

# Jordan Valley SPEC Final Report 2012-2013

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
<b>Carry-Over from 2011 - 2012</b>	<b>\$1,033</b>	<b>\$1,033</b>
<b>Distribution for 2012 - 2013</b>	<b>\$4,396</b>	<b>\$4,996</b>
<b>Total Available for Expenditure in 2012 - 2013</b>	<b>\$5,429</b>	<b>\$6,029</b>
Salaries and Employee Benefits (100 and 200)	\$0	\$0
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	\$3,847
Textbooks (641)	\$0	\$0
Library Books (644)	\$3,500	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$149
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,500	\$0
<b>Total Expenditures</b>	<b>\$5,000</b>	<b>\$3,996</b>
<b>Remaining Funds (Carry-Over to 2013 - 2014)</b>	<b>\$429</b>	<b>\$2,033</b>

## ITEM A - Report on Goals

### Goal #1

Access to the English Language Arts Common Core through research-based literacy books.

#### Identified academic area(s).

Reading

#### This was the action plan.

- Purchase research based literacy books
  - ABLE Net Big Books with companion little books
  - National Geographic Big Books with companion little books
  - Storage shelving to house the books in our literacy library

Professional Development will be provided during Professional Learning Communities. Record and analyze ongoing data to determine the efficacy and fidelity of use of the literacy books.

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

Research based literacy  
Small group Research based literacy instruction books, content areas of math and science. Differentiated worksheets and pre and post assessments were also included with the program.

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

Through progress notes based on IEP goals. Weekly data/progress monitoring, PLC accountability sheets and the Utah Alternative Assessment.

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

All our students are assessed using the Utah Alternative Assessment (UAA). The available academic performance measures are our progress reports based on the students IEP goals. These progress reports are provided to parents on a quarterly basis.

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

Amount	Category	Description
3500	Library Books (644)	--ABLE Net Big Books with companion little books -- National Geographic Big Books with companion little books
500	Equipment (Computer Hardware, Instruments, Furniture) (730)	Storage shelving to house the books in our literacy library

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

\$489 Snoz room supplies  
\$143 Math Assessment Protocol  
\$90 Learning A-Z License  
\$240 Staff Development  
\$412 Mobile File Boxes  
\$205 Books to support themed Curriculum  
\$149 News 2 You  
\$575 Functional Skills Classroom Supplies  
\$150 Markers and Erasures for Whiteboards

**Goal #2**

Improved access to Functional life skills as per IEP goals.

**Identified academic area(s).**

Science  
Technology

**This was the action plan.**

Purchase power link switches and Jelly bean switches. Power links allow six unique modes of control in order to define exactly how, and for how long, appliances will be turned on. PowerLink will accept any single switch, including a Big or Jelly Beamer wireless switches.

The Jelly Bean Switch is a button or touch switch designed to control a wide range of electrically- or battery-operated devices and toys for people with upper extremity disabilities. The switch is contained in a high-impact disk and the entire surface of the switch is sensitive to pressure, requiring less than two ounces of pressure for activation.

The Power Link and Bean Switches will allow our students to be able to run their functional life skills goals in our home ec room.

Lesson plans and task analysis will be created for use of the equipment. Professional Development will be provided to the staff on how to use the equipment appropriately.

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

Committee was formed made up of certified teachers and related service providers to organize functional life skills room, purchase items and implement correct use of the items.

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

Through progress notes based on IEP goals. Weekly data/progress monitoring, PLC accountability sheets and the Utah Alternative Assessment

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

All our students are assessed using the Utah Alternative Assessment (UAA). The available Functional Lifeskills measures are our progress reports based on the students IEP goals. These progress reports are provided to parents on a quarterly basis.

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
1000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Power Links and Jelly Bean Switches

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

\$1090 Switches. Two switches were purchased. One for \$843 from ABLE NET. One switch was purchased from "Enabling Devices- Toys for Special Children" for \$247.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$2033 to the 2013-2014 school year. This is 41% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.**

Reasons for not spending all the money: We had shelving purchased from surplus. We accessed community support in both Eagle Scouts projects and Brownie troops that help trim and organize the worksheets. A lot of items were therefore donated for the functional lifeskills room through Eagle Scouts projects.

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

If the distribution is more than the estimate, the additional funds will be spent on Specific goal number 1.

Further research based literacy books will be purchased in order to augment our literacy library. This will allow more materials for our students to be able to access the core curriculum in the area of English Language Arts.

**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."**

The Added distribution was not spent because of the amount of donations and the amount of free assistance we received for items that we thought we were going to need to purchase.

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

**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**

Robert Green  
Steve Wrigley  
Chad Iverson  
Kim Murphy Horiuchi  
Nancy Tingey  
Sherril H. Taylor  
Tracy Scott Cowdell

**ITEM E - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.**

2013 - 2014 School Plans

School Improvement Plan  
(required for all schools)

Not Yet Approved

Professional Development Plan  
(required for all schools)

Not Yet Approved

Reading Achievement Plan  
(required for all schools with K-3 grades)

Not Required

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

**ITEM F - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?**

**Not required for Charter Schools.**

11/12/2013