

**Academy of Arts and Knowledge  
aka Northern Colorado Academy of Arts and Knowledge  
4800 Wheaton Drive, Fort Collins, CO 80525**

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Board Meeting Agenda for Tuesday, Nov 17, 2020 at 4:00pm

[Zoom Link](#)

Meeting ID: 878 5049 3692

Passcode: GgRj7m

I. OPENING SECTION

A. Call to Order

B. Board Members in attendance:

Kornfeld ( ) Shapland ( ) Simmons ( ) Walser ( ) Bowers ( )

C. Approval of Agenda

Motion by:

Seconded by:

Kornfeld ( ) Shapland ( ) Simmons ( ) Walser ( ) Bowers ( )

II. REPORTS

A. Secretary Report

-Approval of minutes for October Board minutes

Motion by:

Seconded by:

Kornfeld ( ) Shapland ( ) Simmons ( ) Walser ( ) Bowers ( )

B. Executive Update

C. Treasurer Report

-2019 Form 990

Approval of 2019 Form 990

Motion by:

Seconded by:

Kornfeld ( ) Shapland ( ) Simmons ( ) Walser ( ) Bowers ( )

-October Financials

-FY21 Revised Budget Approval

Approval of FY21 Revised Budget

Motion by:

Seconded by:

Kornfeld ( ) Shapland ( ) Simmons ( ) Walser ( ) Bowers ( )

III. BUSINESS

IV. CLOSING SECTION

A. Next Meeting Date: 2020 November \_\_\_\_\_ at \_\_\_\_\_ pm

B. Adjourned at:

**Academy of Arts and Knowledge**  
**aka Northern Colorado Academy of Arts and Knowledge**  
**4800 Wheaton Drive, Fort Collins, CO 80525**  
Zoom Meeting      Meeting ID: 843 8008 1023    Passcode: yabU3u

I.    OPENING SECTION

- A.    Call to Order at: 16:10
- B.    Board Members in attendance:  
Bowers (X) Kornfeld (X) Shapland (Absent) Simmons (X) Walser (X)
- C.    Approval of Agenda  
          (Amended to add motion for increase in contribution to health coverage)  
          Motion by: Walser                      Seconded by: Simmons  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)

II.    REPORTS

- A.    Secretary Report:  
Motion to approve board meeting minutes from September: Approved  
          Motion by: Simmons                      Seconded by: Walser  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)
- B.    Executive Summary
  - 1. Renewal CSI conducted site visit via a virtual walk through on Oct 12 and 13.  
          Received positive feedback although there were some zoom issues.
  - 2. UIP- Should be available at next meeting.
  - 3. Revised Attendance Policy- possible vote next meeting
  - 4. Oct 1st FTE 186, 27 students left due to Covid-19 related issues
- C.    Treasurer Report
  - FY21 Revised Budget Discussion
  - 2019-2020 ending fund balance was 732K
  - Anticipating using 21k for Covid -19 related expenses

III.    BOARD ACTION

- A.    Motion to Approve 2020-2021 First Quarter Financial Report: Approved  
          Motion by: Bowers                      Second by: Simmons  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)
- B.    Motion to Approve 2019-2020 Audit results: Approved  
          Motion by: Bowers                      Seconded by: Walser  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)

Board Meeting Minutes for Thursday 22 October 2020 4:00 pm

- C. Motion to increase pp health coverage contribution from 442.00 to 459.24: Approved  
Motion by: Simmons                      Seconded by: Walser  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)
- D. Motion to approve revised NCAAK Articles of Incorporation: Approved  
Motion by: Simmons                      Seconded by: Walser  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)
- E. Motion to approve revised AAK Board Bylaws: Approved  
Motion by: Bowers                      Seconded by: Simmons  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)
- F. Motion to add Nichole Schlagel as additional signer on General Operating Account and  
grant access to American Express Credit Card: Approved  
Motion by: Simmons                      Seconded by: Bowers  
Bowers (Aye) Kornfeld (Abstain) Shapland (Absent) Simmons (Aye) Walser (Aye)

IV. Goals discussion

- A. Training-
  - 1. League may hold virtual conference but specifics not yet determined
  - 2. Possible retreat topics: Fiscal Review, Enrollment / Committees, and Staff support during covid-19.
- B. Binder-
  - Items to include: 1. CSI Charter, 2. Articles of Incorporation, 3. Bylaws, 4. Minga Agreement, 5. Tax Exempt Cert, and more to be determined.
- C. Committees
  - No PTO meeting yet scheduled for this year.

V. CLOSING SECTION

- A. Next Meeting Date: 2020 November 17th 4:00 pm
- B. Adjourned at: 17:28

## **11.17.2020 Executive Summary**

### **Reporting:**

- Nichole Schlagel, Principal
- Dylan Bono, Assistant Principal
- Shannon Gossard, Director of Business & Operations

## **Accountability**

### **Renewal**

The Performance Management Committee meeting was held on 11/10 to discuss any further considerations for schools up for renewal and to give CSI a chance for any further discussion regarding the renewal application. CSI requested no further information from AAK and we are moving forward with a CSI supported 5 year renewal to be finalized at the upcoming CSI board meeting.

### **UIP**

UIP is attached. Jessica Welch has approved and finalized the UIP.

## **Assessment**

### **WIDA/ACCESS**

CDE announced an extension to the 20-21 ACCESS for ELLs testing window. The updated testing window is **January 11- March 12, 2021** (4 additional weeks).

The Kindergarten WIDA-ACCESS Placement Test (Kindergarten W-APT) was administered to two kindergarten students. These results will be shared with the student, their families, and staff associated with that student.

## **School Culture**

### **PBIS**

Mrs. Jenes' class was the first class to be awarded the "ICE Queen" Trophy! The class was acknowledged for receiving more ICE tickets in the month of October

than any other AAK class. Great work! The November winner will be announced during the virtual November Respect Assembly on Friday November 20, 2020.

### **Social Emotional Learning**

A 4 week Social Emotional Learning (SEL) topics calendar was sent out to the staff last week. The calendar will help teachers develop discussion topics for their morning meeting with their class.

### **Community Engagement**

- We have received an outpouring of support from our school community in support of Ms. Poe. The families have been supportive of all our staff and have brought in gifts, flowers, cards, and donations for Ms. Poe.
- We are hosting two Virtual Open Houses for our families who are engaging in remote learning. Our goal is to build relationships between the new staff members and families.
- We completed our Booster-Thon fundraiser. We raised \$6075.00 to be used to update and/or increase technology in our school.
- Our 2nd Virtual Student Showcase is November 17th. Students have been working on projects connected to Ancient Greece.

### **Current School Plans**

We are going to be transitioning to remote learning for all students on November 17, 2020. As we continue to evaluate school, community, and state data we are in agreement the transition to remote learning is what is best for our school community. We will be offering a limited amount of child care scholarships to families who will need support during remote learning.

We are anticipating a return to in-person learning on January 19, 2021.

