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## **ARCO IRIS PROGRESS REPORT**

### **POLICY ISSUE/SITUATION**

As specified in its charter (section 12.2.2) Second Year of Operation and Subsequent Years, Arco Iris has provided the required information which is summarized on the attached pages.

### **BACKGROUND INFORMATION:**

This report includes a summary of anticipated results for the school year, the improvements made during the school year in the operations of Arco Iris, and the projected ADM for the 2013-2014 school year. Also included is the information below:

- (a) A summary of the achievement of Arco Iris students;
- (b) A financial update for AISICS;
- (c) A summary of classes available and classes intended to be added;
- (d) The current enrollment at Arco Iris;
- (e) Update about any wait lists for students;
- (f) A summary of training given to and received by staff and teachers;
- (g) Goals for improvement for the current school year and beyond;
- (h) A summary of the staff at Arco Iris and their qualifications; and
- (i) Any other information requested by the Board in advance or at the Board meeting.

### **RECOMMENDATION:**

- (13-279)** It is recommended that the School Board and administrative staff receive this report as a consent item.



# Spring 2013 Progress Report

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Presented to Beaverton School District

**April 2013**

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# Performance Report

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## Introduction

Arco Iris began its third year of operation in September of 2012 and is submitting this Performance Report in accordance with Section 12.2.2 of the charter agreement between Arco Iris and Beaverton School District. This written report and attachments will provide a glimpse into the Arco Iris academic progress, operations, and professional development.

## Summary of Achievement of Arco Iris Students

At Arco Iris, student achievement is based on a continuous growth model meaning each child is measured against himself with teams of teachers meeting regularly to monitor individual growth. Growth is measured and monitored with the data being used in several ways:

- Providing feedback to teachers on student performance and instructional design
- Setting goals and communicating with individual students on progress and areas of improvement
- Determining if a student needs an intervention in order to meet standards
- Monitoring students who are receiving interventions
- Communicating with parents on student progress

OAKS testing began in February 2013. Arco Iris students are following the testing schedule as outlined below. Make up tests are offered to students who were absent during their class testing times as well as for those students who did not meet Oregon state standards. Fall 2012 student performance data was included in our Charter Review notebook and presented to Jon Bridges.

- |                    |   |
|--------------------|---|
| • Feb. 4-8         | NAEP Test (grade 4); Math/English           |
| • Feb. 11-15       | Grade 5 and 6 Math                          |
| • Feb. 19 – 22     | Grade 4 Math                                |
| • Feb. 25 – Mar. 1 | Grade 3 Math (Rosa)                         |
| • Mar. 4 – 6       | Grade 3 Math (Mercy)                        |
| • Mar. 4 – 6       | Grade 5 Science                             |
| • Mar. 11-15       | Make up math tests/ Retakes 2nd attempts    |
| • April 8 – 12     | Grade 3 and 4 ELA (Hayley and Rosa)         |
| • April 15 – 19    | Grade 3 and 4 ELA (Mercy) and Grade 5 and 6 |
| • April 22 – 26    | Make up ELA tests                           |
| • April 29 – May 3 | Make up tests/Retakes – 2nd attempts        |

At the time of this report, Arco Iris students have not completed OAKS testing for the 2012-13 academic year. OAKS testing results will be provided to the District in an addendum to this report in June 2013.

## 2012-13 Financial Update

The Arco Iris fiscal calendar is aligned with the Beaverton School District fiscal calendar, July 1 – June 30. The Arco Iris Balance Sheet and Profit and Loss statement are demonstrated through February 2013 and are included as attachments.

The Arco Iris team serves as good stewards of the public and private funds it receives and will continue to receive. Our fiscal responsibility to our staff, families, and taxpayers, not to mention the State of Oregon and Beaverton School District is why we operate with such care.

We shared in October that Arco Iris was awarded a grant from the U.S. Department of Education. Arco Iris was one of only 18 schools in the nation to receive this grant funding. This grant will enable Arco Iris to purchase computers and other student technologies, enhance teacher professional development, and provide additional student manipulatives and materials. The funds will also allow for support services and implementation of these new technologies and materials. The restricted funds may not be used for operating expenses or staff salaries and benefits.

The Arco Iris Board monitors a tight balanced budget through revenue generation and expense cutting. Conservative fiscal controls have allowed Arco Iris to build healthy and stable reserves.

Some of our financial highlights include:

- Arco Iris' student enrollment continues to bring new funds into the district due to the number of students who would have continued homeschooling, private school, or who are out of district.
- We have contracted with a licensed bookkeeper, True Blue Accounting, who has significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management.
- Pauly Rogers will again serve as municipal auditor.
- Our Parent Teacher Organization (PTO) is active in the school's fundraising activities. Overall the combined fundraising and PTO activities have a \$75,000 fundraising goal for the year. Fundraising activities include: fall Jog-A-Thon, restaurant nights, scrip, and the annual auction scheduled for Saturday, April 27. We also receive gifts from families and matching corporate gifts.
- We have advanced to detailed negotiations and lease preliminaries with venues for the 2013-14 and beyond with Beaverton Christian Church. We will notify the district when this is finalized.

## The Arco Iris Academic Program and Summary of Classes

### Summary of 2012-13 Classes

Arco Iris transitioned to a blended classroom model for the 2011-12 academic year. After two years of student data and performance, staff workload and training, and implementation of a blended model, it was decided by the principal and the school board that there was no overwhelming benefit to continue this approach. Beginning in 2013-14, Arco Iris will return to a traditional straight grade model, with differentiated instruction within the classroom. Learning targets and state standards are used as a guide for delivering this differentiated instruction.

- **Singapore Math** is taught by grade level, except for a few students who are working above grade level. Singapore Math provides differentiated materials and students work with appropriately challenged materials based on skill level.
- **English Language Arts** is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills.
- **Spanish Language Arts** students work in small mixed-proficiency groups, similar proficiency groups, and individually to complete tasks. Weekly instruction includes a combination of: reading practice and questionnaires, thematic writing, vocabulary development, singing, student to teacher speaking, and peer to peer speaking exercises.
- **Science and Social Studies** are key subjects for teaching the Spanish language through content. Students work in mixed-proficiency groups to explore and discover the subject matter.
- BizTown was offered this year to our 5<sup>th</sup> and 6<sup>th</sup> grade students. They are scheduled to attend on April 30, 2013.
- Teachers lead **physical education**, which includes many games and fitness activities. Lesson plans for specific skill development are followed. Arco Iris is currently evaluating the SPARK PE program for consideration for the 2013-14 academic year.
- Students experience **art** instruction, typically weekly. Art is often integrated into social studies and science lessons connected to a cultural study or science lesson. Arco Iris also hired an artist in residence to provide additional monthly art instruction at all grade levels. Art activities are related to a specific artistic theme or genre.
- We are especially proud of our three parent-led enrichment activities that support our core academic mission, **Jaguars Read, Jaguars on the Run, and Oregon Battle of the Books (OBOB)**. Jaguars Read is a self-paced, self-monitored reading log program in English and Spanish for outside of school hours reading. Jaguars on the Run is the at-school mileage running club. Our school had three teams formed for OBOB this year. Year to date in the 2012-13 academic year, our students have read 6323 hours and ran 662 miles.

