

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2019-2020)	\$6,890	N/A	\$11,324
Carry-Over from 2017-2018	\$2,971	N/A	\$0
Distribution for 2018-2019	\$44,919	N/A	\$47,480
Total Available for Expenditure in 2018-2019	\$47,890	N/A	\$47,480
Salaries and Employee Benefits (100 and 200)	\$16,000	\$17,608	\$14,572
Employee Benefits (200)	\$0	\$0	\$3,036
Professional and Technical Services (300)	\$4,000	\$2,712	\$2,712
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$5,000	\$4,382	\$4,382
General Supplies (610)	\$11,000	\$11,000	\$5,868
Textbooks (641)	\$0	\$0	\$5,516
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$5,000	\$70	\$70
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$41,000	\$35,772	\$36,156

Goal #1

Goal

Valley High is an alternative high school whose focus is on helping students get back on track for graduation to improve graduation rates. In addition, we are committed to improving student's post-secondary options and outcomes.

Academic Areas

- Reading

- Mathematics
- Writing
- Science
- Social Studies

Measurements

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

1. The Professional Learning Community here at Valley High is tracking the amount of students who pass classes, fail classes, or do not earn credit due to lack of attendance. We are implementing an outreach plan where teachers email students and parents when students are absent from their classes.

2. We have a flex time program in our school day called Power Time. During this time students may make up absences, or get individual help with assignments from any teacher. During Power Time they may go to the math lab to receive one on one assistance in their math classes. During Power Time the careers lab is open for students to apply for jobs, work on resumes, research colleges or trade schools, and fill out applications for colleges and scholarships.

3. Weekly during Power Time we offer a guest speaker series to spotlight various career pathways and opportunities. We are able to highlight a variety of fields and interest areas for our students. Data is being collected on the number of students taking advantage of this time.

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

1. In May of 2019 we had 341 graduates. We had an additional 35 finish their credits in the summer in our Senior Success Program. This means a total of 376 students earned a diploma who had previously dropped out or felt that they had no chance to finish. We are extremely proud of this accomplishment. Preliminary data shows that our graduation rate for the 2018 2019 school year is at 71%. That is a 6% increase over last year!

2. Our Professional Learning community continues to collect and analyze the number of classes passed by our students. That data shows that the students continue to improve. The growth is small but steady. We continue to contact students and parents by phone and email when students are in danger of failing a class and we feel that personal outreach is essential to our student's success. We have a detailed data chart with the numbers of classes passed, failed, or earned NC but it is not accepted by this online program. It can be viewed on our website under the School Community Council drop down menu.

3. With the Lands Trust funds we were able to send teachers to professional conferences to update their skills and receive training on the latest advances in education. We had almost half of our teachers attend a one or two day conference in their curricular area during the past year using the Lands Trust funding. Without this funding, this level of professional development would not be possible.

4. For three years now we have had the Power Time flex program for remediation. Students have access to any teacher in the building from 1:30 to 2 PM each school day for personalized help with assignments. Approximately 35% of our students are utilizing it on a daily basis. This is about the same percentage as last year. We have an average of 150 students spending their own time each day getting additional help in core subject areas and earning additional credit towards graduation. The math teachers consistently have the most students seeking help each day. The library has also seen an increase in students using it for research and just to enjoy reading. Our LMC averages 15 students a day during Power Time which means 371 students were in our library were during their flex time last year. During the 2018 19 school year we had 2258 book checkouts which is a phenomenal number for a school of just over 500 students.

5. Our guest speaker series continues to grow in popularity. Each week we have fifty to eighty students attending a guest lecture to learn about career opportunities in the community. These speakers

are coordinated through our Student Advocate and the Career Center Assistant. With our Lands Trust funding we were able to take about 75 students to the Mountain America Expo Center last October to the Pathways to Professions fair to help them explore post-secondary options and possible careers. We were also able to take 80 students on a tour of two campus sites of Salt Lake Community College.