On Thursday we were notified of our first positive Covid case and rapidly transitioned one of our 1st grade classrooms and 3 staff members to quarantine and remote learning. With our current staffing we are not able to sufficiently staff our building on a day to day basis. The need to protect our staff, students, and families from any further traumatic incidents is a high priority.

Fridays will be completely remote for all teachers. We will conduct all staff meetings, IEP, 504, and ALP meetings virtually. We have asked our teachers to not be in the building on Fridays to allow for our custodial staff to deep clean the entire building.

Teacher observations along with pre and post observation meetings are well underway. Conversations are focused on engagement strategies and how to increase the academic language used in the classroom. I am also focusing on the purpose and priority of standards in the lessons being taught. Knowing and understanding the “why” behind the lesson not only supports the teacher in planning and implementation but also the students and their level of engagement in the lesson.

## **Grading**

Our first Trimester ends on November 20, 2020. Standard based report cards will be available to families on November 30, 2020.

## **Engagement**

As a large group, we are discussing options to increase our focus as an integrated arts school. One option that has been presented to staff is to shift to a 45/15 year round school calendar. During the extended breaks AAK would offer classes and activities for students to engage in the arts. Staff have been surveyed but further discussion is needed prior to presenting and surveying families.

[Calendar Options Survey](#)

## **Staffing Updates**

We currently have two long term subs in the building:

Ted Caskey for Jeanett Turriago

Lisa Thompson for Eilish Poe

## **Enrollment**

Our final FTE for 2020-21 is 185 students. There was one contested student that was ceded to another district for enrollment.

Enrollment for the 2021-22 school year is now open.

## **Operations**

### **Accounting**

The final 2019 Form 990 has been completed and attached to this document.

### **Facilities**

During remote learning, the custodians will work on several facility projects including steam cleaning all the carpets, deep cleaning classrooms, touching up paint and organizing and inventorying our storage.

## **Financial Updates**

Please refer to the Executive Summary provided on the AAK October Financials Report.

### **FY21 Revised Budget**

For the period July 1, 2020 through June 30, 2021, the revised budget reflects a \$44,000 deficit. This deficit is largely due to factors related to the pandemic including a 9% decrease in enrollment, decreases in funding amounts as well as the need for increased staffing and equipment to maintain safety. Financially, the school is entering this difficult year in a strong position which will allow us some flexibility. Our beginning fund balance is \$723,050 and we are budgeting for an ending fund balance of \$679,059, \$624,266 of which will be unassigned fund balance.

The following assumptions were made in creating the revised budget:

### **Revenue**

Overall revenue decrease of 10.4% (\$234,994) from FY20 Actuals. We did see a 56% (\$261,908) increase in our beginning fund balance

- 5% decrease in PPOR funding
- 9.4% decrease in FTE
- ~100k CRF/GEER/ESSER funds
- 23% in state grant funding
- Less fundraising and student fees

### **Expenditures**

Overall expenditure increases 3.88% (\$68,338) from FY20 Actuals.

- 2 additional teaching FTE needed to support remote learnings and appropriate classroom sizes
- 5 aides needed to support covering duties and supporting teachers due to cohorting and social distancing
- Increase in Health, Medical, Safety and Janitorial Supplies
- Increase of .75 FTE Custodian
- Increase as of Jan 1 in employer contribution to health insurance premiums



# Colorado's Unified Improvement Plan for Schools

**Academy of Arts and Knowledge Elementary UIP 2020-21 | School:** Academy of Arts and Knowledge Elementary | **District:** Charter School Institute | **Org ID:** 8001 |  
**School ID:** 0657 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

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Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary

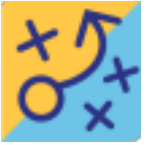
### If we...

#### **CREATE MULTIPLE OPPORTUNITIES TO INCREASE COGNITIVE ENGAGEMENT.**

##### **Description:**

Multiple opportunities for cognitive engagement means providing standards-based instruction delivered with research-based teaching resources to all learners in every learning environment we offer. We have plans to provide in-person learning, remote learning, hybrid learning, supervised remote learning, and half-day hybrid for our kindergartners and first graders. Providing multiple opportunities helps meet the needs of 100% of our students and families. Additionally, developing a diverse approach for providing education services gives us the ability to meet the needs of our teachers and staff as well. Teachers have a variety of comfort levels, as well as expectations for teaching models. In the current climate this ensures we are making cognoscente decisions to meet the social emotional needs of our teachers and staff as well as our students and families. On another level, successfully creating multiple opportunities for increased cognitive engagement will provide tools, such as rubrics, to teachers. It will also allow for students to use these same rubrics to

track their engagement and at what level they are engaging, providing self-efficacy and developing a student that advocates for themselves. Also, by providing a consistent digital tool like research-based IXL, our students can access their education confidently at home or at school. Teachers can use this tool to develop individualized learning plans and present intervention sequences that will address specific areas of concern in skill acquisition.



## CREATE A CULTURE OF CONSISTENT DATA COLLECTION FOR INTERVENTIONS AND SUPPORTS

### Description:

Teachers at AAK are following the established expectations regarding standards-based lesson planning and analyzing benchmark data, they will start moving towards more frequent data cycles and meetings to look at formative assessments within the classroom and curriculum. Looking at classroom data in real-time will better inform what they are teaching in the classroom and how to best reach their students. Monthly data meetings will take place, Specials, and Exceptional Student Services. Teachers will bring student work and assessments to the meetings, and form action plans for instruction. Online data collection tools will support teachers in understanding data as a tool to create data driven lesson plans. AAK will utilize the Colorado Assessment Literacy Program, through CDE, to create a fundamental understanding of expectations. All of these efforts will culminate in providing the interventions necessary to support our students. Structurally Intervention times for math and reading will be embedded in the master schedule. The intervention times will be support with at least one support staff or aid to help implement the interventions and supports. Additionally, progress monitoring will be required to track students in their growth . Using internal assessment data from Acadience and NWEA MAP test results will help teachers plan growth goals for each student.



## INCREASED DIRECT INSTRUCTION TIME

### Description:

The Master schedule will provide an additional 30 minutes of direct instruction time per day per grade level for K-5 classes. The additional 30 minutes per day for math and reading will be provided in conjunction with the already scheduled 60 minutes culminating in a full 90 minutes of direct math and reading instruction per day. That's an extra 2.5 hours of math and reading instruction per week. In a 185 contact day year that equals 90.25 hours throughout the year. That increases direct instruction time by 50% in the school year. By adding the additional instruction time the hope is a successful increase in math and reading achievement and growth allowing for fewer READ plan eligible students and grade level prepared students.



[Then we will address...](#)

## UNCLEAR PROTOCOLS AND SYSTEM FOR MATH INTERVENTIONS

### Description:

Math intervention times and opportunities were not consistent last year. Interventions were left in large part to classroom teachers creating their own opportunities. The lack of scheduled times and research-based intervention curriculum did not allow for students needing additional academic support to access these opportunities. There was one staff member assigned to assist in math intervention, but because of need in other support roles was not consistently available.



