

These Minutes are Pending Board Approval

Mission Statement: "ACADEMICS. LEADERSHIP. COMMUNITY."

George Washington Academy

Thursday, January 23, 2025

7:30 p.m.

Board Meeting Agenda

Location: George Washington Academy
2277 South 3000 East
St. George, Utah
Learning Lab

LAND Trust presentation was held at 7:00 p.m. prior to the Board Meeting.

The Board meeting convened at 7:30 p.m.

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer, President

Prayer: Josh Serrano

Pledge of Allegiance: Austin Reber

Board Members Present: Amanda Mortenson, Austin Reber, Brady Pearce, Deborah Odenwalder, Laura Pressley, Kevin Peterson. Casey Unrein and Shannon Greer, Blake Clark and Laura Snelson via Zoom.

Others Present: Spencer Adams, Christine Giles, Jenna Ayers, Steven Erickson, Lexis Toia, Hannah Gillespie, Debbie Kauvaka, Josh Serrano, Chance Manzanares, Amber Defetro and Shelbi Kelly.

GWA Year Goals:

- Expanding student Leadership opportunities for ALL students
- Ensure ALL students are learning at High Levels
- Focus on Employee Mental Health with Better and Quicker Access

Approval of Minutes: Amanda made a motion to approve the December 12, 2024 Board Meeting Minutes as outlined in the board packet. Deborah Seconded. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce, Amanda Mortenson and Laura Snelson via zoom.

Public Opportunity to Address the Board:

None

Set time for adjournment Brady set the time for adjournment as 8:29 p.m.

Teacher Reports: Lexi Toia reported on 4th grade. She said they are celebrating the fact that their students grew in their Acadience scores. They went from a 76% on grade level at the beginning of the year to 84% in the middle of the year. Their math fact fluency has grown from 19% of fourth graders on proficiency level to 56% in multiplication facts so they were really happy with their students' growth. A shout out for the 5th grade. They just finished the renaissance section. They will be celebrating that with Renaissance Day next Friday by doing fun activities and dressing up. Activities range from sculpting, invention, modern Mona Lisa painting and taping a piece of paper under their desk to have them paint upside down like they are painting the Sistine Chapel.

Hannah gave a report on kindergarten. She said they celebrated the 100th day of school today with teachers and students dressing up. They will be getting new math data soon but so far they have 40% of students able to identify 30 numbers between 1-100 within a minute which is their end of year goal. Normally at this time of year there are a lot of students who need help with letter sounds. With this group of kindergarten students, the lowest patriot time level, almost all of them have their sounds down so they are working on blending sounds now. This is something that is usually worked on at the end of the year. It's been a fun challenge for the teachers but also fun to see the kids working so hard and learning so much.

Administration Report: Blake Clark gave the report. He started by talking about the MOY (Middle of Year) Acadience scores. Kindergarten went from 72% at the beginning of the year to 76%. First grade went from 50% to 67%. This is the biggest jump they have ever seen. Second grade went from 67% to 78%. Third grade went from 55% to 55% but with an increase of 3 students. He and Christine Giles met with the first, second and third grade teachers to hear about why the first grade was able to achieve a 17% increase. The third grade team said that they were only testing the students who were most at risk, instead they are now going to do regular weekly testing with everyone so they can assess their needs and change their instruction based on those needs. We have worked to create an environment where teachers from different grades can come together and ask questions and seek help from one another instead of feeling competitive. Blake then reviewed the 4-7 grade BOY-MOY scores. Fourth grade went from 76%-84%. Fifth grade went from 84%-85%. Sixth grade went from 84%-87%. Blake said that when you get into the upper grades you usually start seeing the numbers flat lining and that's because they need to read more words per minute and their comprehension needs to increase with their accuracy being at 99%. Amanda asked if they are implementing teaching math with the white boards in the younger grades or just the older ones. Blake said that the curriculum committee are doing a study on a book called Building Thinking Classrooms. A lot of the current research is flipping the model. Currently the teacher will show how to do the work then they give the students time to try it out. This model flips that. The teachers who are on the curriculum committee are the ones trying it and they are having a lot of success with it. Other teachers want to see it. Next week they have instructional rounds which happen two times a year. This is where grades are able to go in for 20 minutes and observe another teacher then they go back to his office and the team collaborates on what can be implemented. Right now the only ones using the vertical boards are

those who wanted to take the risk and the ones who saw that those who took the risk were growing at a higher rate. Blake talked about how math has always been a sit and get where science was always the hands on method. With this the teachers are able to give tasks and the students work in groups of 3-4 to figure out through collaboration how to get the answer. Kevin said, it doesn't matter how you add it or subtract it, it just matters that they get there. They talked about how this allows for students to ask their peers instead of worrying about being the one to ask their teacher and assuming everyone else knows the answer. Blake then said that there is research that shows that it needs to be a wipeable non-permanent board. A lot of the mindset around math is that you don't want to make a mistake, or if you do then you aren't good at math and this changes the paradigm. Amanda said that it sounds like this hits all the learning styles, visual learner, audio learner they're together being stimulated in the way that's going to help them learn as opposed to just purely visually. Blake explained that the teachers are able to walk around with a clipboard and observe the concepts that the kids are getting vs not, its formative assessment happening all the time instead of just the paper/pencil test. They see that the teachers are only talking about 10% of the time. Blake said he never taught this way and that it's incredible to see the high levels of learning that are happening. He invited the board to come to the school to observe with the other teachers next week Tuesday and Wednesday when they are doing the observations. Christine will send out the schedule. Casey asked about the colors on the chart. He asked if you can be a grade level behind and be yellow. Blake explained that that would be the red. Red means they need intense support. Most yellow students need help but are just shortly behind the green. They are working to push the yellow to green. The State has changed the identifiers that they have been using. Basically we reached the carrot and they moved it. Kevin spoke to Casey's question by asking what intervention they are doing for those who are in the yellow and Blake clarified that it was patriot time. They put the kids who are the same color into these different classes and teach them the principles that will help them move up. Shannon asked how often students go down a color. Blake explained that they are usually going back and forth straddling the line. All reports are complete.

Financial Report:

Spencer Adams gave the finance report. The report is as of the end of December, officially halfway through the fiscal year. Overall we are looking great. You can see a lot of yellow and green on many of the major line items. We have received the majority of the state revenue trued up. The State tends to do some small adjustments on a couple line items that they missed in the first wave but for the most part what is seen in the forecast column is what we're going to receive. Spencer explained that the State works based off of estimated numbers the first 5 months then provide the actual funding once they have all the metrics around the first of October. Based on that they either reduce or add a little more revenue. When looking at the ratios, you can see the prior month change, there are a lot of reduction there. The past couple of months we saw a big increase, the finance committee put an emphasis to trim the number especially in the expense column by putting in more realistic numbers. Nothing alarming, we are still in a great position in comparison with our goals. Still in a great position with the slight decrease. We are in great shape going halfway through the year. Kevin said that he really likes the ratio of unrestricted to restricted funds. Shannon asked Spencer to explain the restricted vs unrestricted. Spencer said that in past years there have been a lot of restricted funds that haven't been utilized mostly in SPED or the lunch program. A lot of it now is just being creative especially in the lunch program

how they are using the funds. They have made it a priority in spending those funds. A big part is that they are making sure to utilize the restricted funds before they use the general funds. They took these funds at the end of the year and since many of them say they go to supplies or development they are vague so it was easy to use them up at the end of the year. This year the difference is that they are using this method throughout the year of better utilizing the restricted funds. Deborah clarified that they are using the more specific funds first then the general for the restricted categories. Casey mentioned that they are making sure to have improved documentation too.

Committee Reports (3 min each):

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report.
- **Audit Committee** - Nothing to report.
- **Benefits Committee** – Blake said we are going to need to review mental health again to see if we want to continue. We need to look at the usage. Teachers have been saying that they like it. They will review it one more time before they continue. Shannon asked that there be a plan B if plan A doesn't work.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** – Nothing to report.
- **Technology Committee** - Nothing to report.
- **LAND Trust Committee** – Nothing to report.
- **PTO Committee** – Volunteer opportunities include the book fair Feb 10-13 and the Art, Glow Show Feb 28 and March 3.
- **Board Development Committee** – Next month will be the Finance report.
- **Campus Management Committee** – Nothing to report.

Discussion and/or Action Items:

- Kevin made a motion to approve the Scissor Lift in the amount of \$6,000 as outlined in the board packet. The second came from Brady. Casey said that we are not taking the cheapest option but we are going with the company we have worked with before and they had a good reputation. He asked if there was a service plan with it. Steve said that they would fix it but that they didn't give an hourly rate. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce, Amanda Mortenson, and Laura Snelson via Zoom.
- Casey made a motion to approve the renewal of the CHALK from Power School in the amount of \$6,193.37 as outlined in the board packet. Deborah seconded the motion. Casey said that it did go up 8%. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce, Amanda Mortenson, and Laura Snelson via Zoom.
- Deborah made a motion to approve the attached calendar for the 2025-2026 School Year. Kevin seconded the motion. Deborah asked what changes were made. Blake said that the law was that the kindergarteners needed to start the same day but that they went back and

wanted a staggered start so now the kindergarteners will start a week later. The week will be used for evaluations. Another change is that instead of school starting on a Friday its been changed to a Monday. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce, Amanda Mortenson, and Laura Snelson via Zoom.

