-03-21

Plan Attachments

Upload Date	Title	Description
2025-01-15	<u>23-24 DRHS Reading and Math Summary.</u>	To track growth, we identified and tracked students enrolling at the beginning of the year and tracked throughout the year.