## **LACK OF READING INTERVENTIONS BEING IMPLEMENTED WITH FIDELITY**

### **Description:**

Research based intervention strategies such as Burst have not been implemented with fidelity in the past creating a lack of valid progress monitoring, skills based interventions, and ongoing identification among students in need of intervention services in reading. Decreasing the number of students who require Read plans and reading interventions starts with a consistent implementation of a research based reading intervention program. Along with Burst, we also

plan to use IXL to reach kids in the classroom, remote learners and in support of ELD services. Structurally, we are embedding intervention times for reading in the master schedule. This will allow for consistent progress monitoring and hopefully lead to reduced percentages of students below benchmark.



## **INADEQUATE TIME TO DELIVER DAILY READING CURRICULUM**

### **Description:**

Previously there was approximately 60 minutes per day allotted for reading instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.



## **INADEQUATE TIME TO DELIVER DAILY MATH CURRICULUM**

### **Description:**

Previously there was approximately 60 minutes per day allotted for math instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.



## INADEQUATE DATA TRACKING FOR DAILY COGNITIVE ENGAGEMENT

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### Description:

As we transitioned to remote learning last year there was not a consistent expectation for constituted daily attendance, what participation should entail, and what cognitive engagement should be.



## LACK OF A CONSISTENT REMOTE LEARNING PROGRAM

### Description:

AAK has not been a situation where there is a need for fluid online and in person learning to occur. The expectation has varied for engagement as well as data collection.



## Then we will change current trends for students

## LOW PERCENTAGE OF GRADE LEVEL PREPAREDNESS

### Description:

47.25% of AAK K-3 students are reading below or well below benchmark on the State approved READ ACT assessment tool Acadience (DIBELS next).



## LOW ACHIEVEMENT IN MATH

### Description:

40.6% of 3-5 grade students scored below the mean RiT score on the NWEA MAP assessment in Math MOY 2019-2020. BOY mean RiT was 41.3% below norm. Being that there was a less than 1% gain addressing growth is imperative.



## LACK OF COGNITIVE ENGAGEMENT OPPORTUNITIES FOR GRADE LEVEL DEVELOPMENT

### Description:

Cognitive engagement opportunities not only constitute time but also depth and breadth of learning opportunities. We want all AAK students to have the optimal opportunity to learn at grade level and access the educational opportunities we provide. According to survey results families are reporting mixed

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results regarding students being prepared for the next grade. Families reported wanting to increase instructional strategies for students above grade level. Families reported students not engaging due to worksheets and the overall feeling of homework. Activities were not delivered in the same manner as highly engaging in person activities would have been.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

### Additional Information about the school

#### School Contact Information

**Name:** Nichole Schlagel **Title:** Principal

**Mailing Street:** 4800 Wheaton Drive **Mailing City / State/ Zip Code:** Fort Collins CO 80526

**Phone:**(970) 226-2800 **Email:** nschlagel@aakelementary.org

## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

#### School Background

**Mission:** Within a supportive school community, The Academy of Arts & Knowledge offers a robust arts program that complements core academics, fosters critical thinking skills and creates confident, creative individuals with the freedom to reach their full potential.

**Vision:** Provide an environment that allows every student to reach their full potential.

Students at the Academy receive instruction in reading, writing, math, science and social studies based on the Colorado Academic Standards, with the fine arts integrated throughout. Our teachers provide a safe learning community that allows students to take risks in their learning while treating each student as

unique individuals and giving them opportunities to let their creativity flourish. In addition to arts integration in the core subjects, our students participate in 300minutes PER WEEK of music, art, or wellness/physical education for a truly robust arts education.

## Visual Art at AAK

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All students benefit from the arts, especially students needing more concrete, visual, and kinesthetic experiences for successful learning. At AAK, the integrated fine arts and visual arts program strengthens learning transfer. The arts at AAK are not only about producing tangible artifacts but also skill development and problem-solving. AAK adheres to the proposition that arts integration produces better readers, better writers, and better speakers. Students focus on the elements of art and principles of design throughout the year and get many opportunities to enter their artwork into local, state, and national competitions.

## Music at AAK

Music, like literacy, allows students to experiment with rhythm, words, tempo, and melody. Musical notation and reading the meaning in the music dovetails strongly into moving from text to meaning in literacy. It is the conviction at AAK that music produces – besides the gifts of music itself – strong readers, writers, and presenters. [During the enrichment block](#), students can choose to be members of the Dragon Scales choir or try out the ukulele. We also have after-school band, orchestra, and private lessons. In addition to many performances at the school, the band has marched in the CSU Homecoming Parade and St. Patrick's Day Parade, and Dragon Scales has performed at Eagles hockey games.

## Wellness at AAK

Research shows that physical activity stimulates the brain and improves academic performance. AAK students engage in 90 minutes of physical education and wellness per week, in addition to 40+ minutes of recess per day. Through our wellness program, students are not only getting physically fit but are also learning how to take care of themselves by making healthy choices. Students have the opportunity to enjoy all that the Northern Colorado outdoors and mountains have to offer, with planned field trips like hiking Devil's Backbone or snowshoeing in Rocky Mountain National Park.

## Enrichment at AAK

All students get to choose enrichment activities during our one hour enrichment block. Enrichment choices range from the fine arts, math, science, and any other creative topic our teachers can dream of. During this time, some students participate in the Dragon Scales choir, Scenery or Coding. Additional offerings might include but are not limited to Drama, Typing, Lego Robotics, Spanish, Videography, Snowshoeing, Crocheting, Gardening, Cooking, and many others.

### Special Education Program at AAK

With a focus on inclusion, our Special Education program continues to follow AAK's vision of each student as a unique individual. The program takes into consideration the academic supports needed for every child to meet their specialized goals across all core academic subjects and works to foster enthusiastic and self-confident learners. The Special Education program at AAK also concentrates heavily on the social and emotional needs of special education students and ensures that every student feels comfortable in, and out of, their classroom environment.

### Gifted and Talented Program at AAK

All students in second grade are screened each year for the Gifted/Talented Program through the use of a non-verbal test. Students new to AAK in grades 3-5 are also screened. A score that approaches the 90th percentile will result in a referral for further testing. Parents, teachers, and students may also make referrals for testing. Our teachers receive training in recognizing traits of gifted children, as well as accommodating the needs of these children. GT services may be delivered in the classroom by the homeroom teacher or as a pull-out with a small group of GT students, whichever best meets their needs. Through an advanced learning plan (ALP), teachers and staff can assess gifted student growth and social-emotional development. ALPs are reviewed yearly and may be revised at any time.

### English Learners at AAK

Students who come from homes in which English is not the primary language, dual-language homes, or students who have recently immigrated to the United States are assessed within the first 30 days at school to determine their English Language proficiency level. This assessment then provides teachers and parents with information about what English Language skills the student may need more instruction in. AAK then provides specialized, small-group instruction to these English Language Learners. The instruction is aimed at helping the student to access content knowledge, while also working to increase their English language skills. AAK's English Language program follows the World-Class Instruction Design and Assessment (WIDA) standards that the

Colorado Board of Education has adopted as the Colorado English Language Proficiency (CELP) standards.