- Amanda made a motion to approve the Civility Policy as outlined in the board packet. Laura Snelson seconded the motion. Blake wanted to give recognition to Michelle Walters at Vista. She spent a few years putting this together, and they just adopted this a few months ago at Vista. He said their Director Justin Velasquez has helped tremendously. Deborah mentioned that this starts right away. Blake said he would be sending it out in the email on the following day. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce and Amanda Mortenson and Laura Snelson via zoom.
- Casey motioned to approve the Health and Wellness Policy Update as outlined in the board packet with the following changes to be made. First on the first page where it says GWA may utilize a self-evaluation, change it to “will” utilize. On page 10, under Assessment Resources, It is recommended that the wording is changed to say that GWA will use an assessment tool approved by the Utah State Board of Education about Wellness policy as a guide. This will be on a triennial basis as is required by the USDA. Additional discussion, Casey wanted to ensure the implementation of a written procedure at the request for meal modification was in place. Kevin asked if this was verbatim what was sent to the State. Steve said that it was pretty close, that both committees had reviewed it. Shannon said, as it reads, it states that teachers will provide non-food items as rewards, et cetera, et cetera. This policy is not preventing teachers from having food at parties? Blake confirmed it is not. Shannon then asked about the decorations in the lunchroom. She asked if it was their intent to paint more murals or is it going to be something similar, smaller, simpler? Blake said they already have some posters up when you go through the line to promote healthy eating. Shannon wanted to know who would be leading the Health and Wellness Fair. Blake said Steve and the lunch crew will work together to see what that looks like. Shannon asked that adding additional information in the announcements about eating healthy would still make their morning announcements efficient. Blake said it would just be a random healthy word or phrase. Shannon asked for clarification on page 6, before and after school activities. Does this mean that the school would provide things like soccer or running clubs? Blake said no, it just means that the school does not intend for the kids to move during school and they are promoting and encouraging kids to move their bodies before and after school as well. Laura Snelson asked if there was any charge for the assessment outlined on page 10. Steve said there was no charge. Kevin asked about the newsletter, will it go out in the Patriot update? Blake said it will go out in the Healthy Patriot that the counseling team puts together. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce and Amanda Mortenson and Laura Snelson via zoom.
- Kevin made a motion to approve the Time and Effort Standards Policy Update as outlined in the board packet. Deborah seconded the motion. Shannon asked what was redlined from before. Blake said the old one is dissolved and the new one is what’s presented.

Casey clarified key points being the following: to highlight the key points of what time and effort should be in the policy, allow the implementation a bit more definite, audit estimate and other disciplinary percentages determined before the Supreme Court do not qualify as support, Estimates are not a replacement for actuals. With time and effort procedures it had to happen every six months, being signed by the employee is optional now. Reconciliation procedures were also added. Shannon asked if it would be safe to assume that the content is the same but that the implementation are the changes. Casey said there wasn't a separation of duties in the prior policy. Deborah said that she read through the old one before she read this one and that it felt like the old one, it was barely onto a second page and this is almost 3 pages and it felt like it was an expansion of what it was from before. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce and Amanda Mortenson and Laura Snelson via zoom.

- Kevin made a motion to approve the Professional Learning Grant not to exceed \$102,000 as outlined in the board packet. Amanda seconded the motion. Casey wanted to know what the specifics for the stipends were going to be. Blake said he is working closely with Spencer now that they have the list of who is going he thinks it will be between \$40,000-\$50,000. Blake also confirmed that they will be using a bus. There are projected 50 going, currently 45 are signed up and 2 will be free. 1 free since GWA is a model school. Blake pointed out that they included 3 quotes for the bus as well as 3 quotes for the hotel. They will be eating at the Cheesecake Factory. Kevin wanted to confirm that everyone understood that what was presented was only the \$55,000 which includes the dinner, hotel, and the Solution Tree Conference. The additional \$50,000 is to be the stipend which will pay for the teachers time while they are there. The board is voting that they not exceed the \$102,000. Blake said that there will only be roughly 39 employees that will need the stipend as it is a work day for several of the others who are going. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce and Amanda Mortenson and Laura Snelson via zoom.
- Deborah made a motion to approve the recommended Reading Specialist/Instructional Coach Salary Schedule as outlined in the board packet. Austin seconded the motion. Blake took time to clarify the need for this updated schedule. He said that previously it was just Masters, Masters Degree plus 36. It's changed dramatically even since starting this whole thing where now there's an instructional coaching endorsement, which didn't exist before. A reading endorsement doesn't exist anymore because of letter and a new pathway that they're going. Blake and his team would like the flexibility of being able to hire someone without a master's but still has the necessary endorsements or are working towards those endorsement areas. Shannon asked if we should change the job description rather than the payscale. Blake confirmed that changing the job description is something he can do without the approval of the board but in order to change the description he needs to have a payscale to go with it. Shannon asked what the minimum requirement would be in the role. Blake said a bachelors degree but that he wants the flexibility to either get a masters with an instructional emphasis or a bachelors and go and get an instructional coaching endorsement. Shannon summarized that Blake is simply asking for a second lane, allowing him the opportunity to hire somebody without a masters degree, hoping that they will come to this position with instructional coach experience or a

certification, same thing with reading experience or a certification. The certification won't necessarily put them in lane two, but now you've got a lane one of a bachelors degree that you can pay them on. For this position he is valuing the experience over the education. Kevin asked if they are anticipating getting more people with a bachelors degree and a certificate than getting someone with a masters? Blake said that he would rather have someone that taught the younger grade have the letters and the science of reading than someone that taught sixth grade for 10 years and has a masters degree but they don't understand the prerequisite skills of reading because that's what that position is all about. Casey confirmed that the instructional coach is working one-on-one with teachers 100% of the time. Blake said not that they work with students and interventionists. Sometimes they'll be asked to go to an IEP if the progress or lack of progress they're making in the intervention that is currently operating. Casey asked why it's the same pay schedule. Blake said it's a managerial position which is why it starts out higher, and includes 10 extra days of work and after school programs. This will be effective 2/1/2025. Casey asked how they got the numbers. Blake said that they took the percentage increase from masters to masters plus 36 and Spencer just went backwards. Kevin asked when they anticipated filling the role by. Blake said he didn't know but that they are willing to absorb the role until they can get the right candidate. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Casey Unrein, Laura Pressley, Austin Reber, Deborah Odenwalder, Brady Pearce and Amanda Mortenson and Laura Snelson via zoom.

GWA Expansion: Shannon thanked everyone who participated in the webinar on Tuesday. It was identified that the State will make an award of a new school, a satellite school, and an expanding school. So each of those categories will have a \$2 million award this year. Moving forward it will be one new school, one replication, and two expansions. Blake had asked if they got the money if they could store stuff. Shannon clarified that if you were awarded the grant in June, you could start spending that money, and you could sit on it as long as you had the grant. If you were awarded the grant, you could say today we're going to buy all of the curriculum, and you got all the justification for that because we know that's what we're going to use. We know we can get it and sit on it. Blake clarified that if the school gets the grant that want to use it for one-time use, technology, furniture, desks, things that they need and store it in an off-site location then use it when its ready. Shannon said yes as long as it gets used. The department of education will come to the school with a list of things that should have been purchased and ask to see it. So if it's not there, you would need to pay it back. Shannon reiterated that GWA would most likely not be awarded a grant this year because they are going to say that it will be used in 2027. The grant readers will look at the other schools and see that they are going to use it much sooner. Once we get started on the expansion in August and we do the groundwork and the prep work and all those things we aren't really going to be ready for purchasing books and materials like that until after the next grant cycle starts. She also mentioned that this is something that could be used for a bus. The actual bus and not the maintenance, salary, gas or insurance, just the initial cost. Shannon also said that they would need to have it all lined out, what you want how you're going to spend it, how that's going to tie back to the goals of our school as well as the goals of the grant. All of that can be done beforehand. So as soon as the grant is awarded, should we get it, in June, you can start making those purchases. We will be in a good position to be able

to actually spend the money and then be reimbursed like everything else we do. Kevin said that he believed that would be a mitigating factor to some of these institutions that are wanting to apply for the grants because it's a pass-through grant. They're going to need to have 2 million dollars of liquid cash available, there are schools that need just even for covenants of their bond covenants they may not be able to spend that money to get below those bond covenants because that would be a breach. The hope is that they would spend the money and get reimbursed right away. Shannon said that they have been working with CC Bank to give lines of credit for all of the grantees. Another piece of that is that grantees will receive targeted training with scholar to increase enrollment like marketing and enrollment and all of those things eight sessions ten hours so that's another package to ensure that all of our aware winners have additional supports to make sure they start strong. We wouldn't qualify for the incubator because as we mentioned we wouldn't be hiring new administration, but we could be a site school. Kevin wanted to clarify the timing of the grant. It's 18 months then an additional 24. It's important to use the money before the school year starts, once school starts it becomes restricted funds instead of just unrestricted. It will be a time consuming grant that provides many opportunities. The department of education postponed the next 2 webinars. You won't need to attend any more of the webinars if you aren't going to apply this year.

