

## School Land Trust Committee Meeting Notes 1/9/24

3:30 – 4:30 PM

In Attendance: Amanda Wiscomb, Nils Lofgren, Elizabeth Hendrix, Joey Daugirda, Colleen Mitchell

- I. Amount and purposes of funding
  - a. \$81,309.46 (plus ~\$2,500 from last Land Trust carryover) to allocate for the 2025-2026 Year
  - b. Constraints on how funds can be spent, based on [Utah Code](#), must tie to academic growth for students
  - c. One way funds can be used is to support CRA's use of "multi-tiered systems" to support student success, possibly including additional curriculum, books/materials, resources, staff time, etc.
- II. Current discussions of funding use for next year
  - a. Teacher asks (these are not formal asks yet, just discussion)
    - i. We use tiered interventions to tailor to different student needs. Would like to put \$22,000 toward [decoding?] books to support the tier 2 reading program/intervention purchased last year.
    - ii. Chrome books to replace ones that are becoming incompatible with the software for them.
    - iii. Discussion: What is the cost of digital citizenship programming/what might it entail? And related, information/media literacy.
      1. *Action:* CM to look into (e.g. <https://iste.org/digital-citizenship-lessons>, <https://www.commonsense.org/education/digital-citizenship/curriculum>)
    - iv. Social-emotional program curriculum
    - v. Looking at possibilities for service learning and how that might be strengthened in the younger grades, leading up to the 6<sup>th</sup> grade Teton trip (which is already covered in budgets). What is the goal, what are we trying to accomplish by teaching the kids service? Could bring someone in (consultant) to build in the infrastructure through each grade?
- III. Data/reflections on areas for focus
  - a. Academics
    - i. Last year really focused on kids who were struggling, this year considering how to support high achievers. Might look like professional development for teachers.
    - ii. Testing in science and math, CRA is in the top 75% range. State averages are about 40% achievement
    - iii. Looking at language comprehension scores - low in upper grades.
    - iv. Reading – about 80% are on level
  - b. Social-Emotional
    - i. In last year's survey, 50% of parents reported their kids had been teased or insulted

- ii. 86% felt the teasing/insulting had been successfully resolved
  - iii. 19% felt their child had been bullied at CRA
    - 1. *Action:* EH to find statewide bullying data – here is some:  
<https://schools.utah.gov/superintendentannualreport/dataandstatistics/fy2022/2022IncidentReport.pdf>. Other data starts at age 12.
  - iv. 74% felt the bullying had been successfully resolved (want to see that in 80s)
  - v. Kids having a harder time staying focused, trend follows technology exposure and use.
- IV. Desirability of CRA – what brought us here?
- a. Autonomy (as charter vs public)
  - b. Sense of community
  - c. Location (close to home)
  - d. Dress code
  - e. Social-emotional aspect of the school, how communicative the student
  - f. Have to opt-in (not the default school, meaning families are sort of self-selecting)
  - g. Participation/parental involvement
  - h. Staff/teachers – commitment, morale
  - i. Teachers have the resources to do their jobs well
  - j. Teachers have the autonomy to teach using their strengths
- V. Next steps: these notes will go to teachers, will come up with a proposed plan and associated costs. AW asked for a prioritized list to help us determine what to fund.

Next meeting date and time to be determined via email.