## **Academics at AAK**

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### **Literacy at AAK**

Reading and writing are taught to our students through the EngageNY curriculum as well as Rooted in Reading. Reading and writing are also integrated throughout the day in all subject areas, and teachers give students time to dive into books to cultivate a true love for literacy.

### **Math at AAK**

Singapore Math instruction is delivered through the Primary Mathematics curriculum. With this curriculum, our students learn and master fewer mathematical concepts at greater detail with a three-step learning process: concrete, pictorial, and abstract. Through this, they're becoming creative thinkers who are preparing to be real-world problem solvers.

### **Science at AAK**

Through the Bring Science Alive! curriculum and Next Generation Science Standards, students engage in hands-on activities and experiments based on the scientific method. Intermediate students are able to present their understanding and critical thinking in the spring Science Fair.

### **Social Studies at AAK**

AAK students learn about character, ethics, empathy, and self-esteem through our Social Studies Alive! curriculum. They step into the shoes of these great historical figures through active projects, skits, musical performances, and distinctive artistic expression. The social studies and sciences of all the great world civilizations are taught in this interdisciplinary, project-based, and multicultural curriculum.

### **Assessment at AAK**

Per READ Act requirements, K-3 students are assessed and progress monitored through DIBELSNext for reading fluency and comprehension. 4th and 5th graders are also being assessed and progress monitored on DIBELSNext for school-wide consistency and data points. AAK made the switch last year from Scantron Performance Series to NWEA MAPS as the interim assessment in math and reading, and teachers are receiving ongoing training on administering



the interim assessment and how to access and use the data. Research showed that the data from Scantron was unreliable and difficult to analyze, and not based on normative data studies - a problem that is addressed by NWEA. Over the last 2 years, teachers have found the data from NWEA to be valuable in planning for instructional next steps for all students. Teachers give a variety of summative assessments through the curriculum, and also regularly use formal and informal formative assessments to inform instruction.

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## Improvement Planning Process

AAK's School Accountability Committee is responsible for reviewing the past UIP and making recommendations for current priority improvement challenges, root causes, and improvement strategies on the current UIP based on performance and SPF data presented by the Principal. Specifically, the SAC is working to develop action steps and implementation benchmarks for our return to school plan as well as data collection, increasing engagement, and the social and emotional well-being of all students. The Principal will ultimately write the draft of the UIP, which will be edited, reviewed, and approved by the SAC in July, presented to the board of directors, and then submitted to CSI by August. The SAC meets every other month and on an as-needed basis if necessary. Members of the SAC include both Administrators, the Student Services teacher, a primary teacher and intermediate teacher, and three parent representatives, one of which is also a member of the school's PTO. AAK has also formed a Return to School Team consisting of the Director of Operations, Principal, Assistant Principal, and Office Manager.

Academy of Arts and Knowledge is planning on full attendance, in person learning in August. The following plan is ready for implementation based on final guidelines from the Health Department.

AAK will operate a full-schedule, five-day week.

AAK will form cohorts of students who will learn and move together during the day. We will reduce contact between cohorts to reduce the incidence of exposure and possible transmission.

AAK will maintain the current school day schedule--not extending or shortening the schedule, including maintaining our Extended Day hours.

AAK will expect staff to wear masks to the extent possible, and will recommend students to wear masks.

AAK will implement health protocols for screening, detecting and responding to exposure and infection.

AAK will operate near-normal Extended Day Programming following the cohort model as closely as possible.

**AAK will operate a full-scale food service adapted to a grab-and-go model rather than a conventional lunchroom with large-quantity serving lines.**

**AAK will offer online learning only by parent choice.**

## Prior Year Targets

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**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

The Major Improvement Strategy of establishing a defined data culture has been implemented and validated by the progress monitoring conducted by staff. Staff are using the data to reflect on teaching strategies and lessons being taught. Data team meetings have been implemented but are not consistent. The lack of valid data during the spring months impacted the data collection process and their ability to adjust their targeted interventions. This improvement strategy has been continued into the current school year with a strong focus on the MTSS process to ensure fidelity in instruction.

Data was collected for both academic and behavioral analysis. Academically, middle of the year data was collected using DIBELS and MAP assessments. This data was used to establish intervention groups in reading and math. Progress monitoring data from Burst was used on a weekly basis to evaluate student progress. Middle of the year data in DIBELS showed that 40.5% were below or well below benchmark.

Behavior data was not being collected on a regular basis to monitor classrooms. A PBIS self assessment survey was given to staff to analyze their impressions of the status of behavior data collection, analysis, and plan development. Two major points were revealed in the survey. While 100% of staff feel that A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined, only 11.8% felt that data on problem behavior patterns are collected and summarized within an on-going system.

Restructuring special education services to a co-teaching model was implemented during the prior school year. The impact of the model has not been validated due to remote learning. Since there is no valid data from the end of the year we are not able to know or understand the direct impact of this model.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

AAK will be continuing to build a culture of data collection and how it impacts our educational decision making process. The focus will be on a consistent process and implementation of the MTSS team.

Restructuring special education services will look different this year due to contact tracing and not being able to adhere to the co-teaching model.

## Current Performance

While there are no current ratings on the SPF or CARS report for 2020 AAK has a current Overall CARS Rating of Performance Plan and rated a Performance School with a 67.1/100 possible points on the School Performance Framework for 2019.

In 2020 Students transitioned to E-Learning with the expectation of engaging with their teacher during an online class time along with supplemental activities. Our teachers communicated with families and students individually to increase engagement. Teachers provided for a multitude of enrichment activities to inspire students to engage. Survey data indicates 49% of our families gave our school an A for quality of remote learning, 32%

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a B, 10% a C, 7% a D. Families positively responded that the teachers, and school tried to stay engaged during remote learning by 55% strongly agree and 37% agree. Responses indicate 47% strongly agree and 47% agree the school handled the Covid-19 pandemic in a safe manner. A majority of families 58% strongly agree and 37% of families agree that AAK provided families with what they needed to transition to remote learning.

Although State assessments were not available for the End of the Year (EOY), in 2020 every AAK student received an end of the year (EOY) DIBELS assessment. Although the fidelity is compromised due to the online learning situation we have used the information as a data point along with previous DIBELS scores.

Middle of the Year DIBELS data is our last valid data point for this assessment in reading for the 2019-2020 school year and is summarized below: Students at benchmark or above for the 2019-2020 MOY K- 27 %, 1st-58%, 2nd-62%, 3rd-64%, 4th-67%, 5th-79%.

Students at benchmark or above for EOY DIBELS by grade are: K-20%, 1st-57%, 2nd-46%, 3rd-60%, 4th-52%, 5th-50%. The EOY data, which is invalid because of the assessment restrictions imposed by COVID-19 does indicate significant declines in performance for Kinder-7%, 2nd-16%, 3rd-4%, 4th-15%, and 5th-29%.