Sponsorships: Shelbi clarified that her role is to make money for the PTO. Any of the ideas about how to make money should go through the PTO. Shannon said that the fall of 2026 spring of 2027 would be the right time to bring up donations and get the parents charged up for donating.

Closed Meeting – None

Reconvene — Take all appropriate action in relation to closed session items.

Next Meeting: The next regular Board Meeting will be held on February 27, 2025 at 7:30 p.m.

Adjournment: Kevin made a motion to adjourn. The meeting was adjourned at 9:12

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George Washington Academy

Thursday, January 24, 2025

12:00 p.m.

Board Meeting Agenda

Location: George Washington Academy
2277 South 3000 East
St. George, Utah
Administrative Conference Room
With in-person locations at Freedom Preparatory Academy’s secondary school conference room (1761 W 820 N., Provo, Utah 84601)

Board Welcome: Austin Anderson, Board Chair at Freedom Preparatory Academy

Roll Call: Austin Anderson, Board Chair at Freedom Preparatory Academy

Present: Tracy Noonan, Paul Baltes, Deborah Odenwalder, Brady Pearce, Lindsey Owen, Grayson Wolf, Cary McConnell, Buddy Ivie, Christine Giles, Blake Clark, Shannon Greer, Kevin Peterson, Laura Pressley, Casey Unrein, Keith Powers, Chris Helvey, Austin Anderson, Amanda Mortenson, and Shelbi Kelly.

Public Opportunity to Address the Board:

None

Closed Meeting – Paul Baltes made a motion to go into a closed meeting in accordance with the Utah Open and Public Meetings Act for the purposes outlined in the Utah Code. Austin Anderson seconded. Roll Call vote: Paul Baltes, aye. Lindsey Owens, aye. Kieth Powers, aye. Cary McConnell, aye. Deborah Odenwalder, aye. Shannon Greer, aye. Casey Unrein, aye. Laura Pressley, aye. Brady Pearce, aye. Kevin Peterson, aye. Amanda Mortenson, aye. Austin Anderson, aye. The vote was unanimous. The meeting went into a closed session at George Washington Academy Administrative Conference Room.

Reconvene — Austin said that each board chair would go back to their own board and have a discussion of the conversation.

Adjournment: Kevin made a motion to adjourn. Meeting was adjourned at 1:20.



Financial Summary

as of January 31, 2025

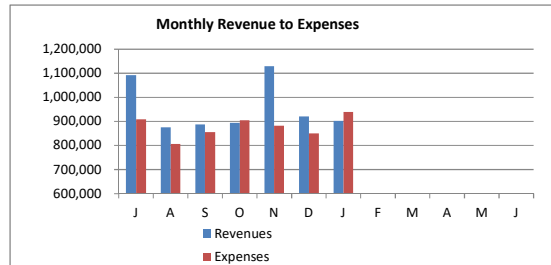
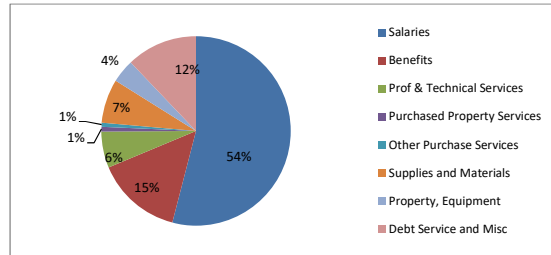
58.3% through the Year

BUDGET REPORT

Green - more than 5% ahead of forecast
 Yellow - within 5% of forecast
 Red - more than 5% behind forecast

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment		1000	1016	
Revenue				
1000 Local	\$ 394,783	\$ 546,858	\$ 696,858	57%
3000 State	\$ 6,199,865	\$ 10,198,466	\$ 10,627,320	58%
4000 Federal	\$ 105,895	\$ 430,455	\$ 433,195	24%
Total Revenue	\$ 6,700,543	\$ 11,175,779	\$ 11,757,373	57%
Expenses				
100 Salaries	\$ 3,334,447	\$ 5,876,332	\$ 5,932,452	56%
200 Benefits	\$ 896,295	\$ 1,669,678	\$ 1,608,319	56%
300 Prof & Technical Services	\$ 334,256	\$ 631,679	\$ 681,681	49%
400 Purchased Property Services	\$ 58,220	\$ 92,280	\$ 91,080	64%
500 Other Purchase Services	\$ 30,894	\$ 75,838	\$ 75,838	41%
600 Supplies and Materials	\$ 557,435	\$ 730,928	\$ 824,079	68%
700 Property, Equipment	\$ 166,607	\$ 348,081	\$ 432,874	38%
800 Debt Service and Misc	\$ 770,201	\$ 1,334,712	\$ 1,334,712	58%
Total Expenses	\$ 6,148,355	\$ 10,759,528	\$ 10,981,035	56%
Net Income from Operations	\$ 552,188	\$ 416,251	\$ 776,338	71%
Operating Margin	8.2%	3.7%	6.6%	

EXPENSES

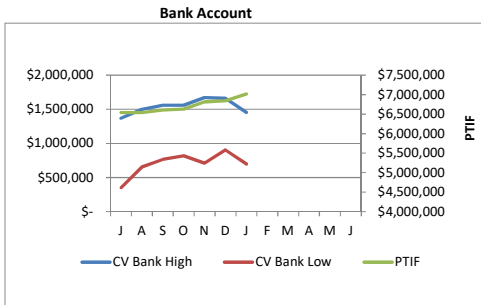


RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	6.60%	5%		-0.2%
Debt Service Coverage	1.61	1.25	1.05	-0.02
Days Cash on Hand	282	130	30	(1)
Building Payment %	11.7%	< 22%		0.0%
Unrestricted NI	\$ 715,899	\$250,000		\$ (28,511)
Maintenance of Effort	\$ -	\$552		\$ -

CASH

Month Ending Cash Balance	\$ 8,469,660	Includes \$7,016,773 PTIF
Days Cash on Hand	282	

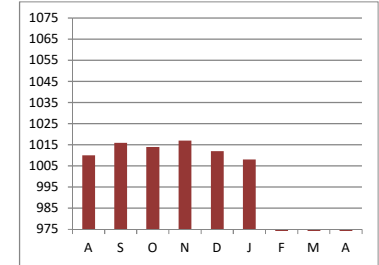


RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 7,135,787	\$ 7,135,787
Reserves Added this Year	\$ 552,188	\$ 715,899
Project 1	\$ -	\$ -
New Reserve Balance	\$ 7,687,975	\$ 7,851,686

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	139	141	139	139	138	137			
1	134	136	136	137	137	136			
2	139	138	137	137	136	137			
3	134	136	136	136	139	137			
4	138	140	138	138	138	139			
5	125	125	126	125	125	127			
6	106	105	107	106	105	103			
7	95	95	95	99	94	92			
Total	1010	1016	1014	1017	1012	1008	0	0	0
	WPU		921.02						