## Summary of 2013-14 Classes and Programs

### Adding 7<sup>th</sup> Grade

We are currently working to define our course work and curriculum for 7<sup>th</sup> grade in alignment with the Beaverton School District learning targets and common core state standards. Adding 7<sup>th</sup> grade also includes the development of a middle school program. We have confirmed the following for classes in alignment with our mission and requirements:

- Singapore Math, 6<sup>th</sup> grade Primary Mathematics will be used.
- Spanish Language Arts and English Language Arts will focus on mechanics and conventions of language arts while exploring art, culture, literature, history, and other humanities.
- Science
- Social studies
- ELA

We are in the initial stages of program development. Our goal is to create a program in which students have a program that includes a more robust science curriculum, and opportunities to utilize technology. To that end, we are utilizing funding from our grant to purchase more technology and science materials as well as providing teacher professional development in the area of technology to enhance curriculum. We will expand leadership options as well.

## Enrollment

### Current Enrollment at Arco Iris

As of March 2013, 157 students are enrolled in grades one through six. The chart below outlines current enrollment by grade.

Grades	2012-13 Current Enrollment
1 <sup>st</sup>	20
2 <sup>nd</sup>	35
3 <sup>rd</sup>	48
4 <sup>th</sup>	33
5 <sup>th</sup>	12
6 <sup>th</sup>	9
total	157

### Projected Enrollment for 2013-14

The Arco Iris team is working diligently to secure a long-term, venue. Projections for the school are dependent on the space availability within the selected space. Multiple growth plans have been developed depending on the situation and include little growth to moderate growth.

The Arco Iris Open Enrollment period ended on February 15, 2013 and the following chart demonstrates the ideal enrollment composition. The lottery for 2013-14 academic year is set for April 24. There were

approximately 187 applications received for new students. Enrollment data indicates on-going demand for language immersion both in and out of district.

<b>2013-14 Enrollment Breakdown</b>					
Grade	Number of Students Applied	Returning Students	Total Projected Number of Students	Estimated waitlist after April 2013 lottery	Number of Classrooms
1st		-	50		2
2nd		20	25		1
3rd		35	30		1
4th		48	50		2
5th		33	30		1
6 <sup>th</sup> /7 <sup>th</sup>		19	25		1
		155	210		8

## Summary of 2012-13 Staff Training

Teachers and staff participate in trainings and internal collaboration. Arco Iris continues to work with a tight budget to provide professional development for staff. Below is a highlight of trainings:

TRAINING	TIMEFRAME	APPROX. HOURS	STAFF ATTENDING	PURPOSE
Singapore Math	Introduction to Singapore	8 hours; August	All Spanish Teachers	Introduction to the Singapore Math model and best practices for new staff; individual math coaching for returning staff
Positive Behavior Support (PBIS)	Introduction to PBIS;  Coaching and individual mentoring throughout the year – depending on teacher needs	4 hours; August	All Staff	Establish school-wide behavioral procedures and guidelines; keep teachers refreshed
Spanish Language Assessment	Beginning of the year and as needed	2 hours; August, mentoring new staff as needed	All Spanish Teachers	Effective second language assessment administration



TRAINING	TIMEFRAME	APPROX. HOURS	STAFF ATTENDING	PURPOSE
SYMTALK	Initial training	2 hours; August	New Spanish Teachers	Train Spanish teachers to use the materials appropriately and effective teaching strategies
Spanish Immersion Training	Initial training and observations	6 hours; August	Spanish Teachers	Training regarding the aspects of language immersion and teaching strategies based on language acquisition stages.
Effective intervention strategies for struggling students	Throughout the year	4 hours; August with 12 additional hours throughout the year in Data Team meetings	All staff	Regular review of individual and classroom data as well as monitoring of students using approved interventions will help teachers assist each student in making continuous growth and assist in determining appropriate referrals.
Staff Meetings	Weekly	40 hours	All staff	Discussion of best practices, laws and other relevant topics

A 2013-14 professional development and training schedule draft will be coordinated following input from teachers, staff, and the management team, at the end of the academic year. It is expected that we will provide training in these key areas: Singapore Math, Spanish Immersion, Common Core State Standards, and Technology.

## Goals for Improvement This Year and Beyond

### Introduction to Goal Development

The Board and staff receive continuous feedback about the school and we strive to prioritize and respond to requests, ideas, and concerns from the parent community and others in a timely manner. Families have numerous ways to provide feedback to management and the school has several outlets and action tools. We also look for feedback from teachers and staff.

#### Arco Iris School – Annual Survey

Each spring, Arco Iris releases an on-line survey to **parents** requesting satisfaction ratings of staff, curriculum, enrichment, and operations. Similarly, a survey will be released to **teachers** requesting input and ratings on key areas of school operations and the academic model.

#### Arco Iris – Consejo de padres

Arco Iris established an elected parent group, called Consejo de padres (council of parents) to work with our administration and board of directors on specific projects as needed. This group has assisted with curriculum pieces such as PE, the annual parent survey, and will be instrumental in site readiness of our

new location in the fall of 2013. This group was established to provide grade-level feedback and solutions for the overall betterment of the school.

### **Progress Monitoring of the School Improvement Plan**

The School Board and principal monitor, discuss, and place internal goals on the School Improvement Plan monthly at Board Meetings.

### **Status of Improvement Goals for 2012-13**

The Arco Iris board and staff have established a set of goals for improvement that are based on feedback from our parent survey conducted at Arco Iris and ODE, public comment, and other feedback. This document outlines the 2012-13 Goals and includes a status update on the progress.

<b>Area to Improve:</b> Teacher Professional Development
<b>Goal:</b> Administrative support and monitoring of professional growth.
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Review survey data with teachers.</li> <li>• Assist teachers in setting three professional goals tied to achievement.</li> <li>• Teachers keep data on goals in learning log/portfolio of work – turn in with final evaluation documents in May.</li> <li>• Review goals each trimester; adjust as needed.</li> <li>• Drop in, formal and “by request” observations provide feedback on instructional practice/progress towards goals.</li> <li>• Provide opportunity to attend professional training and provide ongoing training through staff meetings, data team meetings, and PLC meetings. These include: assessment strategies, differentiation, CCSS benchmarks, strategies for struggling learners, challenging high achieving students.</li> </ul>
<b>Progress Updates</b> <ul style="list-style-type: none"> <li>• Met with all teachers to set goals and monitor progress. Drop in and formal observations of all staff members have been held and will continue throughout the remainder of the year. New teachers have participated in the Hillsboro Mentor Program and work with the mentor from that group to get additional feedback on classroom strategies. Differentiation has been addressed through post-observation feedback and in teacher planning sessions. Each teacher team has been given at least one day of additional planning time to work on differentiating curriculum. Additionally, counselor has provided suggestions to teachers from her drop in visits.</li> </ul>

<b>Area to Improve:</b> Teacher Professional Development
<b>Goal:</b> Staff collaboration to support student achievement and school vision.
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Provide opportunities for teacher leadership: cultural celebrations/events, PLC team leaders, OAKS test coordinator, outreach coordinator, technology integration, SOPA test coordinator, diversity coordinator, student leadership.</li> <li>• Engage staff in coaching, peer observations, and collaboration.</li> <li>• Establish professional learning communities.</li> </ul>

- Review student data monthly at staff meetings.