We also collected Middle of the Year (MOY) and Beginning of the Year (BOY) NWEA MAP data in Reading and Math. This data indicates the percentage of students below the mean RiT. First, for BOY 19-20 in Reading Kinder is at 24%, 1st-36%, 2nd-11%, 3rd-38%, 4th-51%, 5th-16%. For MOY the percentage of Kindergartners below the average RiT increased by 26% 1st decreased 6%, 2nd increased 3%, 3rd increased 4%, 4th decreased 11%, and 5th increased 11%. In Math BOY Kinder was at 44%, 1st-47%, 2nd, 9%, 3rd-45%, 4th-44%, and 5th- 35%. For MOY the percentage of Kindergartners below the average RiT in Math increased by 36%, 1st- decreased 14%, 2nd remained at 9%, 3rd-decreased 12%, 4th increased 5%, and 5th decreased 4%.

Data specific to READ Act:

K-3rd Grade READ Act Data: (4th and 5th grade data is also provided)

Kindergarten 24 students below and well below benchmark

1st grade 23 students below or well below benchmark

2nd grade 15 students below or well below benchmark

3rd grade 10 students below or well below benchmark

4th grade 14 students below or well below benchmark

5th grade 15 students below or well below benchmark

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Reading curriculums used for reading instruction K-5 are EngageNY and Rooted in Reading, and BURST for reading intervention.

Math curriculum used in K-5 is Singapore Math.

The most concerning factor of the 2019-2020 school transition to Remote Learning has been accommodating and working with families when multiple family members work. Many families cannot sustain this model. Students will continue to fall behind and their mental well being will be negatively impacted. Social interaction is needed and wanted by families and was not achieved during E-Learning. Qualitative data collected by teachers through surveys and questionnaires showed an unsatisfactory level of cognitive engagement (cognitive engagement meaning students actively participating in E-Learning on a daily basis) during remote learning. Survey results are not consistent and vary from teacher to teacher regarding students being prepared to be successful in the next grade level.

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: Low Percentage of Grade Level Preparedness

47.25% of AAK K-3 students are reading below or well below benchmark on the State approved READ ACT assessment tool Acadience (DIBELS next).



#### Root Cause: Inadequate time to deliver daily reading curriculum

Previously there was approximately 60 minutes per day allotted for reading instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.

#### Root Cause: Lack of reading Interventions being implemented with fidelity



Research based intervention strategies such as Burst have not been implemented with fidelity in the past creating a lack of valid progress monitoring, skills based interventions, and ongoing identification among students in need of intervention services in reading. Decreasing the number of students who require Read plans and reading interventions starts with a consistent implementation of a research based reading intervention program. Along with Burst, we also plan to use IXL to reach kids in the classroom, remote learners and in support of ELD services. Structurally, we are embedding intervention times for reading in the master schedule. This will allow for consistent progress monitoring and hopefully lead to reduced percentages of students below benchmark.

### **Priority Performance Challenge: Low achievement in Math**

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40.6% of 3-5 grade students scored below the mean RiT score on the NWEA MAP assessment in Math MOY 2019-2020. BOY mean Rit was 41.3% below norm. Being that there was a less than 1% gain addressing growth is imperative.



#### **Root Cause: Inadequate time to deliver daily math curriculum**

Previously there was approximately 60 minutes per day allotted for math instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.



#### **Root Cause: Unclear protocols and system for math interventions**

Math intervention times and opportunities were not consistent last year. Interventions were left in large part to classroom teachers creating their own opportunities. The lack of scheduled times and research-based intervention curriculum did not allow for students needing addition academic supports to access these opportunities. There was one staff member assigned to assist in math intervention, but because of need in other support roles was not consistently available.

### **Priority Performance Challenge: Lack of Cognitive Engagement Opportunities for Grade Level Development**



Cognitive engagement opportunities do not only constitute time but also depth and breadth of learning opportunities. We want all AAK students to have the optimal opportunity to learn at grade level and access the educational opportunities we provide. According to survey results families are reporting mixed results regarding students being prepared for the next grade. Families reported wanting to increase instructional strategies for students above grade level. Families reported students not engaging due to worksheets and the overall feeling of homework. Activities were not delivered in the same manner as highly engaging in person activities would have been.



#### **Root Cause: Lack of a consistent Remote Learning program**

AAK has not been a situation where there is a need for fluid online and in person learning to occur. The expectation has varied for engagement as well as data collection.



#### **Root Cause: Inadequate data tracking for daily Cognitive Engagement**

As we transitioned to remote learning last year there was not a consistent expectation for constituted daily attendance, what participation should entail, and what cognitive engagement should be.

### **Magnitude of Performance Challenges and Rationale for Selection:**

#### **Low Percentage of Grade Level Preparedness**

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**Rationale:** AAK was not prepared to transition to remote learning in the spring. The majority of the learning activities at AAK are hands-on and are delivered in a group setting. Not having a supplemental online education program to support in classroom instruction made it difficult to monitor engagement and the level of participation. Ensuring that all AAK students are prepared to matriculate through the curriculum and display grade level competency on assessment is a desire of parents, students and teachers. The low number of students scoring above benchmark, 47.25%, indicates that in-class strategies, intervention strategies, and progress monitoring will be a key component to rectifying the issue. This will be measurable by formative beginning, middle and end of year Acadience assessment data. The results will be reported out to students and parents along with CSI & CDE for READ ACT data reporting.

#### **Low achievement in Math:**

**Rationale:** While AAK is an art integrated Academy, Core subject achievement is of the highest priority. Developing higher math achievement opportunities will enhance our Arts integrated curriculum and provide a learning experience much richer through depth and breadth of core curriculum standards. 40.6% of 3-5 grade students scored below the mean RiT score on the NWEA MAP assessment in Math MOY 2019-2020. BOY mean RiT was 41.3% below norm. Being that there was a less than 1% gain addressing growth is imperative. It is clear that we need to analyze our current learning opportunities, planning, intervention opportunities, and curriculum in order to create learning opportunities across the grade levels.

#### **Low Cognitive engagement for remote learners:**

**Rational:** Create cognitive learning rubrics to help guide teachers and students in monitoring daily weekly and grade period cognitive engagement data. Monitoring cognitive engagement will assist monitoring development of remote learners and in-person learning especially

should the need arise to transition to remote learning during the school year. It is more critical now to ensure every standard being taught is critical to the success of the students and is providing academic growth. Focusing on critical standards lends itself to intentional planning. The school year will continue to be fluid with in person and remote learning taking place. Teachers will need the structure to ensure students are learning at a level that will ensure appropriate academic growth. In addition, AAK provides opportunities for students to participate in assessments. Transitioning to remote learning has provided us with additional challenges. Creating consistent data collection opportunities for remote learning will provide teachers with the information they need to plan large group and small group instruction appropriately.

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### Magnitude of Root Causes and Rationale for Selection:



#### Low level of Grade Level Preparedness:

Research based intervention strategies such as Burst have not been implemented with fidelity in the past creating a lack of valid progress monitoring, skills based interventions and ongoing identification among students in need of intervention services in reading.

Decreasing the number of students who require Read plans and reading interventions starts with a consistent implementation of a research based reading intervention program. Along with Burst, we also plan to use IXL to reach kids in the classroom, remote learners and in support of ELD services.