Budget Detail Report

Actuals as of: **January 31, 2025**

Percentage of Year: **58.3%**



	(996 Students)			(1000 Students)			1016		
	FY24 Actuals	Current Yr Actuals	Approved Budget	Changes	Forecast	% of Forecast	% Change From Prior Mth		
Revenue									
1000 Revenue From Local Sources									
1510 Interest	\$ 448,400	\$ 258,877	\$ 300,000	\$ 150,000	\$ 450,000	57.5%		16.6%	
1600 Food Services	\$ 219,830	\$ 125,150	\$ 230,000	\$ -	\$ 230,000	54.4%		20.2%	
1741 Student Activities and Fees	\$ 125	\$ 15	\$ 300	\$ -	\$ 300	5.0%		0.0%	
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
1920 Donations	\$ 14,116	\$ 3,169	\$ 4,000	\$ -	\$ 4,000	79.2%		1.4%	
1920 Staff Lounge	\$ 2,681	\$ 1,240	\$ 3,000	\$ -	\$ 3,000	41.3%		0.0%	
1920 Dixie Direct Fundraiser	\$ 7,175	\$ -	\$ 8,558	\$ -	\$ 8,558	0.0%		0.0%	
1930 Sales of Assets	\$ 78	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%		0.0%	
1990 Background Checks	\$ 1,529	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
1990 Miscellaneous Income	\$ -	\$ 6,332	\$ -	\$ -	\$ -	0.0%		0.0%	
Total 1000:	\$ 693,934	\$ 394,783	\$ 546,858	\$ 150,000	\$ 696,858	56.7%		17.2%	
3000 Revenue From State Sources MSP									
30-3005 Regular School Program K	\$ 479,589	\$ 316,526	\$ 390,014	\$ 152,602	\$ 542,616	58.3%		16.7%	
30-3010 Regular School Program 1-12	\$ 3,326,359	\$ 2,078,858	\$ 3,591,301	\$ (27,544)	\$ 3,563,757	58.3%		16.7%	
30-3020 Professional Staff	\$ 239,285	\$ 143,114	\$ 249,288	\$ (6,144)	\$ 243,144	58.9%		16.3%	
31-1205 Sped Educ Reg Add-On WPUS	\$ 538,986	\$ 384,317	\$ 678,233	\$ (30,641)	\$ 647,592	59.3%		15.9%	
31-1210 Sped Educ Reg Self Contained	\$ 33,883	\$ 35,813	\$ 61,393	\$ -	\$ 61,393	58.3%		16.7%	
31-1220 Sped Educ Extended Year Program	\$ 3,926	\$ 2,458	\$ 4,217	\$ (4)	\$ 4,213	58.3%		16.6%	
31-1225 Sped Educ State Programs	\$ 8,355	\$ 5,725	\$ 9,814	\$ -	\$ 9,814	58.3%		16.7%	
31-1278 Sped Educ Stipends Extended Year	\$ 3,024	\$ 1,344	\$ -	\$ 1,344	\$ 1,344	100.0%		0.0%	
31-5201 Class Size Reduction K-8	\$ 392,873	\$ 248,280	\$ 412,617	\$ 13,006	\$ 425,623	58.3%		16.7%	
31-5344 Enhancement for At-Risk Student	\$ 124,890	\$ 86,162	\$ 157,998	\$ (16,010)	\$ 141,988	60.7%		14.9%	
31-5901 Career and Tech Ed Dist. Add-On	\$ 6,230	\$ 3,700	\$ 5,965	\$ 129	\$ 6,094	60.7%		16.7%	
31-5903 CTE Comprehensive Counseling	\$ 20,000	\$ 11,667	\$ -	\$ 20,000	\$ 20,000	58.3%		16.7%	
32-0500 Charter School Admin--Costs Base Funding	\$ 114,540	\$ 68,023	\$ 115,000	\$ 1,610	\$ 116,610	58.3%		16.7%	
32-5310 Flexible Allocation	\$ 2,279	\$ 1,374	\$ 2,323	\$ 33	\$ 2,356	58.3%		16.6%	
32-5619 Charter School Local Replacement	\$ 3,111,614	\$ 1,962,006	\$ 3,317,000	\$ 46,438	\$ 3,363,438	58.3%		16.7%	
32-5651 Educator Professional Time	\$ 89,531	\$ 102,232	\$ -	\$ 102,232	\$ 102,232	100.0%		0.0%	
33-5805 Early Literacy	\$ 42,822	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
34-5642 Elementary School Counselor Grant	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
34-5666 Professional Learning Grant	\$ 8,989	\$ 5,123	\$ -	\$ 8,782	\$ 8,782	58.3%		16.7%	
34-5807 Teacher Salary Supplement Program	\$ 11,311	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
34-5868 Teacher Supplies and Materials	\$ 7,610	\$ 21,200	\$ 22,713	\$ (1,513)	\$ 21,200	100.0%		0.0%	
34-5876 Educator Salary Adjustment	\$ 564,864	\$ 346,181	\$ 598,011	\$ (7,089)	\$ 590,922	58.6%		16.5%	
34-5911 ELL Software	\$ 2,787	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
35-5420 School Land Trust Program	\$ 145,119	\$ 148,100	\$ 148,100	\$ -	\$ 148,100	100.0%		0.0%	
35-5655 Digital Teaching & Learning	\$ 58,794	\$ -	\$ -	\$ 49,660	\$ 49,660	0.0%		0.0%	
35-5678 TSSA	\$ 231,049	\$ 148,131	\$ 254,228	\$ (288)	\$ 253,940	58.3%		16.7%	
35-5679 School Based Mental Health Grant	\$ 55,060	\$ -	\$ 54,918	\$ -	\$ 54,918	0.0%		0.0%	
35-5810 Library Books & Elective Resources	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
35-5882 Beverly Taylor Sorenson Grant	\$ 47,540	\$ 29,400	\$ 30,333	\$ 20,067	\$ 50,400	58.3%		16.7%	
38-5608 Mental Health Screeners	\$ 42,395	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
38-5618 Early Interactive Software Program	\$ 10,246	\$ -	\$ -	\$ 33,151	\$ 33,151	0.0%		0.0%	
38-5654 Period Products in Schools	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
38-5673 Substance Prevention	\$ 4,000	\$ 4,000	\$ 4,000	\$ -	\$ 4,000	100.0%		0.0%	
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	100.0%		0.0%	
38-5697 LETRS Professional Development Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
38-5914 School Safety Specialist	\$ 3,000	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
38-5914 School Safety Grant	\$ 59,438	\$ -	\$ -	\$ 54,033	\$ 54,033	0.0%		0.0%	
38-8070 School Lunch (Liquor Tax)	\$ 164,824	\$ 45,131	\$ 90,000	\$ 15,000	\$ 105,000	43.0%		20.1%	
Total 3000:	\$ 10,006,212	\$ 6,199,865	\$ 10,198,466	\$ 428,854	\$ 10,627,320	58.3%		15.7%	
4000 Revenue From Federal Sources									
45-7522 IDEA Pre-School	\$ 2,503	\$ -	\$ 2,503	\$ 41	\$ 2,544	0.0%		0.0%	
45-7524 IDEA Flow-Through	\$ 153,427	\$ -	\$ 153,247	\$ 2,699	\$ 155,946	0.0%		0.0%	
45-8075 Free & Reduced Reimbursement	\$ 131,759	\$ 59,343	\$ 132,555	\$ -	\$ 132,555	44.8%		18.4%	
45-8075 National School Lunch Program	\$ 56,316	\$ 30,689	\$ 57,480	\$ -	\$ 57,480	53.4%		20.1%	
45-8075 School Breakfast Program	\$ 29,548	\$ 15,863	\$ 29,467	\$ -	\$ 29,467	53.8%		18.3%	
45-8079 Local Food for Schools Co-Op	\$ 6,984	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
45-8080 Pandemic EBT	\$ 653	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
47-7290 CARES UEN WiFi	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
48-7801 Federal Title I A	\$ 43,465	\$ -	\$ 47,055	\$ -	\$ 47,055	0.0%		0.0%	
48-7860 Federal NCLB Title II A	\$ 11,706	\$ -	\$ 8,148	\$ -	\$ 8,148	0.0%		0.0%	
48-7860 Federal Title IV Repurposed to Title I	\$ 10,000	\$ -	\$ -	\$ -	\$ -	0.0%		0.0%	
Total 4000:	\$ 446,361	\$ 105,895	\$ 430,455	\$ 2,740	\$ 433,195	24.4%		18.9%	
Total Revenue:	\$ 11,146,507	\$ 6,700,543	\$ 11,175,779	\$ 581,594	\$ 11,757,373	57.0%		15.9%	



(996 Students)

(1000 Students)