Action Plan Steps

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

1. Payment of tuition or admission to conferences and workshops for professional development for teachers in the current trends in research and best practices. There are many quality conferences available each year, we will prioritize those in order of relevance to our student population and select teachers to attend. These teachers will then report to the entire faculty and share the information through our Professional Learning Community. (PLC) We also include the cost of substitute teachers for the classes while the teachers are at professional development.
2. PLC support through the purchase of books, DVDs, or other materials.
3. Money to fund an outreach aide for our non-attenders. It is crucial that our students attend every day and give school their best effort. Many have obstacles in their living and transportation situations. Some have health issues which are not addressed due to financial and family problems. It is very beneficial to have a live person who makes personal phone calls to track students who quit attending and make no contact with us. The hope is to find out the situation and share information about any community resources that may be available to help so the student can return to school. We need the contact to be personal. We hope to hire someone who is fluent bi-lingual in Spanish to reach more of our students and their families.
4. Funding to pay for a summer aide to reach out to students who stopped attending Valley High during the past school year. This individual will make contact with students and their parents to invite them to re-enroll at Valley High school. Additional information is shared with them about adult high school and or GED programs.

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

We were able to fund all of our action steps to complete this goal. We were slightly under the amount in employee expenses for our Summer Drop Out Prevention aide. Some of our expenses for employee benefits are coded to budget code 200 which we had zero funding planned. We need to do a better job figuring out employee benefits as we plan for aides and also code them to the right category.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$17,000	\$22,320	
Salaries and Employee Benefits (100 and 200)	Dropout Prevention Aide to contact students who quit attending. Budget code (1084 165) \$8000 Summer Aide for Dropout Prevention outreach. Budget code (1084 165) \$1000 Substitute pay for some of these teacher activities. Budget Code (1073 132) \$2000	\$11,000	\$17,608	As described
Professional and Technical Services (300)	Conferences, registrations etc. for teacher PD. Budget code (2290 331) \$4000	\$4,000	\$2,712	It is difficult to determine the costs of conferences and workshops for teachers so far

Category	Description	Estimated Cost	Actual Cost	Actual Use
				advance. We budgeted 4000 and spent 2712.
General Supplies (610)	Professional Learning Community support materials (book studies.) Budget code (1090 610) \$2000	\$2,000	\$2,000	We did purchase books for our Professional Learning Community goals but those were coded to the Textbook code of 641 when entered by our district administrator.

Goal #2

Goal

: Our second goal is to increase the options that students have to earn recovery credit for classes they have failed in the past before coming to Valley High School. We strive to offer quality credit recovery options for students to earn additional credits beyond their full time class schedule with us.

Academic Areas

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

Measurements

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

1. We track the amount of recovery credits earned and completed each year. In 2016-17 school year we had 1577 quarter credits recovered by our 600 students during that school year. Our data from this year will be available on May 23rd, 2018. Valley High has been nurturing and growing a program for students to earn make up credit through activities and field trips on Fridays throughout the school year. By the end of the 2017-18 school year, we will have four years of data to compare for analysis. We can then make any needed adjustments to our program. Just last year there was a 30% increase in the students using the Friday Activity programs and other methods to earn credit over the previous school year.

2. We have expanded our depth and breadth of field trip experiences to include such diverse activities as a tour of Camp Floyd and also Wheeler Farm, a visit to the Swaner Preserve and Eco Center in Park City, and a beautiful day walking the gardens at the Water Conservation Gardens in West Jordan.

Our students were able to learn to make Print Art and have a workshop of the Math of Buying a Car. They have visited all of the major museums in our area and this spring they spent a day to apply their math skills to create and launch bottle rockets. We have conducted thirty different field trip activity experiences for our students in the 2017-18 school year. It is our hope that these trips expand our students knowledge and awareness of the community in which they live and the many career opportunities within each of these diverse activities.

3. Based on our recovery credit data from last year, we have modified due dates so that students have 30 days after participating in a field trip or purchasing a packet to get the work completed. We also have new field trips planned each year so that a student might be enrolled with us for two years and not experience the same field trip twice.

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

We are on track for this goal. This is our second year for a program funded through Lands Trust which helps students finish over the summer months. We call it the Senior Success Program. This year it helped an additional 36 students graduate and many more get much closer to that goal.