Structurally, we are embedding intervention times for reading in the master schedule. This will allow for consistent progress monitoring and hopefully lead to reduced percentages of students below benchmark. Additionally we are embedding 30 minutes of daily direct instruction time in the master schedule.

Creating consistent data collection opportunities for remote learning and in-person learners will provide teachers with the information they need to plan large group and small group instruction appropriately. Creating time and enhancing grade level team opportunities to analyze ongoing evidence-based reading instruction gives teachers the opportunity to make choices based on data while having time to analyze the collected data.

#### Low Achievement in Math:

Math intervention times and opportunities were not consistent last year. Interventions were left in large part to classroom teachers creating their

own opportunities. The lack of scheduled times and research-based intervention curriculum did not allow for students needing additional academic supports to access these opportunities. There was one staff member assigned to assist in math intervention, but because of need in other support roles was not consistently available.

Previously there was approximately 60 minutes per day allotted for reading instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.

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#### Lack of Cognitive Engagement Opportunities for Grade Level Development

Utilizing a consistent e-learning program will support higher levels of accountability. AAK has not been in a situation where there is a need for fluid online and in person learning to occur. The expectation has varied for engagement as well as data collection. Students have had various levels of exposure to e-learning tools making transitions very difficult.

Another aspect brought to light by the current situation is the need for consistent and effective cognitive engagement (actively participating in their education) progress monitoring and evaluation. As we move into this year the need to have this data is essential to providing consistent feedback to students and families in regard to their cognitive engagement. Additionally providing students with the metacognitive tools to evaluate themselves and become self advocates for their learning needs will positively impact the level of cognitive engagement across the board, and provide teachers with data to take support measures.

## Action Plans

### Planning Form



#### **Create multiple opportunities to increase cognitive engagement.**

**What will success look like:** Multiple opportunities for cognitive engagement means providing standards-based instruction delivered with research-based teaching resources to all learners in every learning environment we offer. We have plans to provide in-person learning, remote learning, hybrid learning, supervised remote learning, and half-day hybrid for our kindergartners and first graders. Providing multiple opportunities helps meet the needs of 100% of our students and families. Additionally, developing a diverse approach for providing education services gives us the ability to meet the needs of our teachers and staff as well. Teachers have a variety of comfort levels, as well as expectations for teaching models. In the current climate this ensures we are making cognoscente decisions to meet the social



emotional needs of our teachers and staff as well as our students and families. On another level, successfully creating multiple opportunities for increased cognitive engagement will provide tools, such as rubrics, to teachers. It will also allow for students to use these same rubrics to track their engagement and at what level they are engaging, providing self-efficacy and developing a student that advocates for themselves. Also, by providing a consistent digital tool like research-based IXL, our students can access their education confidently at home or at school. Teachers can use this tool to develop individualized learning plans and present intervention sequences that will address specific areas of concern in skill acquisition.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Increasing cognitive engagement to aid in increasing student achievement is

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well supported by research. In a review prepared for the Ottawa-Carleton District School Board in Calgary the author affirms that "Cognitive engagement refers to self-efficacy, motivation and ambition, attentional focus, and psychological effort (Church et al., 2001; Duchesne & Ratelle, 2010). Self-efficacy is described and self-confidence, belief in one’s ability to achieve, and attribution style towards learning (Greene et al., 2004; Jimerson et al., 2003). Students who have higher levels of self-efficacy are more likely to believe they can succeed and to have a more positive attribution style (Dotterer & Lowe, 2011)". [(Hughes, Kathleen. (2015). Impact of Student Engagement on Achievement and Well-Being. 10.13140/RG.2.1.2536.3684. )]. With support from this type of research we hope to reduce the achievement and growth slide caused in the current crisis by providing multiple opportunities for cognitive engagement for our students so that they may have equitable access to academics and gain in achievement and growth.

**Associated Root Causes:**



**Inadequate data tracking for daily Cognitive Engagement:**

As we transitioned to remote learning last year there was not a consistent expectation for constituted daily attendance, what participation should entail, and what cognitive engagement should be.





**Lack of a consistent Remote Learning program:**




AAK has not been a situation where there is a need for fluid online and in person learning to occur. The expectation has varied for engagement as well as data collection.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/	Repeats	Key Personnel	Status
---------	-------------	------------	---------	---------------	--------

	Professional Development	monthly basis teachers will participate in professional development to gain a comprehensive understanding of the program.	about each students level and depth of engagement in their class whatever mode that may be i.e. remote, in-person,	Arts Integration Curriculum Team/Teachers/Principal and Assistant Principal
	Cognitive Engagement During preservice and on a	Teachers will use theEngagement rubric to make weekly evaluations	08/05/2020 05/28/2021 Monthly	Teachers, students

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Teachers

	Rubric hybrid... progress monitoring for reading and math engagement will occur on a weekly basis for all modes of learning	i.e. remote, in-person,	08/24/2020 05/28/2021	Teachers
	Progress monitoring	data to create interventions and support groups in their class.	learners and In-person learners. It will be used weekly to create individualized instructional support and enhancement plans for each student.	Weekly 08/24/2020 05/28/2021 Weekly Teachers
	IXL hybrid...teachers will use this	IXL will be used as an online curriculum to support instruction for remote		

## Action Steps Associated with MIS

Name Description Start/End Date Resource Key Personnel Status



Previous

Create a master schedule



Create a master schedule that provides 300 minutes per week of specials and

team planning time.

Provide an online curriculum to support student learning in 07/14/2020

the  
07/14/2020 07/14/2020

schedules, Arts integrated curriculum,  
Principal and  
Assistant Principal

Director of  
Operations,

Provide online curriculum classroom and during remote learning.

create a comprehensive cognitive engagement rubric for teachers

05/28/2021 IXL Research

Principal,  
Assistant Principal Principal,

engagement



create cognitive engagement rubric



and students. The rubric should indicate desired

actions of engagement for in-person, hybrid... students and have levels of performance. this should be usable for all modes of instruction i.e. remote,

08/05/2020 05/28/2021

exemplars, google sheets,  
Assistant Principal,  
Teachers

rubric template and

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Provide professional development on the use of the online

learning program.

During preservice teachers will participate in

professional development to program.

gain a comprehensive understanding of the

08/07/2020 08/07/2020  
IXL Professional

Development Professional  
Principal, IXL Professional  
Development Professional



## Create a culture of consistent data collection for interventions and supports

**What will success look like:** Teachers at AAK are following the established expectations regarding standards-based lesson planning and analyzing benchmark data,

they will start moving towards more frequent data cycles and meetings to look at formative assessments within the classroom and curriculum. Looking at classroom data in real-time will better inform what they are teaching in the classroom and how to best reach their students. Monthly data meetings will take place, Specials, and Exceptional Student Services. Teachers will bring student work and assessments to the meetings, and form action plans for instruction. Online data collection tools will support teachers in understanding data as a tool to create data driven lesson plans. AAK will utilize the Colorado Assessment Literacy Program, through CDE, to create a fundamental understanding of expectations. All of these efforts will culminate in providing the interventions necessary to support our students. Structurally Intervention times for math and reading will be embedded in the master schedule. The intervention times will be supported with at least one support staff or aid to help implement the interventions and supports. Additionally, progress monitoring will be required to track students in their growth . Using internal assessment data from Acadience and NWEA MAP test results will help teachers plan growth goals for each student.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Data driven instruction has a direct impact on student improvement. Knowing and understanding data provides for greater levels of implementation. Research suggests we can identify at-risk children early, provide high quality intervention before failure occurs, and in most cases normalize reading ability (Denton, et al., 2010). Interventions have many factors, but the fact that interventions work drives our decision making.