1016

	FY24 Actuals	Current Yr Actuals	Approved Budget	Changes	Forecast	% of Forecast	% Change From Prior Mth
Expenses							
100 Salaries							
121 Administration	\$ 504,125	\$ 306,422	\$ 520,202	\$ -	\$ 520,202	58.9%	16.8%
131 Teachers	\$ 2,940,993	\$ 1,813,228	\$ 3,147,493	\$ -	\$ 3,147,493	57.6%	17.1%
131 Special Education Salaries	\$ 295,586	\$ 179,256	\$ 297,081	\$ 35,000	\$ 332,081	54.0%	20.1%
131 Stipends / Merit Pay	\$ 136,787	\$ 54,991	\$ 88,020	\$ (21,600)	\$ 66,420	82.8%	7.4%
131 Summer Professional Development	\$ 7,000	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%	0.0%
131 Educator Professional Time Stipend	\$ 21,000	\$ -	\$ -	\$ 40,000	\$ 40,000	0.0%	0.0%
131 Mental Health Stipend	\$ 33,334	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 LETRS Training Stipend	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 TSSP After School Tutoring Stipends	\$ -	\$ -	\$ -	\$ 12,600	\$ 12,600	0.0%	0.0%
131 LAND TRUST - Stipends	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	0.0%	0.0%
131 Special Education Stipends (After School)	\$ 1,998	\$ -	\$ -	\$ 1,120	\$ 1,120	0.0%	0.0%
132 Substitute Teachers (PTO Stipend)	\$ 24,255	\$ -	\$ 30,000	\$ -	\$ 30,000	0.0%	0.0%
132 SpEd Substitutes	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
142 Counselor	\$ 235,501	\$ 151,851	\$ 257,466	\$ -	\$ 257,466	59.0%	17.0%
143 School Nurse	\$ 6,234	\$ 4,731	\$ 9,921	\$ -	\$ 9,921	47.7%	9.4%
145 Librarian / Literacy Aide	\$ 21,374	\$ 12,948	\$ 22,279	\$ -	\$ 22,279	58.1%	15.6%
152 Secretaries	\$ 137,607	\$ 74,806	\$ 136,399	\$ -	\$ 136,399	54.8%	15.0%
152 Board Clerk	\$ -	\$ 5,265	\$ -	\$ 10,000	\$ 10,000	52.7%	2.0%
161 Teacher Aides, Reading Specialists & Subs	\$ 456,182	\$ 280,081	\$ 525,347	\$ (58,350)	\$ 466,997	60.0%	16.0%
161 TSSP - ELL Para's	\$ -	\$ 19,442	\$ -	\$ 25,350	\$ 25,350	76.7%	18.6%
161 LAND TRUST - K Aide/Student Support Para	\$ 40,585	\$ 25,067	\$ 34,000	\$ 3,000	\$ 37,000	67.7%	16.6%
161 SpEd Aides & Speech Therapist	\$ 190,806	\$ 125,475	\$ 235,040	\$ -	\$ 235,040	53.4%	13.4%
162 Computer Aides	\$ 22,777	\$ 14,024	\$ 24,576	\$ -	\$ 24,576	57.1%	14.8%
182 Custodial & Maintenance	\$ 113,144	\$ 72,327	\$ 120,493	\$ -	\$ 120,493	60.0%	15.6%
191 Lunch Room Aide	\$ 323,160	\$ 194,533	\$ 363,015	\$ -	\$ 363,015	53.6%	17.7%
Total 100:	\$ 5,562,448	\$ 3,334,447	\$ 5,876,332	\$ 56,120	\$ 5,932,452	56.2%	16.7%
200 Employee Benefits							
220 Social Security	\$ 368,910	\$ 216,288	\$ 426,210	\$ 4,089	\$ 430,299	50.3%	16.8%
220 LAND TRUST - BENEFITS	\$ 3,220	\$ 3,000	\$ 2,601	\$ 399	\$ 3,000	100.0%	0.0%
220 SpEd Social Security	\$ 34,373	\$ 22,535	\$ 41,090	\$ -	\$ 41,090	54.8%	17.0%
230 Retirement	\$ 253,729	\$ 154,377	\$ 345,373	\$ (70,373)	\$ 275,000	56.1%	17.2%
240 Group Insurance	\$ 643,286	\$ 436,577	\$ 725,754	\$ -	\$ 725,754	60.2%	50.1%
240 Mental Health	\$ -	\$ 27,219	\$ 60,000	\$ -	\$ 60,000	45.4%	18.9%
240 Deductible Stipend	\$ 36,882	\$ 7,613	\$ 35,000	\$ -	\$ 35,000	21.8%	46.5%
270 Worker's Compensation Fund	\$ 17,075	\$ 23,951	\$ 20,412	\$ 4,526	\$ 24,938	96.0%	1.0%
280 Unemployment Insurance	\$ 12,728	\$ 4,735	\$ 13,238	\$ -	\$ 13,238	35.8%	75.6%
Total 200:	\$ 1,370,203	\$ 896,295	\$ 1,669,678	\$ (61,359)	\$ 1,608,319	55.7%	30.9%
300 Purchased Professional & Technical							
320 Special Education Contractors	\$ 134,028	\$ 84,822	\$ 135,000	\$ -	\$ 135,000	62.8%	23.7%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
320 Math Center Contract	\$ -	\$ 49,000	\$ 80,000	\$ 5,750	\$ 85,750	57.1%	19.5%
320 Guardian	\$ -	\$ -	\$ 60,000	\$ (60,000)	\$ -	0.0%	0.0%
330 Employee Training & Development	\$ 5,907	\$ 3,710	\$ -	\$ 62,232	\$ 62,232	6.0%	57.2%
330 TSSA - Training & Development (\$88,800 between PD/Travel)	\$ 32,977	\$ -	\$ 30,000	\$ 20,000	\$ 50,000	0.0%	0.0%
330 LAND TRUST - Training & Development	\$ 30,404	\$ 11,356	\$ 24,000	\$ -	\$ 24,000	47.3%	1.3%
330 SpEd Training & Development	\$ 2,970	\$ 4,990	\$ 6,000	\$ -	\$ 6,000	83.2%	113.2%
330 LETRS Professional Learning Grant PD	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
330 SEDC Services	\$ 3,861	\$ 2,535	\$ 3,891	\$ -	\$ 3,891	65.2%	0.0%
340 Audit	\$ 15,912	\$ 15,807	\$ 16,600	\$ -	\$ 16,600	95.2%	58.5%
345 Business Manager Services	\$ 79,908	\$ 48,013	\$ 82,308	\$ -	\$ 82,308	58.3%	16.7%
349 Legal Services	\$ 465	\$ 450	\$ 8,000	\$ -	\$ 8,000	5.6%	0.0%
350 Technical Services (IT)	\$ 101,974	\$ 100,513	\$ 147,600	\$ -	\$ 147,600	68.1%	14.1%
580 Admin & Teacher Travel (Meals)	\$ 27,248	\$ 1,088	\$ 7,000	\$ -	\$ 7,000	15.5%	47.4%
580 TSSA - Travel (\$88,800 between PD/Travel)	\$ 20,763	\$ 544	\$ 20,280	\$ 18,520	\$ 38,800	1.4%	0.0%
580 LAND TRUST - Travel	\$ 863	\$ 5,916	\$ 6,000	\$ -	\$ 6,000	98.6%	0.0%
580 SpEd - Travel	\$ 1,511	\$ 4,349	\$ 1,500	\$ 3,500	\$ 5,000	87.0%	91.5%
580 SpEd Contracted Employee Travel	\$ 3,386	\$ 1,163	\$ 3,500	\$ -	\$ 3,500	33.2%	-32.3%
Total 300:	\$ 462,177	\$ 334,256	\$ 631,679	\$ 50,002	\$ 681,681	49.0%	19.9%
400 Purchased Property Services							
411 Water/Sewage	\$ 9,360	\$ 6,405	\$ 12,000	\$ -	\$ 12,000	53.4%	16.5%
411 Water Rights	\$ -	\$ 795	\$ 1,000	\$ -	\$ 1,000	79.5%	0.0%
412 Disposal Services	\$ 17,063	\$ 10,162	\$ 15,480	\$ -	\$ 15,480	65.6%	21.2%
420 Cleaning Services	\$ 5,880	\$ 5,960	\$ 5,800	\$ 700	\$ 6,500	91.7%	79.0%
431 Lawn Care Services	\$ 12,430	\$ 9,835	\$ 12,000	\$ 4,100	\$ 16,100	61.1%	27.1%
431 Non-Technology Repairs & Maintenance	\$ 31,638	\$ 25,063	\$ 33,000	\$ -	\$ 33,000	75.9%	5.5%
432 Copy Machine Servicing	\$ 7,071	\$ -	\$ 13,000	\$ (6,000)	\$ 7,000	0.0%	0.0%
Total 400:	\$ 83,442	\$ 58,220	\$ 92,280	\$ (1,200)	\$ 91,080	63.9%	19.5%
500 Other Purchased Services							
518 Field Trips / Bus Rental	\$ 2,734	\$ 125	\$ 3,000	\$ -	\$ 3,000	4.2%	0.0%
522 Property & Liability Insurance	\$ 47,784	\$ 27,056	\$ 52,838	\$ -	\$ 52,838	51.2%	21.0%
530 Telephone	\$ 10,856	\$ 702	\$ 11,000	\$ -	\$ 11,000	6.4%	17.0%
540 Marketing	\$ 6,242	\$ 3,011	\$ 9,000	\$ -	\$ 9,000	33.5%	69.3%
Total 500:	\$ 67,616	\$ 30,894	\$ 75,838	\$ -	\$ 75,838	40.7%	24.3%