**Progress Update:**

- We have focused on creating PLCs this year, with a focus on formative assessment for instructional planning, differentiating to meet the needs of ALL students, and using the approved interventions for students obtained from the BSD special education team. We are in the early stages of team development and I am pleased with the teaming efforts that have evolved this year.
- Teacher leadership in cultural celebrations has been strong. Our  $\frac{3}{4}$  teacher developed our Winter Program; another  $\frac{3}{4}$  teacher developed our Chinese New Year activities and parade; our  $\frac{1}{2}$  teacher is overseeing our El Dia de los Ninos and Cinco de Maya plans. One of our ELA staff acts as our OAKS testing coordinator and provides support for staff in testing as well as creating our testing schedule. Our instructional assistant is helping out with technology integration. Another  $\frac{3}{4}$  teacher oversees our SOPA testing and provides a great deal of support for new teachers in effective language immersion strategies. She has coached staff and collaborated with them on planning. Student leadership is led by the principal – the plan is to have a staff member assume this role next year.

**Area to Improve:** School Environment

**Goal:** Effective utilization of Positive Behavioral Interventions and Supports (PBIS)

**Actions:**

- Audit current practices and needs.
- Subcommittee of team leaders meet with counselor to create implementation plan; follow up review data on student discipline and school climate monthly.
- Classroom observations and walkthrough data to include details on class climate, feedback to teacher regarding implementation of PBIS effectively and suggestions for improvement.

**Progress Update:**

- This has been an area of tremendous growth. In our August inservice, implementation plans were developed to meet them based on teacher feedback. To that end, each classroom starts the day with a Morning Meeting (Responsive Classroom, Northeast Foundation for Children, Inc.). Principal created a PBIS notebook for staff which outlined our common purpose and approach to discipline throughout the school, procedures for teaching those expectations, procedures for teaching expectations, continuum of procedures for encouraging expected behaviors, and continuum of procedures for discouraging inappropriate behavior. Our systems for students who need additional support were created by our counselor to meet the needs of that small group needing additional help. Our parents all received a handout outlining expectations and positive recognition of our PBIS plan at Arco Iris. Positive recognition for students exhibiting expected behaviors are recognition at schoolwide Morning Meetings, classroom special privileges for students, as well as a Jaguar Paw Pining Ceremony which is held each trimester. Posters in all common areas were printed in both English and Spanish so that those expectations are visible to all. The entire staff and several parents have commented on how the formalized implementation of PBIS has made an incredible difference in school environment this year. During observations, the principal and counselor provide feedback to staff about class climate. Data on those students needing the highest degree of support shows a decrease of disruptive behaviors.

**Area to Improve:** School Environment

**Goal:** Lead simply ~ model, connect, involve.

**Actions:**

- Introduce focus during August in service to staff: Lead Simply ~ Model, Connect, Involve.
- Present Student Leadership opportunities to students in grades 4-6 to Lead Simply ~ Model, Connect, Involve.
- Regular Student Leadership weekly meetings – overseeing school spirit activities/assemblies, school and school issues, and student service.
- Teachers regularly discuss individuals who are role models; display quotes, play 90 second videos, and pass out bookmarks to reinforce positive behaviors. Teachers create a system in their classroom to acknowledge students (and allow classmates to acknowledge) who exhibit the traits of the month.
- Teachers provide training on Bullyproofing in their classrooms.

**Progress update:**

- All staff members engaged in discussions during our August inservice about the power of creating a classroom environment of trust through teacher modeling, connecting with students, and involving students in classroom leadership opportunities. Student Council elections were held in early October and students from grades 4-6 have led our students in a holiday Canned Food Drive, a Pennies for Patients collection to support the Leukemia and Lymphoma Society, and will finish the year with another service project. Student Council has assisted in resolving recess issues with soccer by appointed soccer refs for recess. This involved students going through an interview process and then a development of common rules and expectations. School spirit has been another exciting component. In addition to Spirit Days, our students have participated in classroom challenges throughout the year. Student Council meetings are held every Thursday, with 12 students participating. In addition to Student Council, students serve as Safety Patrol members to help with safe
- Our 5/6 grade teacher creating and implemented a Bullyproofing unit for her class. Other grade level teachers have discussed bullying in Morning Meetings. After Spring Break, bullying will be formally addressed at all grade levels and teachers will make use of the quotes and videos in their classrooms. During schoolwide Morning Meetings at the beginning of the year, students watched inspirational 90 minute videos (Values.com) and more will be show in future schoolwide Morning Meetings this year. Teachers in their own daily Morning Meetings and in our schoolwide Morning Meetings acknowledge students who exhibit positive behaviors. (We switched form trait of the month after developing our schoolwide PBIS Implementation plan so that we could recognize students who made improvements/shows strong character throughout the year –rather than waiting for a specific trait each month. We believe this gives immediate positive feedback to students and is more effective than a monthly trait model.) We purchased Pencils that have our Prints and “Safe-Respective-Responsible” imprinted to give to students at schoolwide Morning Meetings. Students who show consistent positive behaviors receive “Self Manager” status when they are given a Paw Pin at our trimester ceremonies. Parents are informed ahead of time so that they can attend these ceremonies.

**Area to Improve:** Parent-School Partnership

**Goal:** Regular teacher communication to parents to support student learning. Parent education workshops on relevant topics to support student learning

**Actions:**

- Create a template for teachers to use for weekly updates to that parents immediately recognize it as the Weekly Update.
- Research options for creating teacher websites – if possible, create implementation plan for 2013-14 school year.
- Determine relevant topics for parent education workshops.
- Research speakers for workshops.
- Coordinate with PTO, file paperwork for building usage, and advertise to parents.

**Progress Update:**

- A teacher template was created and teachers have been sending out Weekly Updates through emails to families all year long.
- We are currently in the process of developing teacher websites – with a goal of having them set by the end of

the year. (Our Tech parent lead is working with our Tech staff rep to develop.)