**Associated Root Causes:**



**Lack of reading Interventions being implemented with fidelity:**

Research based intervention strategies such as Burst have not been implemented with fidelity in the past creating a lack of valid progress monitoring, skills based interventions, and ongoing identification among students in need of intervention services in reading. Decreasing the number of students who require Read plans and reading interventions starts with a consistent implementation of a research based reading intervention program. Along with Burst, we also plan to use IXL to reach kids in the classroom, remote learners and in support of ELD services. Structurally, we are embedding intervention times for reading in the master schedule. This will allow for consistent progress monitoring and hopefully lead to reduced percentages of students below benchmark.

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**Unclear protocols and system for math interventions:**

Math intervention times and opportunities were not consistent last year. Interventions were left in large part to classroom teachers creating their own opportunities. The lack of scheduled times and research-based intervention curriculum did not allow for students needing additional academic supports to access these opportunities. There was one staff member assigned to assist in math intervention, but because of need in other support roles was not consistently available.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/	Repeats	Key Personnel	Status
---------	-------------	------------	---------	---------------	--------



Monthly Data Meetings

monthly data meeting and implement interventions and supports for students and issues addressed.

data and provide recommendations for interventions.

08/26/2020 05/28/2021 Monthly

MTSS team, Teachers, Principal



MTSS Team



MTSS team will analyze monthly data and provide recommendations for interventions.

08/26/2020 05/28/2021 Monthly

09/16/2020 05/28/2021 Monthly

PBIS Team, Teachers, Assistant Principal

PBIS Team

Every month teachers will data analysis information from the

PBIS team will analyze behavior

Teachers, Principal, Assistant Principal

## Action Steps Associated with MIS

**Name Description Start/End Date Resource Key Personnel Status**



Director of

Academic online collection tool  
Implement an online tool to gather

data in the classroom and when remote learning is occurring.  
07/14/2020

08/03/2020 Alpine, IXL  
Operations,

Principal,  
Assistant Principal

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Relevant training for teachers

Teachers will receive training at August preservice and throughout the year on analyzing data.

08/05/2020 05/28/2021  
PBIS professional

development, MTSS CDE  
professional  
development

MTSS team, PBIS team,  
Administration.



## Increased direct instruction time

**What will success look like:** The Master schedule will provide an additional 30 minutes of direct instruction time per day per grade level for K-5 classes. The additional

30 minutes per day for math and reading will be provided in conjunction with the already scheduled 60 minutes culminating in a full 90 minutes of direct math and reading instruction per day. That's an extra 2.5 hours of math and reading instruction per week. In a 185 contact day year that equals 90.25 hours throughout the year. That increases direct instruction time by 50% in the school year. By adding the additional instruction time the hope is a successful increase in math and reading achievement and growth allowing for fewer READ plan eligible students and grade level prepared students.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research indicates that “we find that increasing instruction time increases student learning and that a general increase in instruction time is at least as efficient as an expert-developed, detailed teaching program that increases instruction with the same amount of time. These findings support the value of increased instruction time. (Increasing instruction time increases learning” (Simon Calmar Andersen, Maria Knoth Humlum, Anne Brink Nandrup Proceedings of the National Academy of Sciences July 2016, 113 (27) 7481-7484; DOI: 10.1073/pnas.1516686113). By providing teachers the additional instruction time allows for more in-depth lesson presentation, and a broader opportunity to use daily embedded assessment to determine what skills have been mastered by each student. Teacher preparation can then reflect the more in-depth knowledge of skill attainment. Additionally this will lead to more effective determination of intervention needs for students. Teachers can then best utilize specific intervention times that have been embedded in the schedule to provide tiered instruction in the classroom. Ultimately it's equivalent to adding an additional half of a school year to the schedule in reading and math.

**Associated Root Causes:**



**Inadequate time to deliver daily reading curriculum:**

Previously there was approximately 60 minutes per day allotted for reading instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.



**Inadequate time to deliver daily math curriculum:**

Previously there was approximately 60 minutes per day allotted for math instruction. Through teacher interviews and surveys it was determined that this was not a sufficient amount of time to deliver solid standards-based instruction and provide embedded daily assessment to determine intervention needs for students.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/	Repeats	Key Personnel	Status
---------	-------------	------------	---------	---------------	--------



Math. This is a one time event that will be monitored each trimester for necessary adjustments.

08/05/2020 05/28/2021 Quarterly

Principal Principal, Assistant

master schedule



In order to monitor the efficacy of the master schedule adjustments admin will conduct an action-research project analyzing the effects of the master schedule on a quarterly basis.

08/05/2020 05/28/2021 Quarterly

Principal

Teachers, Principal, Assistant

Action Research

The master schedule will be built to accommodate 90 minutes of direct instruction time in Reading and

## Action Steps Associated with MIS

Name Description Start/End Date Resource Key Personnel Status

## School Target Setting



### Priority Performance Challenge : Low Percentage of Grade Level Preparedness



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

**2020-2021:** AAK's Elementary (grades 3-5) English Language Arts (ELA) Mean Scale Scores (MSS) on the Colorado Measures of Academic Success (CMAS) will increase by 2 scale score points from 746-748 in 2020-2021 making up half of the points lost

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ANNUAL

PERFORMANCE TARGETS

in 2018-2019.

Mean Scale Scores (MSS) the Colorado Measures of Academic Success (CMAS) will increase by 2 scale score points from 748-750 in 2021-2022 making up half of the points lost in 2018-2019.

**2021-2022:** AAK's Elementary (grades 3-5) English Language Arts (ELA)

**INTERIM MEASURES FOR 2020-2021:** AAK will use Measures of Academic Achievement (MAP) scores to monitor progress at the beginning, middle, and end

of the year. Interim measures will reflect a trend that show a 2 scale score point increase in the MSS for 2020-2021 and a 2 scale score point increase on the MSS for 2021-2022.



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS: M**

**2020-2021:** AAK's Elementary (grades 3-5) Math Mean Scale Scores (MSS) of 739 the Colorado Measures of Academic the Colorado Measures of Academic Success (CMAS) will increase by 3 scale score points in 2021-2022 to continue the scale score points increase trend from the previous two-scored years.

ANNUAL  
PERFORMANCE TARGETS  
Success (CMAS) will increase by 2 scale score points in 2020-2021. The MSS increased by 1.6 scale score points in 2018-2019.