We have many students participate in our Friday Activities to earn recovery credit. We have had more students utilize our recovery packets this year. Also this year we have our Careers Lab open each day during the students flex time so students are able to earn elective credit by pursuing their learning goals, exploring career choices, or working on college applications and scholarships. All of these factors put us at or ahead of our goal to increase our graduates this year.

1. As an alternative school, offering recovery credit is essential. We have had a packet program in place for quite a while. In the 2018-19 school year, we had 1284 quarter credits earned through a recovery packets. We are pleased to report that 64% of them were Friday Activity Packets which get our students out interacting with the community for experiential learning. This past year we hiked Timpanogos National Monument, visited Antelope Island and This Is the Place State Monument. We toured the Clarke Planetarium and went to a concert at Kingsbury Hall. We were able to take our students to the Mayan Exhibit at the Natural History Museum, and visit Tracy Aviary. In the spring we were able to take them to Thanksgiving Point to the Tulip Festival. All of these field trips were accompanied by a cross curricular packet so that students could earn recovery credit by participating in these activities. Thank you Land Trust funding for the opportunity to take our students into the community to enrich their lives and expand their cultural IQ. Very few of our students had ever visited any of these places or Museums within their state. The few that had, went only as a field trip in elementary school.

Action Plan Steps

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

We are working as a faculty and within our departments to achieve our goal by improving the type and variety of credit recovery packets available to our students. Any packet developed is reviewed by an outside committee of educators within our district. This committee uses a rubric that was developed to assure alignment with the Utah State Standards in each subject. The committee also checks for quality, rigor and copyright licensing with all the packets students are using to recover credit while with Valley High. Activities that may need funding to support this action plan include:

1. Pay teachers to spend personal time outside of school hours to work in Departments to align curriculum and create curriculum maps. At Valley High students have more than one teacher in each subject based on their graduation plan. Our faculty members must spend additional time to ensure a diverse sampling of the curriculum and corresponding objectives without duplication which may leave some standards not covered.

2. Expansion of the Friday Activity Packets. This program allows students to participate in pre-reading activities, participate in a quality field experience on a Friday when school is not held, and then follow up with writing assignments about the trip. Costs of the Friday Field Trip Program include busing, Utah Transit Authority Trax tokens or wristbands, entrance/admission fees for students, snacks needed

for some activities, and lunch for students on most of the trips. We do not have regular school on Fridays. The trips start at 9 and usually end at 3 PM. It is imperative students are fed so they can focus and learn. 40% of our students qualify for free or reduced school lunch. In the past when we have asked them to bring their own lunches and snacks, most just went the day without.

3. Purchase of novels, atlases, inexpensive calculators, pedometers, and other support materials for credit recovery activities.

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

We were able to fund all of our Friday Activities from the Lands Trust funds. The codes our district uses seem to not match the state codes. WE budgeted 5000 and used 4382 but the money was coded to a retired budget code of 500. We came under our expenses because some of the admissions were free as we are a Highly Impacted Urban School. Others were a reduced rate for student admission. We did purchase some support materials for this goal but it seems they were coded to supplies. It appears that all of our funds for field trips were coded to field trips and not broken down by busing, admission, etc. We will improve on our budget codes in the future.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$10,000	\$4,382	
Salaries and Employee Benefits (100 and 200)	Teacher pay for curricular mapping & alignment. Budget Code (2213 131) \$5000	\$5,000	\$0	:Valley High, like most alternative schools is now in Turnaround status with the USBE and due to ESSA regulations. We applied for and were awarded a grant which paid for the teacher work days we had previously planned to use this funding for.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Friday Field Trips admissions and transportation. Budget code (1090 599) \$5000	\$5,000	\$4,382	We budgeted 5000 and used 4382 but the money was coded to a retired budget code of 500. We came under our expenses because some of the admissions were free as we are a Highly Impacted Urban School. Others were a reduced rate for student admission. We did purchase some support materials for this goal but it seems they were coded to supplies. It appears that all of our funds for field trips were coded to field trips and not broken down by busing, admission, etc.

Goal #3

Goal

Our third goal is to increase our students reading abilities during the time they are here at Valley High School. Our testing data shows that the majority of students are at least two grade levels behind in their reading when they enroll with us. This is a large part of why they are struggling in school and have not passed some of their classes at their previous schools.