- Two parent workshops were held this year – Dr. Steve Thorne (PSU) presented “Supporting your Spanish language learner at home”, which included stages of language acquisition as well as timelines for second language production” in September. Our school psychologist/counselor, Elaine Larsen presented “Building Resilience in your Student” in March.
- I am researching parent education speakers for next year, and will use information from our parent survey to determine areas of parent interest for these workshops. (Tentative plans: Writing, CCSS, and Language Acquisition.)
- Our office assistant works with the PTO in filing paperwork for building usage, and in advertising to parents.

## Summary of Staff and Qualifications

There have been two staff changes to a teaching staff since September 2012. Two teachers have resigned and have been replaced by licensed and highly qualified teachers. Below is our full list of teachers, staff members, and administrators at Arco Iris, including qualifications, description of duties, etc.

### Administrative Staff:

Jan Smith, Principal

Janell Latwesen, Admissions and Operations

### Teaching Staff:

Becky Hoppen, 1<sup>st</sup>/2<sup>nd</sup> grade

Maria Toscano, 1<sup>st</sup>/2<sup>nd</sup> grade

Nikki Falbo, PT 5<sup>th</sup>/6<sup>th</sup> grade and PT English Language Arts

Rosa Sangiovanni, 3<sup>rd</sup>/4<sup>th</sup> grade

Hayley Heider, 3<sup>rd</sup>/4<sup>th</sup> grade

Mercedes Martinez, 3<sup>rd</sup>/4<sup>th</sup> grade

Jeannette Valentin, PT 5<sup>th</sup>/6<sup>th</sup> grade

Stacy Serrao, English Language Arts

### Support Staff:

Perla Sangiovanni, Teacher’s Assistant, Afterschool Program Coordinator

Millie Rodriguez, Aide and Afterschool Program staff

Wendy Campbell, Aide

Elaine Larsen, PT counselor

### Staff resignations in 2012-13 school year include:

- Cassie Kreutzer, 1<sup>st</sup>/2<sup>nd</sup> grade
- Amy Gergen, 5<sup>th</sup>/6<sup>th</sup> grade

Below is our list of teachers, staff members, and administrators at Arco Iris, including qualifications, description of duties, and other requested information.

Name: **Becky Hoppen**

Position: 1/2 grade Teacher

Degrees: Masters of Science in Education, ELE/ECE with ESL endorsement, Bachelor of Arts in Elementary Education

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develops lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: September, 2011

Date of initial licenses: 5/16/2005-5/15/2014

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained, ESL

Qualifications: Becky is a licensed teacher and highly proficient in Spanish. She has taught for ten years. During high school and college, she took Spanish courses and also studied in Costa Rica. She started her career at Mills Elementary in Klamath Falls and worked there for nine years, teaching grades 1 through 4. Seven of those years were in a dual language program. Upon moving to Hillsboro, she worked for 6 months in another dual language program – Tom McCall Upper Elementary in Forest Grove. Becky was hired in December to replace Cassie Kruetzer.

**Name: Nikki Falbo**

**Position:** Teacher, 5/6 grade; English Language Arts Teacher

**Degrees:** Master of Arts in Elementary Education; Bachelor of Arts in Social Science

**Description of Duties:** Teaches reading, English language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

**Date of Initial criminal background investigation:** 5/18/2011

**Date of initial licenses:** 5/18/2011-12/2/2014

**License/Endorsements/Certifications:** Initial I Teaching License, Multiple Subjects Self Contained

**Qualifications:** Nikki is a licensed teacher and fluent Spanish Speaker. She'll have a dual-role serving as part-time English Language Arts teacher and 4th/5th Grade teacher. Nikki has over six years of elementary teaching experience serving as a teacher in the Dual-Immersion Program, 5th grade at Beach School in Portland, Oregon. In addition she has taught Kindergarten at Atkinson Elementary School in Portland, Oregon. She served as Lead Teacher at the Portland Jewish Academy and taught fourth grade at Mayatan Bilingual School in Copan Runias, Honduras. Nikki has a Master of Arts in Elementary Education; Advanced Spanish Studies, Guacamaya School, Copan Runias, Honduras; and a Bachelor of Arts in Social Sciences.

**Name: Maria Toscano**

**Position:** Teacher, 1/2 grade

**Degrees:** Master of Arts in Teaching; Bachelor of Arts in Social Science and Spanish

**Description of Duties:** Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

**Date of Initial criminal background investigation:** 7/29/2011

**Date of initial licenses:** 7/29/2011-3/2/2015

**License/Endorsements/Certifications:** Initial I Teaching License, Multiple Subjects Self Contained

**Qualifications:** Maria is a licensed teacher and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Social Science and Spanish. She is a native Spanish speaker. She has spent her career working with children. Her teaching experience includes completing her practicum and student teaching in Kindergarten and third grades at Archbishop Howard School in Portland, Oregon. For three years, she served as an Educational Assistant for the Parkrose School District. In addition, she has taught Spanish as a foreign language to children three to ten years of age and has served as a teacher abroad in Seville, Spain. For the past nine years, Maria's ongoing summer job is as a swimming instructor for the Parkrose School District where she teaches children ages 6 to 12 to swim!



**Name: Rosa Sangiovanni**

**Position:** Teacher, 3/4 grade

**Degrees:** Master of Arts in Bilingual Education; Bachelor of Arts in Psychology

**Description of Duties:** Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

**Date of Initial criminal background investigation:** 3/5/2010

**Date of initial licenses:** 3/5/2010-4/15/2012

**Endorsements/Certifications:** Initial I Teaching License, Multiple Subjects and Spanish

**Qualifications:** Rosa is a licensed teacher with 29 years of experience as a teacher, specializing in language immersion. A native Spanish speaker, Rosa holds a Master's Degree in Bilingual Education and a Bachelor's Degree in Clinical Psychology. Her extensive experience includes teaching Spanish at Neil Armstrong Middle School in Forest Grove, Oregon. Additionally she served as a Bilingual teacher and English Department Coordinator at the Palms Academy in Humaco, Puerto Rico. She also has over 20 years teaching experience as an elementary and middle school teacher in the Dominican Republic.

**Name: Mercedes Martinez**

**Position:** Teacher, 3/4 grade

**Degrees:** Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

**Description of Duties:** Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

**Date of Initial criminal background investigation:** 8/31/11

**Date of initial licenses:** Charter School Registry

**License/Endorsements/Certifications:** Charter School Registry. Highly Qualified in Spanish Instruction (401 Spanish).

**Qualifications:** Mercy is a senior-level Spanish and ESL teacher with over 30 years of experience teaching students in a second language and culture. She has extensive experience in curriculum design and development; differentiated instruction (which is key to our blended classroom model); multicultural awareness (a major part of our mission); and student assessment (crucial to our continuous growth model). Her career includes serving as the Spanish teacher at the SEI Academy in Portland, Oregon; serving as the Lower School Spanish teacher at Catlin Gabel School in Portland, Oregon, where she taught for eleven years; as first grade teacher at the International School in Portland, Oregon for five years; and as a Pre-Kindergarten through 8th grade teacher at Academia Cristo Rey: Rios Piedras, Puerto Rico where she taught English as a second language to Spanish speaking students for eleven years. She is a native Spanish speaker and has Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

**Name: Hayley Heider**

**Position:** Teacher, 3/4 grade

**Degrees:** Bachelor of Arts in Business Administration and a Master of Arts in Elementary Education, ESL endorsement

**Description of Duties:** Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

**Date of Initial criminal background investigation:** May 2010

**Date of initial licenses:** 6/30/10 – 10/9/13

**License/Endorsements/Certifications:** Initial 1

**Qualifications:** Hayley is a licensed teacher in Oregon and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Business Administration. She will be receiving her ESOL/Bilingual endorsement in the fall of 2012. She is highly proficient in Spanish. Hayley has studied abroad in Germany and has volunteer taught in Peru. Her teaching experience includes substitute teaching in Utah and in the Forest Grove School District. She has also been working as a Kindergarten teacher for the past two years in a Summer School Program in the Forest Grove School District.