	(996 Students) FY24 Actuals	Current Yr Actuals	(1000 Students) Approved Budget	Changes	1016 Forecast	% of Forecast	% Change From Prior Mth
600 Supplies and Materials							
610a Classroom Supplies	\$ 52,113	\$ 43,070	\$ 44,680	\$ 27,320	\$ 72,000	59.8%	3.4%
610a TSSA - Supplies	\$ 7,610	\$ -	\$ 18,320	\$ (18,320)	\$ -	0.0%	0.0%
610a LAND TRUST	\$ -	\$ 1,113	\$ 12,000	\$ (9,000)	\$ 3,000	37.1%	394.7%
610b Special Ed Supplies	\$ 9,522	\$ 3,386	\$ 10,000	\$ -	\$ 10,000	33.9%	6.9%
610 Elective Supplies	\$ -	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
610c Theatre Supplies	\$ 4,241	\$ 1,262	\$ 7,000	\$ -	\$ 7,000	18.0%	2.2%
610d CCA Expenses	\$ 4,456	\$ 3,180	\$ 5,179	\$ -	\$ 5,179	61.4%	0.0%
610e Student Activity Supplies / Incentives	\$ 11,739	\$ 8,591	\$ 14,000	\$ -	\$ 14,000	61.4%	33.2%
610f Board Expenses/meals	\$ 3,666	\$ 1,385	\$ 10,000	\$ -	\$ 10,000	13.9%	0.0%
610g Office Supplies/General	\$ 34,581	\$ 27,309	\$ 35,000	\$ -	\$ 35,000	78.0%	11.1%
610h Safety Supplies	\$ 1,602	\$ 1,570	\$ 4,000	\$ -	\$ 4,000	39.3%	0.0%
School Safety Grant	\$ 3,245	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
610i GWA Gives Back	\$ -	\$ -	\$ 1,300	\$ -	\$ 1,300	0.0%	0.0%
610j First Aid Supplies	\$ 388	\$ 206	\$ 1,000	\$ -	\$ 1,000	20.6%	0.0%
610k Director Discretionary Fund	\$ 8,734	\$ 5,127	\$ 10,000	\$ -	\$ 10,000	51.3%	0.8%
610m Staff Lounge	\$ 5,033	\$ 6,078	\$ 6,000	\$ 1,000	\$ 7,000	86.8%	8.6%
610n Swag Store	\$ -	\$ 240	\$ -	\$ -	\$ -	0.0%	0.0%
610o Christmas Party	\$ 4,975	\$ 4,999	\$ 5,000	\$ -	\$ 5,000	100.0%	0.0%
610p Health and Wellness	\$ 1,685	\$ 592	\$ 3,000	\$ -	\$ 3,000	19.7%	0.0%
610q Non Food Lunch Supplies	\$ 23,851	\$ 25,975	\$ -	\$ 30,000	\$ 30,000	86.6%	44.4%
621 Natural Gas	\$ 12,039	\$ 3,197	\$ 14,000	\$ -	\$ 14,000	22.8%	124.7%
622 Electricity	\$ 43,346	\$ 30,316	\$ 43,000	\$ -	\$ 43,000	70.5%	10.0%
630 School Lunch Prgm	\$ 248,244	\$ 168,276	\$ 230,000	\$ 20,000	\$ 250,000	67.3%	20.3%
641 Textbooks/Curriculum	\$ 47,705	\$ 33,512	\$ 79,794	\$ (46,100)	\$ 33,694	99.5%	55.8%
641 TSSA - Curriculum	\$ 39,200	\$ 42,533	\$ 39,200	\$ 11,500	\$ 50,700	83.9%	0.0%
641 UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
641 Digital Teaching & Learning Curriculum	\$ 47,152	\$ 34,600	\$ 14,000	\$ 20,600	\$ 34,600	100.0%	0.0%
641 SpEd - Textbooks/Curriculum	\$ 922	\$ 9,767	\$ 29,855	\$ 15,000	\$ 44,855	21.8%	0.0%
644 Library Books	\$ 4,324	\$ 2,903	\$ 4,000	\$ -	\$ 4,000	72.6%	6.2%
650 Tech Related Supplies	\$ 46,519	\$ 7,383	\$ -	\$ 2,700	\$ 2,700	273.4%	24.4%
670 Educational Software	\$ 19,000	\$ -	\$ 15,700	\$ (15,700)	\$ -	0.0%	0.0%
670 Early Interactive Software - Educational Software	\$ -	\$ 33,151	\$ -	\$ 33,151	\$ 33,151	100.0%	0.0%
670 TSSA - Educational Software (\$75,900 between hardware/software)	\$ -	\$ 9,674	\$ 10,800	\$ 15,700	\$ 26,500	36.5%	0.0%
670 LAND TRUST - Educational Software	\$ 9,551	\$ 18,535	\$ 14,700	\$ 5,300	\$ 20,000	92.7%	0.0%
670 SpEd - Educational Software	\$ -	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%
680 Maintenance Supplies & Material	\$ 37,421	\$ 29,505	\$ 40,000	\$ -	\$ 40,000	73.8%	14.1%
Total 600:	\$ 732,864	\$ 557,435	\$ 730,928	\$ 93,151	\$ 824,079	67.6%	13.5%
700 Property							
710 Land and Site Improvements & Building	\$ 99,353	\$ 59,026	\$ 25,000	\$ 48,000	\$ 73,000	80.9%	0.0%
710 School Safety Grant	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.0%	0.0%
733 Furniture and Fixtures	\$ 18,311	\$ 10,314	\$ 20,000	\$ -	\$ 20,000	51.6%	0.8%
733 SpEd - Furniture and Fixtures	\$ 1,533	\$ 1,080	\$ 1,296	\$ -	\$ 1,296	83.3%	0.0%
734 Technology Hardware	\$ 54,929	\$ -	\$ 2,700	\$ (2,700)	\$ -	0.0%	0.0%
734 TSSA - Tech Hardware (\$75,900 between hardware/software)	\$ -	\$ -	\$ -	\$ 1,400	\$ 1,400	0.0%	0.0%
734 LAND TRUST - Hardware	\$ 18,607	\$ -	\$ 55,000	\$ -	\$ 55,000	0.0%	0.0%
734 SpEd - Tech Hardware	\$ 3,108	\$ -	\$ 345	\$ -	\$ 345	0.0%	0.0%
734 ESSER III - Tech Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
734 Digital Teaching & Learning Hardware	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%	0.0%
734 School Safety Grant	\$ 24,962	\$ 4,033	\$ -	\$ 4,033	\$ 4,033	100.0%	0.0%
736 Technology Software	\$ 2,020	\$ 11,853	\$ -	\$ -	\$ -	0.0%	0.0%
736 TSSA - Software (\$75,900 between hardware/software)	\$ 38,782	\$ 46,995	\$ 48,000	\$ -	\$ 48,000	97.9%	0.0%
736 LAND TRUST - Software	\$ 10,773	\$ -	\$ 5,500	\$ (5,500)	\$ -	0.0%	0.0%
736 SpEd - Software	\$ 2,771	\$ 1,680	\$ 1,800	\$ -	\$ 1,800	93.3%	0.0%
736 School Safety Grant	\$ 23,100	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
739 Kitchen Equipment	\$ 643	\$ -	\$ 23,440	\$ (10,440)	\$ 13,000	0.0%	0.0%
790 Cap Ex Fund	\$ 227,009	\$ 31,626	\$ 150,000	\$ -	\$ 150,000	21.1%	0.0%
Total 700:	\$ 525,901	\$ 166,607	\$ 348,081	\$ 84,793	\$ 432,874	38.5%	7.7%
800 Debt Service & Miscellaneous							
810 Dues and Fees	\$ 15,132	\$ 13,602	\$ 19,000	\$ -	\$ 19,000	71.6%	6.8%
830 Bond Restricted Assets (Interest)	\$ 469,512	\$ 273,882	\$ 436,912	\$ -	\$ 436,912	62.7%	16.7%
840 Bond Restricted Assets (Principal)	\$ 815,000	\$ 475,417	\$ 845,000	\$ -	\$ 845,000	56.3%	16.7%
833 Bond Fees	\$ 51,670	\$ 7,300	\$ 33,800	\$ -	\$ 33,800	21.6%	160.7%
890 Miscellaneous	\$ 618	\$ -	\$ -	\$ -	\$ -	0.0%	-100.0%
Total 800:	\$ 1,351,932	\$ 770,201	\$ 1,334,712	\$ -	\$ 1,334,712	57.7%	17.2%
Total Expenses:	\$ 10,156,583	\$ 6,148,355	\$ 10,759,528	\$ 221,507	\$ 10,981,035	56.0%	18.3%
Net Income:	\$ 989,924	\$ 552,188	\$ 416,251	\$ 360,087	\$ 776,338	71.1%	
					\$ 250,000	Restricted Forecasted Spend Down	
					\$ 715,899	Food Service	\$ (129,284)
					\$ 60,439	SpEd	\$ 58,439
Cap Ex Fund:		At year end:	\$ 176,393	Use: \$0	At year end:	\$ 294,767	
(Unrestricted over \$350,000) Special Project Fund:		Beg of Year	\$ 185,261		At year end:	\$ 551,160	
Fund Reserve:			\$ 7,413,538		\$ 7,851,686		