Academic Areas

- Reading

Measurements

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

We administer the SRI to all incoming students and test again at the end of the year to measure progress. Our PLC has developed a reading inventory that will help assess attitudes toward reading. We will use this data to see if we can find additional ways to increase literacy in our students.

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

1. Our students take the SRI test when they enter Valley High school. We find that during their time at Valley most will read more than they have in the past which would lead us to think that their SRI score should improve by the years end. The data shows modest improvement but not near what we feel it should be. In a PLC discussion, we decided we will make Literacy strategies across our curriculum a main focus in the upcoming year.

2. We gave away 75 copies each quarter of a novel selected by the English department. Students can read the book and write essays to earn elective credit for their participation in book club. 82 quarter credits were earned by students participating in Book Club last year. That is an increase of nearly 40%. We are very pleased with the growth of this program.

Action Plan Steps

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

The Professional Learning Community is focusing a large share of our time to reading strategies and working as a group to teach our students a variety of strategies that can be used in all curricular areas. Our teachers have also started a Book Club to showcase that adults read books and discuss them just for fun! Students are given the copy of that quarters book to keep for their very own. The only caveat is that they are invited to share it with a family member or friend when they are done reading and discussing it, who may also like to read the selected novel. The teacher/student group meets at the end of the quarter to discuss the novel and have some snacks; attendance to each meeting is optional just like adult book clubs operate. We have now added a reflection and essay to our Book Club that is optional but those students who choose to participate can earn a quarter English credit to re-mediate a previously failed course.

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

In analysis of our SRI data, the growth we have seen previously in our students did not materialize last year. We were aiming for significant growth in our students in the lowest 20%. We had growth of 16% for many students that was not enough to bring them into the proficient category. My English department teacher think that the SRI is not a great indicator of reading growth and designed only to help select books based on vocabulary strength. We have made adjustments to our program for the 2019 2020 year based on this data. We have used Lands Trust funding to purchase a reading program called Reading Plus to target this lowest readers and to provide a better assessment of reading growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$4,000	\$4,000	
General Supplies (610)	We will use the funds to purchase 75 copies of a selected novel each quarter. We used to buy 50 copies but the Book Club has increased in its popularity. Those copies are distributed on a first come, first served basis. Budget Code (1090 610) \$4000	\$4,000	\$4,000	We did use all the money in this category. It was coded to Textbooks (code 641.) We will be more careful with our budget codes in the future.

Goal #4

Goal

In accordance with research findings and the impact Service Learning has on student/school connectedness, our fourth goal is to expand our Service Learning program and provide opportunities for our students to experience civic engagement by giving back to their world locally and globally. There is ample evidence of the positive outcomes these programs generate on student success.

Academic Areas

- Social Studies
- Health

Measurements

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

Total hours of service will be documented. Our goal is to increase opportunities for service. The students will complete a personal reflection essay about their involvement with service learning and how it has impacted their educational experience.

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

1. We are pleased that our students and staff members have put in over 1000 hours this year in Service Learning projects. They have made scarves for the needy, and written cards to veterans. The biggest project was at Christmas time. The sewed stockings and then filled them with gloves, socks, small toys and candy to give to young children at the Murray Boys & Girls Club. These students gave of their own time on a Friday to meet as a group to donate time and energy to these projects. Our theme for Service Learning is Together We Are Stronger. Our counselors oversee and coordinate the service learning program at Valley High School. We did use quite a bit of funding in the miscellaneous supply category to purchase items to make and stuff the stockings. Each student did complete a personal

reflection essay and also two students were awarded a \$1000 scholarship from our Jordan Education Foundation for their work in Service Learning this past year.

2. Character Ed component: This program is the main one our school has to provide the opportunity for our At Risk population to be on the giving end of charitable works. Our main source of documentation is through pictures shared on our schools Facebook page. We do give credit to the Lands Trust program for the funding to run the program.