**Name: Jeannette Valentin**

**Position: 5/6 Teacher**

**Degrees: Bachelor of Arts in History/Education**

**Description of Duties:** Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develops lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: February, 2013

Date of initial licenses: 10/27/11-4/27/13 (renewal paperwork in process)

Endorsements/Certifications: Initial MS Multiple Subjects

Qualifications: Jeannette attended the University of Puerto Rico where she graduated with honors in history. She completed her teacher certification and is NCATE certified. She taught for six years in Puerto Rico prior to moving to Oregon. Jeannette worked as an elementary level ESL bilingual assistant and Spanish teacher for grades one and two for the Hillsboro School District. Jeannette then accepted a position as a 5<sup>th</sup> grade teacher in a Spanish Immersion Program for Portland Public Schools. Jeannette was hired mid-year to replace Amy Gergen.

Name: **Stacy Serrao**

Position: English Language Arts Teacher

Degrees: Bachelor of Science in Psychology and Master of Science in Elementary Education

Description of Duties: Teaches English language arts

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: September 2011

Date of initial licenses: 10/10/2011-10/9/2014

License/Endorsements/Certifications: Initial 1

**Qualifications:** Stacy is a licensed teacher with a background in social work and child development. Stacy comes to us from Sherwood School District where she taught fourth grade for four years. Stacy has experience developing and delivering differentiated instruction while monitoring student progress to meet the needs of diverse students. She has also been the testing coordinator and understands the importance of data to direct instruction.

**Name: Jan Smith**

**Position: Principal**

**Degrees: Bachelor of Arts, Psychology and Masters of Science Educational Administration**

**Description of Duties: Hire and manage staff appropriately to support school needs.**

**Design and support the goals of the mission and school improvement plan**

**Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school. Insure compliance with all laws, board policies and civil regulations.**

**Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, mission, values and goals of the school.**

**Oversee development and delivery of school curriculum.**

**Ensure students meet or exceed state standards on the OAKs tests.**

**Date of criminal background investigation: September, 2012**

**Date of initial licenses: 3/26/12-3/25/17 (for both teaching and administrative)**

**Endorsements/ Certifications: Standard Administrative and Standard Teaching with an endorsement in middle school language arts**

**Qualifications: Jan Smith is a veteran school administrator with over thirty five years of combined experience as a teacher and administrator. She has extensive expertise in curriculum development, formative assessment, and differentiated instruction. Her career includes administrative positions in Portland, Beaverton, and West Linn Wilsonville. In addition to those positions, she teaches as an adjunct professor in Concordia University's Master of Education program. She taught from fourth grade through eighth grade for fifteen years in the Tigard- Tualatin School District.**

**Name: Elaine Larsen**

**Position:** School Counselor

**Degrees:** Bachelor of Science and Master of Science in Counseling and School Psychology

**Description of Duties:** Collaborate with teachers and provide support for implementation of PBIS

Provide ongoing support to teachers regarding strategies to ensure that all students are successful

Act as a liaison to BSD related to any of our students who may be considered for special education consideration, manage 504s, and lead Child Study Team

Participate in Professional Learning Community Meetings, as needed

Communicate with parents, as needed, to support academic progress of students

**Date of Initial criminal background investigation:** October 2001

**Date of initial licenses:** 8/30/91 – 10/8/94 – Basic Personnel Service; 10/9/01-10/8/14 – Standard Professional Service (active)

**License/Endorsements/Certifications:** Standard Counselor, Standard School Psychologist

**Qualifications:** Elaine is a licensed school counselor with many years of experience at Portland Public Schools, Educational Service Districts, and charter schools. Elaine brings a thorough understanding of student needs beyond the classroom including behavioral management, serving as the medical liaison, and teacher training.

**Name: Janell Latwesen**

**Position: Operations Manager**

**Degrees: Bachelor of Science in Journalism**

**Description of Duties:** Manages enrollment, attendance; schedules substitutes, arranges trainings, and supports general student wellness.

Supervise effective and clear procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.

**Date of Initial criminal background investigation: September, 2012**

**Qualifications:** Janell has served as a substitute school secretary and principal assistant for several years. Previously, Janell worked in operations in the high tech industry. Janell brings excellent system and compliance management, organizational and time management skills, and compliance management to the school.



**Name: Perla Sangiovanni**

**Position:** Teacher's Assistant and After School Coordinator

**Degrees:** Elementary Education, in process

**Description of Duties:** Supervises students during lunch and recess. Manages afterschool program.

**Date of Initial criminal background investigation:** 8/31/11

**Date of initial licenses:** n/a

**Qualifications:** Perla is an experienced Teacher's Assistant and is currently working towards her teaching degree at Portland State University. She is a native Spanish speaker and most recently served as a Teacher's Assistant for the Forest Grove School District where she tutored elementary school students in math, reading, and writing. She will assist our teachers in the classroom, and supervise children at lunch and recess.

## **Attachments**

- Balance Sheet and Profit/Loss Statement
- 2012/13 Enrollment Process

## **Enrollment Process**

Arco Iris enrollment process follows similar practices as other charter schools in the area. Please note we prioritize our enrollment by returning students, siblings, in-district (Beaverton School District) residents, then out of district residents. Returning students do not need to re-enroll but do need to confirm their attendance for the following year so Arco Iris can accurately calculate the number of available spaces for enrollment.

**STEP 1)** Submit “Intent to Enroll” form, available online on our [website](#): *Available on January 22*. You will receive an email confirmation of our receipt of your application before February 15, 2013.

**STEP 2)** After February 15, 2013, Arco Iris will complete student placements. If a lottery is required, the lottery is tentatively scheduled for **April 2013**. Dates and times will be published in advance of the lottery, which will be open to the public.

**STEP 3)** Those families admitted into the school will receive a welcome packet in the mail. Please review and sign the forms within the packet and return it to the school. These forms must be returned to Arco Iris **within 10 (ten) CALENDAR DAYS**. If we do not receive your forms in completion, your child’s space will be vacated and offered to the next student on the waitlist. If you decide NOT to enroll your child at Arco Iris, we request that you notify the school as soon as possible so that we can fill that space with another student.