GEORGE WASHINGTON ACADEMY
Balance Sheet
As of January 31, 2025

	Jan 31, 25
ASSETS	
Current Assets	
Checking/Savings	
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	1,993.75
8111.3 · Cache Valley Checking (8114)	1,450,713.60
Total 8111 · Cache Valley Bank Accounts	1,452,886.42
8116 · PTIF	7,016,773.32
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	716,901.49
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	184,515.59
8120.3C · Reserve Fund 2015 (80003)	1,285,912.50
8120.5C · Repair & Rplcmnt 2015 (80005)	150,000.00
8120.6C · Expense Fund 2015 (80006)	75,000.27
Total 8120 · US Bank Accounts	2,412,329.88
Total 8110 · Cash in Banks	10,881,989.62
Total Checking/Savings	10,881,989.62
Other Current Assets	
8130 · Accounts Recievable	
8135 · Utah State Sales Tax	2,703.98
Total 8130 · Accounts Recievable	2,703.98
Total Other Current Assets	2,703.98
Total Current Assets	10,884,693.60
TOTAL ASSETS	10,884,693.60
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9513 · Accounts Payable-bill.com	35,962.03
Total Accounts Payable	35,962.03
Credit Cards	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	9,008.93
9531b · VISA Card - Blake's Card	116.73
Total 9531 · Visa Card	9,125.66
9532 · Lowe's	74.45
Total Credit Cards	9,200.11
Other Current Liabilities	
9510 · Accounts Payable	546.85
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	530,842.73
Total 9530 · Accrued Liabilities	530,842.73
9540 · Accrued Salaries & Withholdings	
9544 · Utah State Withholding	16,144.00
9545 · Payroll Liabilities	
9545.0 · HSA	2,000.50

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of January 31, 2025

	Jan 31, 25
Total 9545 · Payroll Liabilities	2,000.50
Total 9540 · Accrued Salaries & Withholdings	18,144.50
9540a · Payroll & Benefit YE Accrual	352,543.09
9550 · Due to Other Funds	315,684.26
9560 · Deferred Revenue	
9561 · Local	29,333.36
Total 9560 · Deferred Revenue	29,333.36
Total Other Current Liabilities	1,247,094.79
Total Current Liabilities	1,292,256.93
Total Liabilities	1,292,256.93
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	274,126.04
9830 · Retained Earnings	8,336,409.18
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	552,186.39
Total Equity	9,592,436.67
TOTAL LIABILITIES & EQUITY	10,884,693.60



PROPOSAL FOR BOARD ACTION

Proposal Title: Additional Cameras

Submitted by: Steve Erickson

Originating Committee: Campus Management

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

We need to add a few additional cameras where we have a few blind spots from our original project.

Background Information, including a list of reviewing committees:

We utilize these cameras every day and have noticed that we still have some blind spots that are difficult to see. We need a camera in the southwest outside corner of the school facing the sidewalk and parking lot. We also need cameras in the hallways where we have had issues by the bathrooms in the upper grades. We need one more on the other side of the cafeteria. The last spot is adding a camera that catches a majority of the play field. This camera will then be moved to a new spot where there is a blind spot behind the second grade classrooms where we added the asphalt. Students use this area every day.

Assessment:

Recommendation:

We recommend that we add these additional cameras to cover the few areas that we currently cannot monitor. These can still come out of the Safety Grant that we allocated \$40,000. We currently have only used \$29,000 of that amount.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.



Submitted By: Steve Erickson

Date: 2/11/2025 Vendor: PEAK ALARM

Website/Contact Info: _____

BILL/SHIP TO: George Washington Academy
2277 S. 3000 E.
St. George, UT 84790

This is a/an (Circle One):

Purchase Order/Invoice P.O. # _____

School Credit Card Purchase _____

School Credit Card (Admin) _____

Authorization for Travel _____

Dates of Travel: _____

Reimbursement Request
(Fill Out Below & Attach all Receipts)

Teacher Supply Account Purchase? Y N

QTY	ITEM #	DESCRIPTION (include dates as applicable)	UNIT PRICE	LINE TOTAL
		1 8 channel Network Video recorder		
		5 additional Cameras		
				\$6,800.00

Comes out of Safety Grant

Budget Category: (Administration Only)

300 Professional & Technical Budget Detail: _____

400 Purchased Property Services Budget Detail: _____

500 Other Purchased Services Budget Detail: _____

600 Supplies & Materials Budget Detail: _____

700 Property Budget Detail: _____

Principal Discretionary Land Trust
Curriculum CCA
Student Incentives
Special Education

Other: _____

Notes: _____

Procurement:
If the item is over \$100 and/service is over \$1,000, you are required to request 3 bids.

Please attach all bids to this requisition and a brief explanation of why you chose the vendor.

Subtotal	\$6,800.00
Shipping	
Sales Tax	
TOTAL	\$6,800.00

Executive Director's Approval _____ Date _____
(For purchases up to \$2,000)

Approving Board Member _____ Date _____
(For purchases between \$2,001 - \$5,000)

Board Chair or _____ Date _____
Board Member on Finance Committee
For purchases over \$5,000
*Purchases over \$5,000 MUST be approved in a board meeting

GWA Procedure for Processing and Approving Purchase Requisitions

1. All employees must complete a Purchase Requisition for approval prior to purchasing items. Teachers may purchase items for their classroom out of their teacher accounts and then complete the form for reimbursement, but must follow guidelines for Teacher Supply Accounts (classroom supplies and materials only). Requests for ALL REIMBURSEMENTS must be approved by the Executive Director.

2. After completing all necessary information, place the completed requisition form in the Purchasing Secretary's box. If an error occurs when filling out the document, it must be corrected with a single line through the error and initialed. No white-out may be used.

3. The Purchasing Secretary will then complete the following steps:
 - a. Verify that the Purchase Requisition is filled out completely, including Name, Date, Quantity, Description, Item #, Cost, and Company Information
 - b. Verify that the funds are available in the budget for the purchase or reimbursement.
 - c. Enter request into the Purchase Order Log.
 - d. Forwards the requisition to the individual(s) authorized to approve purchase requests.

4. When a Purchase Requisition is presented for approval, the individual(s) authorized to do so must:
 - a. Verify the Purchase Requisition is filled out completely, including Name, Date, Quantity, Description, Item #, Cost, and Company Information
 - b. Verify, when questions exist, that the purchase meets the needs of the school.
 - c. Verify that the funds are available in the budget for the purchase.
 - d. Places the approved requisition in the Purchasing Secretary's box

5. The Purchasing Secretary will then complete the following steps:
 - a. Verify that all appropriate signatures are on the Purchase Request. If a Travel/Meeting Request Estimate is included, Purchasing Secretary will book arrangements
 - b. Place the order with the vendor
 - c. Emails the Requestor that the item has been ordered and an estimated delivery date

*****IMPORTANT:**

Items that have been delivered **MUST** be received by the Purchasing Secretary **BEFORE** you pick them up. This is a very important part of our purchasing system. If it is an absolute emergency, the Executive Director or Administrative Services Director are the only ones who can approve you taking these items before due process has taken place with the Purchasing Secretary.



PEAKAlarm®

Prepared By:

Peak Alarm - St. George
Brendan Judd
Sales Rep.
122 N 200 W
St. George, UT 84770
435-669-1764
801-486-7231
brendan.judd@pyebarkerfs.com

George Washington Academy CCTV
2277 S 3000 E
St. George, UT 84790
Proposal 186076-1-0

Submitted: 1/17/2025

George Washington Academy
Steven Erickson
2277 S. 3000 E.
St. George, UT 84790
4356732232
serickson@gwacademy.org

888-822-7231 • PEAKALARM.COM

The Leader in Fire, Life Safety, and Security Solutions

SCOPE OF WORK

Peak Alarm will install one 8 Channel Network Video Recorder 6TB Hard Drive on East side of school to accommodate for new cameras and migrate over other essential cameras. We will then install one new 8MP Bullet camera on North side of building watching back parking lot and North wall. One additional camera in the North East corner of the lunch room, one 8MP Panoramic overlooking soccer field, one 8MP Turret camera in 200 hallway near bathroom as well as in 300 hallway near bathroom. One camera near soccer field will then be moved and added to front entry wall area to monitor South West parking lot area.

INVESTMENT

New **\$6,800.00**

QTY	Description
1	Bullet IP Camera
1	Flexible Intensifier 8MP Panoramic Multi-Sensor IP
3	8MP 4K IP Turret Camera with Advanced Analytics, 2
1	8-Channel 8K H.265 NVR, 6TB HDD

Labor:

QTY	Description
13	Labor

System Investment

Total Proposal Amount \$6,800.00

THIS IS NOT AN INVOICE. DO NOT PAY. INVOICE TO BE PROVIDED.

ACCEPTANCE OF PROPOSAL

SYSTEM TOTAL

\$6,800.00

Acceptance of proposal - The above prices, specifications, and conditions are satisfactory and are hereby accepted (subject to credit approval.) You are authorized to do the work as specified.

Pricing is valid for 7 days from the date proposal was submitted to contractor/customer.

Progress Billing will be applied to this proposal.

George Washington Academy

Company _____ Date _____

Peak Alarm - St. George

Company _____ Date _____

Authorized Signature _____

Authorized Signature _____

Printed Name _____ Title _____

Printed Name _____ Title _____

4356732232

Phone _____ Fax _____

435-669-1764

801-486-7231

Phone _____ Fax _____

serickson@gwacademy.org

Email _____

brendan.judd@pyebarkerfs.com

Email _____

TERMS AND CONDITIONS

This proposal is subject to the Pye-Barker General Terms and Conditions located at <https://pyebarkerfs.com/generalterms>. By signing or receiving services under this proposal, you acknowledge that you have reviewed such terms and conditions and that they will be incorporated into the proposal by reference. This proposal, including the incorporated General Terms and Conditions, contains the complete and final agreement between the parties with respect to the subject matter hereof.



