


What is Land Trust Funding?

Utah received 7 million acres of land at statehood to generate funding for schools. Half of the land remains in a trust for public education. The School and Institutional Trust Lands Administration (SITLA) manages the trust land. The School and Institutional Trust Funds Office (SITFO) invests the endowment funds and the annual interest and dividends from the fund is how the School LAND Trust Program receives the annual allocation. That is how our school receives this discretionary money.

For more information about the Land Trust plan at the Open Classroom, please contact Principal Christine Marriott (Christine.marriott@slcschools.org), or Steering Chair Jen Ogzewalla (Steeringchair@ocslcorg)

Trust Lands Council:

The Trust Lands Council is the Steering Executive Committee; The school secretary is a non-voting member:

 SCHOOL LAND TRUST ADMINISTRATION FOR DISTRICTS & SCHOOLS	
Open Classroom (Salt Lake) Charter Schools District	
Council Members for the 2020-2021 School Year	
Name	Member Type
Christine Marriott	Principal / Director
Jen Ogzewalla	Chair (Parent)
Joe Gibb	Vice Chair (Parent)
Nicole Laird	Secretary
Ben Demoux	Parent
Tim Kryselmire	Parent
Aliska Julian	Parent
Glenn D'Costa	Parent

Current Year Trust Lands Plan: For the 2020-2021 school year, the funds are used to pay for a portion of the salary and benefits of a half-time teacher to act as a Math Specialist. The Math Specialist will support teachers, teams, and students in various ways to improve math outcomes at all grade levels. The support will include the development of intervention strategies to help all students meet a minimum level of grade level math skills. The entire plan can be found at <https://secure.utah.gov/slt-admin/public/reports.html>

Trust Lands Information: Funding at the Open Classroom has increased from \$26,453 in 2017 to over \$40,000 in 2021.



SCHOOL LAND TRUST
ADMINISTRATION FOR DISTRICTS & SCHOOLS

Funding Report For Open Classroom (Salt Lake)

District	School	Actual Funding 2016-2017	Actual Funding 2017-2018	Actual Funding 2018-2019	Actual Funding 2019-2020	Current Actual Funding 2020-2021
Charter Schools	Open Classroom (Salt Lake)	\$26,453.00	\$34,230.00	\$37,265.00	\$39,291.00	\$41,337.00

School Plan 2019-2020 - Open Classroom (Salt Lake)

Please Finish your Final Report Submission

Print Instructions

Please use the print option in your browser.

Goal #1 Goal

There will be a 3% increase in student proficiency on end-of-year reading as measured by the DIBELS assessment in grades 1, 2, and 3. Current levels are 58% proficient in grade 1, 71% proficient in grade 2, and 59.5% proficient in grade 3.

Academic Areas

- Reading

Measurements

Using the DIBELS end-of-year benchmark test, the percent of students in the 'core' level will be calculated for grades 1, 2, and 3. Current estimated levels are as follows (this data comes from the most recent benchmark in winter of 2019):

Grade 1 58% of students are on track to be at core level

Grade 2 71% of students are on track to be at core level

Grade 3 59.5% of students are on track to be at core level

The test is administered three times per year, so the teachers and the interventionist can track the progress throughout the year.

Action Plan Steps

1. Hire the interventionist;
2. Students are assessed in September for Benchmark 1 on DIBELS;
3. Interventionist and teachers collaborate on groupings and intervention support schedules;
4. Reading support intervention occurs throughout the year.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	A trained paraprofessional will be hired to provide intervention services in reading using the next steps and higher steps program.	\$8,000
	Total:	\$8,000

Goal #2 Goal

There will be 3% increase in student proficiency in mathematics as measured by state end-of-year assessment results in the spring of 2019. Current levels are estimated at 36% proficient in grades 3-5, 43% proficient in grades 6-8.

Academic Areas

- Mathematics

Measurements

Using state end-of-year results (SAGE testing or RISE testing), the percent of students proficient will be calculated for grade bands 3-5, and 6-8. Current estimated levels are as follows (this data comes from the most recent available SAGE assessments in spring of 2018):
Grades 3-5: 36% of students were proficient
Grades 6-8: 43% of students were proficient

Action Plan Steps

1. Designate a teacher to fill the 0.5 FTE Math Specialist role;
2. Math Specialist will prepare a plan for the year that will include teacher professional development, parent workshops in each grade level, and school wide assessment/evaluation support for teachers to implement benchmark testing followed up with collaborative data conversations multiple times throughout the year;
3. The plan is implemented throughout the year.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	0.5 FTE Teacher in the role of math specialist to support all grades in mathematics instructional improvement.	\$31,291
	Total:	\$31,291

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$39,291
Total:	\$39,291

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$0
Estimated Distribution in 2019-2020	\$39,291
Total ESTIMATED Available Funds for 2019-2020	\$39,291
Summary of Estimated Expenditures For 2019-2020	\$39,291
This number may not be a negative number Total ESTIMATED Carry Over to 2020-2021	\$0

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

Funding Changes

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

If funding increases, any additional amount will be used to cover a larger portion of the math specialist salary and benefits.

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

Publicity

- School newsletter
- School website
- Other: Please explain.
 - Each classroom has a parent representative on the steering committee. The representative will be asked to explain how the funds are being used at the next parent meeting for the classroom, typically held once each month during the school year.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
7	0	0	2019-03-06	2019-03-06

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

Amendment

Need to amend this school plan?

No Comments at this time

[BACK](#)