**PLEASE NOTE:** Each year the Arco Iris School Board (Board) will determine the number of phases of enrollment for the following school year and will set the deadline for each phase of enrollment. The Board may change such deadlines from time to time. The Board may approve any forms and changes in procedure as needed to govern the enrollment process, and may change those from time to time as the Board determines what works best. The Board will set the times and place for conducting any required lottery, which will take place at a meeting open to the public. If a second enrollment phase is implemented, those families who have applied and are on classroom waitlists will not need to re-apply and will maintain their waitlist position.

**Available spaces:** Arco Iris will determine the number of available spaces for each classroom, by evaluating maximum classroom enrollment size as well as returning students. The number of confirmed returning students will be subtracted from the number of students allowed per classroom, in order to calculate the maximum number of “new” students who can be admitted for each class.

**Returning Students:** Returning students have the highest priority for admittance for the following school year. Any student who has confirmed with the school that they do not

intend to return for the following school year will thereby lose such right of priority; if the student later decides he or she desires to return, the student must submit a new application, and that application will be treated the same as any other “new” student application.

**New Students:** All completed applications that have been received by the deadline(s) will be sorted into four groups and processed as follows:

**1)** New students who are children of **school founders** will be given priority admission to the remaining spaces determined above. Original founding families involved with the setup with the school have been identified and acknowledged by the State of Oregon. (Note: the founders clause has been suspended by the school board until further notice and will not be accepting new applications) If there are more children of founders than spaces available, a lottery will be conducted to determine which students are admitted for spaces available; those not admitted will, by lottery, be placed on a waiting list in the order selected.

**2)** New students who are **siblings of current students** will have the next priority for admission. If there are more such applicants than there are spaces available, the applicants will be sorted into two subcategories: (a) siblings who are residents of the District; and (b) siblings who are nonresident students. A lottery will be conducted for subcategory (a) to determine which resident students are admitted for spaces available; those not admitted will, by lottery, be placed on a waiting list in the order selected and immediately following the last person on the waiting list under founders. Then a lottery will be conducted for subcategory (b) to determine which nonresident students are admitted for spaces available (if any); those not admitted will, by lottery, be placed on a waiting list in the order selected, following the last student on the waiting list selected for subcategory (a).

**3)** New students who are **residents of the District** will have the next priority for admission. If there are more such applicants than there are spaces available, a lottery will be conducted to determine which are admitted; those not admitted will, by lottery, be placed on a waiting list in the order selected and immediately following the last person on the waiting list under siblings.

**4)** New students who are **non-resident students** will have the next priority for admission. If there are more such applicants than there are spaces available, a lottery will be conducted to determine which are admitted; those not admitted will, by lottery, be placed on the waiting list in the order selected and immediately following the last person on the waiting list under district residents.

After the enrollment process is complete, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

**Use of Waiting List.** If, at any time, a student who has been enrolled declines to attend Arco Iris or if an attending student withdraws or is permanently expelled, Arco Iris may admit the next student on its waiting list. If the situation arises (after the final phase of enrollment has been completed or during the school year) where a space in a grade becomes available [for example, if a student leaves the school], but at that time either there is no waiting list or all students on the waiting list have already enrolled, Arco Iris may enroll the first student who applies for that available space.

**Process After Open Enrollment.** After the close of the enrollment period and completion of the lottery process, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

**Placement of twins/multiples.** Twins/multiples are treated individually. Each student will be provided a lottery number, should a lottery be needed as part of enrollment.

### **Family Notification**

Families with a submitted enrollment application will be notified of enrollment status after the lottery (estimated to be April 2013). Enrollment status will either be a) ACCEPTED or b) WAITLISTED.

If your child is ACCEPTED, you will receive a welcome packet along with an ENROLLMENT APPLICATION and records transfer request. The enrollment application is your final step in the enrollment process. These forms need to be returned to Arco Iris **within 10 (ten) CALENDAR DAYS**, otherwise your space will be forfeited to the next student on the waitlist.

If your child is WAITLISTED, you will receive your waitlist status via e-mail or in the mail. Waitlisted students will be notified as spaces become available.

### **Definitions**

“District” means the Beaverton School District.

“Nonresident students” means students and applicants who do not reside within the District.

“Current student” means a student who was enrolled in Arco Iris on or before January 1<sup>st</sup> of the current school year and has not withdrawn before the last day of the current school year. A student who enrolls at Arco Iris on or after January 1<sup>st</sup> of the current school year does not have the priority as a returning student, and such a student must apply to enroll for the following school year in the same manner as other new students. The siblings of a current student who withdraws before the last day of the current school year does not have the priority under Section 2 (siblings of current students).

“Current school year” means the school year immediately before the following school year. To illustrate, if students are applying to enroll for the 2013-14 school year, the 2012-13 school year would be the current school year.

“Following school year” means the school year for which the students are applying to be enrolled.

**Arco Iris Spanish Immersion Charter School  
11815 SW Terra Linda St  
Beaverton, OR 97005**

March 18, 2013

I have prepare the accompanying balance sheet of Arco Iris Spanish Immersion Charter School as of February 28 , 2012 & 2013 and the related Profit & Loss statement for the month ended and 8 months ended February 28, 2013, in my capacity as a Treasurer of this organization. I have not prepared the statements in my capacity as a CPA in the practice of public accounting.

Jim Mullaney  
Treasurer

# Arco Iris Spanish Immersion Charter School

## Balance Sheet

As of February 28, 2013

	Total	
	As of Feb 28, 2013	As of Feb 29, 2012 (PY)
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Bank Accounts</b>		
101 USNB- Ck	47,879.06	29,224.35
102 USNB- Sav	227,003.54	140,965.08
103 USNB - PTO	5,982.39	100.00
<b>Total Bank Accounts</b>	<b>\$280,864.99</b>	<b>\$170,289.43</b>
<b>Accounts Receivable</b>		
158 Accounts Receivable (A/R)	8,223.00	0.00
159 Receivable Admw- BSD	0.00	51,111.00
<b>Total Accounts Receivable</b>	<b>\$8,223.00</b>	<b>\$51,111.00</b>
<b>Other current assets</b>		
157 Recievable- Day care	0.00	0.00
181d Prepaid Expenses	0.00	265.07
Undeposited Funds	0.00	
<b>Total Other current assets</b>	<b>\$0.00</b>	<b>\$265.07</b>
<b>Total Current Assets</b>	<b>\$289,087.99</b>	<b>\$221,665.50</b>
<b>Fixed Assets</b>		
<b>231 Furniture and Equipment</b>		
232 Computers	15,943.30	15,943.30
233 Data & Phones	7,184.59	7,184.59
234 Desks & Furniture	7,746.22	7,776.22
235 Leasehold Improvements	552.50	552.50
<b>Total 231 Furniture and Equipment</b>	<b>31,426.61</b>	<b>31,456.61</b>
<b>Total Fixed Assets</b>	<b>\$31,426.61</b>	<b>\$31,456.61</b>
<b>Other Assets</b>		
390 Payroll Suspense	0.00	0.00
Prepaid rent	3,268.42	3,882.50
<b>Total Other Assets</b>	<b>\$3,268.42</b>	<b>\$3,882.50</b>
<b>TOTAL ASSETS</b>	<b>\$323,783.02</b>	<b>\$257,004.61</b>
<b>LIABILITIES AND EQUITY</b>		
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Accounts Payable</b>		
421a Accounts Payable	1,874.51	5,673.36
<b>Total Accounts Payable</b>	<b>\$1,874.51</b>	<b>\$5,673.36</b>
<b>Credit Cards</b>		