Action Plan Steps

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

The service learning program allows students to give of their time on Fridays when regular school is not in session. This involvement gives students a hands on learning experience. Our three counselors implement and supervise the service learning program at Valley High. Through this program counselors are able to deliver guidance lessons ranging from college and career readiness and resiliency to global citizenship. Service projects include; donating time to the Utah Food Bank, sewing, decorating, and filling Christmas stockings for a local Boys and Girls Club, making blankets for the homeless, cleaning up the Jordan River Trail, buying and assembling hygiene kits for the Homeless Youth Resource Center, writing cards to Veterans and our soldiers overseas, sewing dresses for children in Africa, donating time to the LDS Humanitarian Center, and care packages for children in Zimbabwe, knitting hats for cancer patients at various hospitals and treatment centers.

1. Purchase consumable supplies for projects, yarn, felt, fleece, craft items, small toys, socks, mittens, note cards, paper, ribbon, beads, paint, shirts, shampoo, soap, tooth brushes, toothpaste, bulk trash bags, etc.

2. Purchase durable goods to be used each year: looms, cutting boards, scissors, sewing machines, hand spades, rakes, gloves, shovels, etc.

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

3. The students came in on selected Fridays each quarter when they did not have regularly scheduled school. We had over 40 students each time. Some attended once, some came every single time and did not miss one opportunity to give of service to others. We will continue to use this avenue to connect our students to the community and to give some of them a chance to be the ones on the giving end of a charitable project. Again, over a thousand volunteer hours were amassed for the Service Learning Projects.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$5,000	\$5,000	
General Supplies (610)	Supplies listed above that are consumable. Budget Code (1090 610) \$5000	\$5,000	\$5,000	As described.

Goal #5

Goal

To increase our students engagement and technical skills, we are working towards having a set of 20 Chromebooks in each classroom where the teacher has demonstrated a need and desire to use them.

Academic Areas

- Technology

Measurements

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

We hope to expand this into other classrooms next year. Our teachers will sign up for training with our tech teachers and self-report the use of the Chromebook sets quarterly.

We will review the use by our students at mid-year and make adjustments as necessary.

We have been shopping estimates for the Chromebook sets and each classroom would need a Belkin type charging station to hold and recharge the units.

We hope to expand this into other classrooms next year.

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

Valley High, like most alternative schools is now in Turnaround status with the USBE and due to ESSA regulations. Due to that and the site visit that occurred with it, this goal was put on hold. We have put it at the top of our list this year and have ordered Chromebooks with Lands Trust funding and have started some teacher training.

Action Plan Steps

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Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total:	\$5,000	\$70

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Chrome books, charging stations. Budget code (650)	\$5,000	\$70	Ordered a few cords for existing computers.

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$11,324 to the 2019-2020 school year. This is 24% of the distribution received in 2018-2019 of \$47,480. Please describe the reason for a carry-over of more than 10% of the distribution.

Valley High, like most alternative schools is now in Turnaround status with the USBE and due to ESSA regulations. This allowed for us to apply for a grant from the UBSE which was specifically for schools in Turn Around. We used the grant funding first as it was to be used by the date of September 30th 2019. We are using the carry over funds wisely this year.

Funding Changes (and Unplanned Expenditures)

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

First we would use additional monies of any increased distribution to help with technology needs which cannot be filled through our funds from our district. We try to use our tech budget first but often it is not enough. We are working on acquiring a set of 20 Chromebooks and two small charging stands in each classroom. We also use these funds to replace Epson projectors or replace a teacher laptop that may have failed during the school year.

Description of how any additional funds exceeding the estimated distribution were actually spent.

We used the Turnaround grant funds from the USBE to pay for the planned teacher work day and also for our teacher and aide in the Senior Success program in the summer. Both projects were a great success and we credit the summer program for helping raise our graduation rate above 70% for the first time in the history of the school!

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School website
- Other: Please explain.
 - In our communications to our parents & students by Skylert we mention that our Friday Activities are made possible through the funding provided by the School Land Trust funds.

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- Other: Please explain.
 - We register our students with a walk in Orientation session where each student must bring their parent. We discuss our programs and give credit to those which are funded by the Lands Trust funding. We also have stickers in all of the books we purchase with the funds. We also have an 'ad' in our school newspaper giving a shout out to the Lands Trust program for funding our Friday Activity program.

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	3	2018-03-28