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Originating Committee: _____

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

Background Information, including a list of reviewing committees:

Assessment:

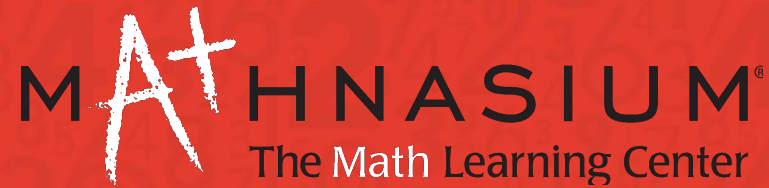
Recommendation:

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.



George Washington Academy

Summer Math Learning - 2025



GWA Summer Tutoring (June and July)

Details

Students:

- **Grades: 3rd, 4th, 5th, 6th**
- **Number of Students/Grade: 14**
- **Total Students: 56**

Student Sessions:

- **Sessions per week: 2**
- **Total Sessions per month: 9**

Schedule:

- **M/W - 2, 45-minute Sessions**
 - **1st Session - 3rd Graders**
 - **2nd Session - 4th Graders**
- **T/TH - 2, 45-minute Sessions**
 - **1st Session - 5th Graders**
 - **2nd Session - 6th Graders**

Instruction

- **Instructors per session: 3**

GWA Summer Tutoring (June and July)

Pricing

- **\$100/month/student**
 - **(Discounted Rate for GWA)**
- **Servicing 56 Students**
- **2 month program**
 - **June, July**
- **Total Monthly Cost: \$5,600**
- **Total Cost: \$11,200**

Contact Us

Mathnasium of St. George

(435) 767-0335 • mathnasium.com/stgeorge

922 E Brigham Rd, St. George, UT 84790





PROPOSAL FOR BOARD ACTION

Proposal Title: Land Trust Plan 25-26

Submitted by: B.Clark

Originating Committee: Land Trust Committee

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

The community council has reviewed, edited, and approved the Land Trust Plan for the 25-26 school year.

Background Information, including a list of reviewing committees:

Assessment:

The committee reviewed the current plan and made changes to specific goals to best support teachers.

Recommendation:

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.

Upcoming School Plan 2025-2026 - George Washington Academy

Please Finish your Plan Submission

At least one goal is required.

Goal #1

close

State Goal

close

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

Our goal for the 2025-2026 school year is to continue providing technology to increase student achievement by 2% in mathematics, science, and literacy.

Academic Area

close

Refer to [R277-4.77-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a

corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

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

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will review academic formative assessments, progress monitoring data, benchmarks, interim assessments and other pieces of data to ensure that we are meeting the needs of the students in Reading, Math, and Science.

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*



GWA continues to ensure that we are focused on research-based educational strategies and working towards becoming a model 21st-century school through innovative technology implementation.

1. We will purchase technology software (\$20,000) that is research-based to provide rigor while supporting students that need additional time and support with specific skills and standards.

2. The purchased software will be used on purchased hardware (\$55,000) to support student needs. We will collect information from various team leaders and the technology and curriculum committees. We will submit all orders from 7/1/24-

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated		
----------	-------------	-----------	--	--

		Cost		
Software < \$5,000	(1.) Various technology software that supports state standards and adopted curricula	\$20,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	(2.) Chromebook and Desktop Computers etc.	\$55,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
	Total:	\$75,000.00		

[Scroll to the top to add a goal.](#)

Goal #2

close

State Goal

close

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

Our goal is to have our students increase in proficiency in all state-mandated reporting academic areas, including science, math, and ELA by 3%

Academic Area

close

Refer to R277-4.77-4 for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

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

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will meet weekly to monitor the progress of all of our students and the growth or lack of growth that they are exhibiting. We will ensure that we have the support and intervention and extension activities in place to support all students better. We will constantly monitor their progress through formative and summative assessments and use the PLC process to ensure that we are being as effective as possible for all students.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

- 1. We will hire a paraprofessional for reading groups. (\$10,000)*
- 2. The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
- 3. We will purchase reading software to complement classroom literacy instruction. (\$5,000)*



1. (\$30,000) We are continuing the PLC Process by focusing on collaboration in all settings throughout the school. We have coordinated all the schedules throughout the school day so that teachers can collaborate with their teams during contract time. As we continue this initiative, we would like to provide more research-based professional development to our staff whether that be in the area of collaboration, instructional best practices, data, assessment, or leadership etc.

Action Steps and Expenditures must be saved manually using this button:

[SAVE ACTION PLAN STEPS](#)

Category	Description	Estimated Cost		
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	(1.) Staff training and Development as well as associated travel costs	\$30,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
	Total:	\$30,000.00		

[Scroll to the top to add a goal.](#)

Goal #3

State Goal

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

Our goal is to have our students increase in proficiency in all state-mandated reporting academic areas, including science, math, and ELA by 2%.

Academic Area

close

Refer to R277-4.77-4 for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

College and Career Readiness
(*secondary schools only*)

✓ English/Language Arts

Graduation Rate Increase (*secondary schools only*)

✓ Mathematics

✓ Science

Other Academic Areas in Core Standards

CTE (Career and Technical Education)

Educational Technology/Library/Media

Financial Literacy

Fine Arts

Health

Physical Education

Social Studies

Technology

World Languages

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will look at the varying needs of K-7 students in our building and look for skill deficiencies in academics and behavior. We will work individually and in small groups with these students to accelerate their learning to grade level through intervention. The assessments that will measure student growth are: Acadience Reading, Acadience Math, RISE ELA, RISE Math, and RISE Science.

Action Plan Steps and Expenditures

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*



1. (\$40,000) We will hire teacher assistant and interventionists to support our students who are deemed at-risk in behavior and/or academics. We will monitor their progress with benchmark reporting and progress monitoring tools and use Common Formative Assessment data to understand better how to meet their specific skill needs.

Action Steps and Expenditures must be saved manually using this button:

[SAVE ACTION PLAN STEPS](#)

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	(1.) We will hire three grade level assistants/ interventionists to meet the needs of our students.	\$40,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
	Total:	\$40,000.00		

[Scroll to the top to add a goal.](#)

Goal #4

State Goal

Goals must be student-centered, data-driven, and evidence-based. A goal should

answer the question "What will students achieve in the upcoming academic year?"

Using the collected data from state assessments we will determine which students qualify for after school interventions. By providing after school programs in Math and Reading our students will increase by 2% on Acadience Reading and Acadience Math assessments.

Academic Area

close

Refer to R277-4.77-4 for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

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

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will look at the various needs of our students based on data and ask GWA Employees to offer an after school program that would benefit our students in the areas of Math, STEM, ELA, and Music. We will look at math and reading data and set a goal for 2% growth in these areas based on working with students in our various after school programs.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*



1. (\$9,000) We will pay a stipend to employees who spend time executing after school programs.
2. (\$3,000) We will give a budget for the supplies needed for the programs to ensure they are successful.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	(1.) Stipends for educators to provide after	\$9,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>

	school programs			
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	2. (\$3,000) Supplies needed for after school programs.	\$3,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
	Total:	\$12,000.00		

[Scroll to the top to add a goal.](#)

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$3,000.00
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$55,000.00
Software < \$5,000	\$20,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$49,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$30,000.00
Total:	\$157,000.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2023-2024	\$5,536.65	
Distribution for 2024-2025	\$148,100.48	
Total Available Funds for 2024-2025	\$153,637.13	
Estimated Funds to be Spent in 2024-2025	\$ <input type="text" value="151000"/> ↕	<input type="button" value="Update"/>
Estimated Carry-over from 2024-2025	\$2,637.13	

Estimated Distribution for 2025-2026	\$157,343.11	
Total Available Funds for 2025-2026	\$159,980.24	
Summary of Estimated Expenditures for 2025-2026	\$157,000.00	
Estimated Carry-over to 2026-2027	\$2,980.24	

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

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

Letters to policymakers and/or administrators of trust lands and trust funds

Other: Please explain

School assembly

School marquee

School newsletter or website

Social Media

Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved:

Number Not Approved:

Number Absent:

Date:

Please attach relevant documents here. *If attaching data to support the Measurement section, please ensure it does not include any student data.*

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

There is a 1000 character limit on the comments. SAVE button shows when entry is made. Character Count: 0

Review before Submission

Please review the following before submitting (once approved, this report is public):

- **Spelling & grammar**
- **There is no student or personal data**

Once submitted the report may only be revised through the review process by the LEA Reviewer or Charter (Business Administrator) Reviewer. Once the review is complete, the report may not be edited.

This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

[BACK](#)