451 US Bank CC #4768	3,732.27	467.46
<b>Total Credit Cards</b>	<b>\$3,732.27</b>	<b>\$467.46</b>
<b>Other Current Liabilities</b>		
470 Deferred Summer Wages	0.00	
471 Payroll Liabilities	12,687.03	10,239.49
472 PERS Payable	18,171.12	5,643.31
481 Deferred Revenue	68,121.50	
<b>Total Other Current Liabilities</b>	<b>\$98,979.65</b>	<b>\$15,882.80</b>
<b>Total Current Liabilities</b>	<b>\$104,586.43</b>	<b>\$22,023.62</b>
<b>Total Liabilities</b>	<b>\$104,586.43</b>	<b>\$22,023.62</b>
<b>Equity</b>		
32000 Unrestricted Net Assets	196,755.36	37,224.30
Net Income	22,441.23	197,756.69
<b>Total Equity</b>	<b>\$219,196.59</b>	<b>\$234,980.99</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$323,783.02</b>	<b>\$257,004.61</b>

Accrual Basis



# Arco Iris Spanish Immersion Charter School

## Profit & Loss

February 2013

	Total	
	Feb 2013	Jul 2012 - Feb 2013 (YTD)
<b>Income</b>		
1510 Interest and Dividends income	34.16	1,050.50
1610 Food Services		
1612 Lunches	736.80	5,752.07
<b>Total 1610 Food Services</b>	<b>736.80</b>	<b>5,752.07</b>
1700 Extracurricular Activities Rev.		
1790b AfterSchool Care	4,546.00	28,450.40
1790d Activity Fees/Field Trips	8,845.00	18,540.00
1790e Summer Camp Revenue		5,740.04
<b>Total 1700 Extracurricular Activities Rev.</b>	<b>13,391.00</b>	<b>52,730.44</b>
1920 Contributions Income		
1920b Script Sales	0.20	364.38
1920d Auction Fundraiser	1,001.08	1,297.80
1920e Fun Run Fundraiser		16,154.85
1920f Corporate Contributions	232.84	6,345.69
1920g Personal Contributions		4,381.99
1920h Project Fundraisers	740.36	1,013.11
<b>Total 1920 Contributions Income</b>	<b>1,974.48</b>	<b>29,557.82</b>
3101 SSF - General Support	62,150.00	512,613.80
4110 Grants		2,000.00
<b>Total Income</b>	<b>\$78,286.44</b>	<b>\$603,704.63</b>
<b>Gross Profit</b>	<b>\$78,286.44</b>	<b>\$603,704.63</b>
<b>Expenses</b>		
1111000 Primary (K-3)		
1111111 K-3 Salaries - Licensed	23,233.79	159,253.57
1111112 K-3 Salaries Classified	2,175.50	9,994.74
1111121 K-3 Salaries Substitutes	602.50	4,805.23
1111200 K-3 Associated Payroll Costs		
1111210 K-3 PERS Employer	4,378.07	30,554.76
1111220 K-3 Social Security	1,944.28	13,292.88
1111231 K-3 Workers Comp	19.69	857.37
1111232 K-3 Unemployment	709.91	4,824.86
1111240 K-3 Employee Benefits	2,196.94	18,638.44
<b>Total 1111200 K-3 Associated Payroll Costs</b>	<b>9,248.89</b>	<b>68,168.31</b>
1111300 K-3 Purchased Services		
1111311 K-3 Contractor Instruction		4,375.00
1111319 K-3 Other Instruction Services		606.46
1111341 K-3 Travel Costs in District		6.75

1111355 K-3 Printing Costs	477.03	4,130.58
<b>Total 1111300 K-3 Purchased Services</b>	<b>477.03</b>	<b>9,118.79</b>
1111400 K-3 Supplies/Materials		
1111410 K-3 Consumable Materials	551.22	1,849.86
1111420 K-3 Textbooks/Curriculum		17,683.13
1111430 K-3 Library/Periodicals		264.90
1111460 K-3 Non-Consumable Items	30.04	6,241.30
<b>Total 1111400 K-3 Supplies/Materials</b>	<b>581.26</b>	<b>26,039.19</b>
<b>Total 1111000 Primary (K-3)</b>	<b>36,318.97</b>	<b>277,379.83</b>
1112000 Intermediate (4-5)		
1112111 4-5 Salaries Licensed		0.00
1112112 4-5 Salaries Classified		0.00
1112121 4-5 Salaries Substitutes		0.00
1112200 4-5 Associated Payroll Costs		
1112210 4-5 PERS Employer		0.00
1112220 4-5 Social Security		0.00
1112231 4-5 Workers Compensation		0.00
1112232 4-5 Unemployment Expense		0.00
1112240 4-5 Employee Benefits		0.00
<b>Total 1112200 4-5 Associated Payroll Costs</b>	<b>0.00</b>	<b>0.00</b>
1112300 4-5 Purchased Services		
1112311 4-5 Contractor Instruction		0.00
1112355 4-5 Printing Services		0.00
<b>Total 1112300 4-5 Purchased Services</b>	<b>0.00</b>	<b>0.00</b>
1112400 4-5 Supplies & Materials		
1112410 4-5 Consumable Materials		0.00
1112420 4-5 Textbooks/Curriculum		0.00
1112460 4-5 Non Consumable Materials		0.00
<b>Total 1112400 4-5 Supplies &amp; Materials</b>	<b>0.00</b>	<b>0.00</b>
<b>Total 1112000 Intermediate (4-5)</b>	<b>0.00</b>	<b>0.00</b>
1113000 Elementary Extracurricular		
1113112 Extracur - Salaries Classified	2,717.20	16,649.20
1113200 Extracur - Associated Payroll Costs		
1113210 Extracur - PERS	280.46	1,987.87
1113220 Extracur - Social Security	207.87	1,273.66
1113231 Extracur - Worker's Comp	2.73	70.76
1113232 Extracur - Unemployment	76.08	522.31
1113240 Employee Benefits	168.99	1,088.95
<b>Total 1113200 Extracur - Associated Payroll Costs</b>	<b>736.13</b>	<b>4,943.55</b>
1113319 Elementary Other Instructional Services	749.17	2,655.34
1113355 Extracur Printing Costs		115.65
1113410 Extracur Consumables	221.89	2,811.77
1113460 Extracur Non Consumables	49.26	1,014.66
<b>Total 1113000 Elementary Extracurricular</b>	<b>4,473.65</b>	<b>28,190.17</b>

<b>1121000 Middle/Jr High</b>		
1121111 MS Salaries - Licensed	2,767.88	19,451.07
1121112 MS Salaries - Classified		272.68
1121121 MS Salaries - Substitutes		2,015.00
<b>1121200 MS Associated Payroll Costs</b>		
1121210 MS PERS	535.64	3,819.28
1121220 MS Social Security	231.56	1,596.78
1121231 MS Workman's Compensation	2.49	118.20
1121232 MS Unemployment Expense	40.07	342.60
1121240 MS Employee Benefits	168.99	1,947.81
<b>Total 1121200 MS Associated Payroll Costs</b>	<b>978.75</b>	<b>7,824.67</b>
<b>1121300 MS Purchased Services</b>		
1121311 MS Contracted Instruction		975.00
1121319 MS Other Instruction Services		121.29
1121355 MS Printing Costs		149.59
<b>Total 1121300 MS Purchased Services</b>	<b>0.00</b>	<b>1,245.88</b>
<b>1121400 MS Supplies &amp; Materials</b>		
1121410 MS Consumables	32.64	250.08
1121420 MS Textbooks/Curriculum		1,946.25
1121460 MS Non Consumable Materials	15.98	962.55
<b>Total 1121400 MS Supplies &amp; Materials</b>	<b>48.62</b>	<b>3,158.88</b>
<b>Total 1121000 Middle/Jr High</b>	<b>3,795.25</b>	<b>33,968.18</b>
<b>1122000 Extracurricular Middle School</b>		
1122319 MS Other Instruction Service	108.33	477.66
1122410 MS Consumable Supplies		34.21
1122460 MS Non Consumables		133.64
<b>Total 1122000 Extracurricular Middle School</b>	<b>108.33</b>	<b>645.51</b>
<b>2115000 Student Safety</b>		
2115460 Safety Non Consumables		82.82
<b>Total 2115000 Student Safety</b>	<b>0.00</b>	<b>82.82</b>
<b>2240300 InstructStaff-Develop-Purchased</b>		
2240312 Staff Development		4,328.65
<b>Total 2240300 InstructStaff-Develop-Purchased</b>	<b>0.00</b>	<b>4,328.65</b>
<b>2300000 General Administration</b>		
<b>2310300 Board Purchased Services</b>		
2310324 Board - Rentals	761.00	6,936.30
2310342 Board - Travel out District	3,536.34	3,536.34
2310351 Board - Telephone/Internet	303.51	2,069.60
2310354 Board - Advertising	910.00	910.00
2310381 Board - Audit Expenses		2,280.00
2310382 Board - Legal Costs	1,377.00	6,639.50
2310383 Board - Accounting Fees	1,453.00	11,412.85
2310389 Board - Other Non Instr. Fees		1,550.50
<b>Total 2310300 Board Purchased Services</b>	<b>8,340.85</b>	<b>35,335.09</b>
<b>2310600 Board - Other</b>		

2310640 Board - Dues/Subscriptions		79.00
2310651 Board - Insurance		8,252.00
2310670 Board - Taxes/Licenses	187.00	437.00
<b>Total 2310600 Board - Other</b>	<b>187.00</b>	<b>8,768.00</b>
<b>Total 2300000 General Administration</b>	<b>8,527.85</b>	<b>44,103.09</b>
<b>2400000 School Admin</b>		
2410111 Admin Salaries - Licensed	5,208.33	20,833.32
2410112 Admin - Salaries Classified	3,785.70	26,730.20
2410113 Admin - Salaries Administrative		22,743.68
<b>2410200 Admin - Associated Payroll Costs</b>		
2410210 Admin - PERS	1,694.87	12,581.44
2410220 Admin - Soc Sec	688.02	5,378.42
2410231 Admin - Workmans Compensation	5.62	288.65
2410232 Admin - Unemployment Expense	251.83	2,137.82
2410240 Admin - Employee Benefits	844.98	6,594.50
<b>Total 2410200 Admin - Associated Payroll Costs</b>	<b>3,485.32</b>	<b>26,980.83</b>
<b>2410300 Admin - Purchased Services</b>		
2410321 Admin -- Contracted Services		1,155.00
2410353 Admin - Postage Expense	41.77	290.87
2410355 Admin - Printing Expense	35.69	2,381.82
<b>Total 2410300 Admin - Purchased Services</b>	<b>77.46</b>	<b>3,827.69</b>
<b>2410400 Admin - Supplies &amp; Materials</b>		
2410410 Admin - Consumable Supplies	558.40	4,267.96
2410460 Admin - Non Consumable Supplies	1.92	2,080.63
<b>Total 2410400 Admin - Supplies &amp; Materials</b>	<b>560.32</b>	<b>6,348.59</b>
<b>Total 2400000 School Admin</b>	<b>13,117.13</b>	<b>107,464.31</b>
<b>2500000 Support Services</b>		
2525391 Bank Charges	15.95	328.79
<b>Total 2500000 Support Services</b>	<b>15.95</b>	<b>328.79</b>
<b>2540000 Bus-Operation/Maint Plant</b>		
2542321 Bldg - Cleaning Services	975.00	6,605.98
2542324 Bldg - Rent	3,570.92	27,526.44
2542325 Bldg - Utilities	1,397.00	3,647.00
2542389 Facility Other Professional Fees		21,899.45
2542410 Bldg - Consumable Supplies	251.73	2,249.19
2542460 Bldg - Non Consumables		39.58
<b>Total 2540000 Bus-Operation/Maint Plant</b>	<b>6,194.65</b>	<b>61,967.64</b>
<b>2660000 Technology Services</b>		
2660389 Technology - Contracted Services	150.00	989.05
2660410 Technology - Consumables	93.93	313.53
2660460 Technology - Nonconsumables	728.49	10,857.30
2660470 Technology Licensing	231.31	1,996.57
<b>Total 2660000 Technology Services</b>	<b>1,203.73</b>	<b>14,156.45</b>
<b>3120000 Nutrition Costs</b>		

<b>3120450 Nutrition Services</b>	<b>2,345.52</b>	<b>8,647.96</b>
<b>Total 3120000 Nutrition Costs</b>	<b>2,345.52</b>	<b>8,647.96</b>
<b>Total Expenses</b>	<b>\$76,101.03</b>	<b>\$581,263.40</b>
<b>Net Operating Income</b>	<b>\$2,185.41</b>	<b>\$22,441.23</b>
<b>Net Income</b>	<b>\$2,185.41</b>	<b>\$22,441.23</b>

Accrual Basis