**2021-2022:** AAK's Elementary (grades 3-5) Math Mean Scale Scores (MSS)

**INTERIM MEASURES FOR 2020-2021:** AAK will use Measures of Academic Achievement (MAP) scores to monitor progress at the beginning, middle, and end of the year. Interim measures will reflect a trend that shows a 2 scale score point increase in the MSS for 2020-2021 and a 3 scale score point increase on the MSS for 2021-2022.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS: R**

**2020-2021:** 47.25% of AAK K-3 students are reading below or well below benchmark on the State approved READ ACT assessment tool Acadience (DIBELS next). This number will be reduced to 42% by EOY 2020-2021. We will monitor this with MOY and EOY Acadience data.

ANNUAL  
PERFORMANCE TARGETS  
**2021-2022:** AAK K-3 students reading below or well below benchmark on the State approved READ ACT assessment tool Acadience (DIBELS next) will be reduced from 42% to 38% by EOY 2021-2022. We will monitor this with MOY and EOY Acadience data.

**INTERIM MEASURES FOR 2020-2021:** MOY data from Acadience assessments will be used to track the trend of decreed percentage of students below or well



below benchmark. By MOY this number should be 45% or lower.



**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Attendance

ANNUAL	<b>2020-2021:</b> Student engagement measured by average daily attendance (ADA) will increase from 92.44% for the 2019-2020
PERFORMANCE TARGETS	(ADA) will increase from 92.44% for the 2019-2020 school year to 95% in 2021-2022.
	school year to 93.44% in 2020-2021.

**2021-2022:** Student engagement measured by average daily attendance

**INTERIM MEASURES FOR 2020-2021:** Data will be collected monthly through Powerschool, our School Information System (SIS) determine average daily attendance percentages, seat time and online activity.



**Priority Performance Challenge : Low achievement in Math**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL	<b>2020-2021:</b> AAK's Elementary (grades 3-5) English Language Arts (ELA) Median Growth Percentile will increase by 3 points
PERFORMANCE TARGETS	Median Growth Percentile will increase by 3 points from 49 to 52 in 2020-2021 making up the 3 Median Growth Percentile points lost since 2018.
	from 49 to 52 in 2020-2021 making up the 3 Median Growth Percentile points lost since 2018.

**2021-2022:** AAK's Elementary (grades 3-5) English Language Arts (ELA)

**INTERIM MEASURES FOR 2020-2021:** AAK will use Measures of Academic Achievement (MAP) scores to monitor progress at the beginning, middle, and end of the year. Interim measures in growth percentile will reflect a trend that show a 3 scale score point increase in the MSS for 2020-2021 and a 4 scale score point

increase on the MSS for 2021-2022.



## Priority Performance Challenge : Lack of Cognitive Engagement Opportunities for Grade Level Development



**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Completion Rate

ANNUAL

PERFORMANCE TARGETS

**2020-2021:** 100% of students should be completing the Cognitive

Engagement Rubric at a 70% mastery according to the rubric. **2021-2022:**

100% of students should be completing the Cognitive Engagement Rubric at a

85% mastery according to the rubric.

**INTERIM MEASURES FOR 2020-2021:** Cognitive Engagement Rubrics will be analyzed quarterly to ensure 100% of students are engaging with the target being 60%-65%-70% mastery.



**PERFORMANCE INDICATOR:** Student Behavior

**MEASURES / METRICS:**

ANNUAL

PERFORMANCE TARGETS

2021 that number will be reduced to 75%.

**2021-2022:** According to the Self Assessment Survey published by

**2020-2021:** According to the Self Assessment Survey published by PBISapps and administered in 2020-2021 88.2% of AAK staff believe that "Data on problem behavior patterns are (not being) collected and summarized within an on-going system." In

PBISapps and administered in 2020-2021 88.2% of AAK staff believe that "Data on problem behavior patterns are (not being) collected and summarized within an on-going system." In 2021 that number will be reduced to 60%.

**INTERIM MEASURES FOR 2020-2021:** The Self Assessment Survey is administered biannually at the beginning of the year and end of the year and will be used to monitor progress.



**PERFORMANCE INDICATOR:** Student Behavior

**MEASURES / METRICS:**

**2020-2021:** According to the Self Assessment Survey published by PBISapps and administered in 2020 70.6% of AAK staff believe that "Distinctions between office v. classroom managed problem behaviors are (not) clear". In 2021 that number will be

ANNUAL

PERFORMANCE TARGETS

reduced to 60%.

PBISapps and administered in 2020 70.6% of AAK staff believe that

"Distinctions between office v. classroom managed problem behaviors are (not) clear". In 2021 that number will be reduced to 40%.

**2021-2022:** According to the Self Assessment Survey published by

**INTERIM MEASURES FOR 2020-2021:** The Self Assessment Survey is administered biannually at the beginning of the year and end of the year and will be used to monitor progress.



Form **8879-EO****IRS e-file Signature Authorization  
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2019, or fiscal year beginning JUL 1, 2019, and ending JUN 30, 2020**2019**Department of the Treasury  
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**  
▶ **Go to [www.irs.gov/Form8879EO](http://www.irs.gov/Form8879EO) for the latest information.**

Name of exempt organization

**Northern Colorado Academy of Arts  
And Knowledge**

Employer identification number

**20-3981564**

Name and title of officer

**Samuel Kornfeld  
Board Chair****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

<b>1a</b> Form 990 check here ▶ <input checked="" type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990, Part VIII, column (A), line 12) .....	<b>1b</b> <u>2,225,691.</u>
<b>2a</b> Form 990-EZ check here ▶ <input type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990-EZ, line 9) .....	<b>2b</b> _____
<b>3a</b> Form 1120-POL check here ▶ <input type="checkbox"/>	<b>b Total tax</b> (Form 1120-POL, line 22) .....	<b>3b</b> _____
<b>4a</b> Form 990-PF check here ▶ <input type="checkbox"/>	<b>b Tax based on investment income</b> (Form 990-PF, Part VI, line 5) .....	<b>4b</b> _____
<b>5a</b> Form 8868 check here ▶ <input type="checkbox"/>	<b>b Balance Due</b> (Form 8868, line 3c) .....	<b>5b</b> _____

**Part II Declaration and Signature Authorization of Officer**

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

☒ I authorize Hoelting & Company, Inc. to enter my PIN 07172  
ERO firm name Enter five numbers, but  
do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ \_\_\_\_\_ Date ▶ \_\_\_\_\_

**Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

**84784012598**

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ \_\_\_\_\_ Date ▶ \_\_\_\_\_

**ERO Must Retain This Form - See Instructions**  
**Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2019)

Form **8879-EO****IRS e-file Signature Authorization  
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2019, or fiscal year beginning JUL 1, 2019, and ending JUN 30, 2020**2019**Department of the Treasury  
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**  
▶ **Go to [www.irs.gov/Form8879EO](http://www.irs.gov/Form8879EO) for the latest information.**

Name of exempt organization

**Northern Colorado Academy of Arts  
And Knowledge**

Employer identification number

**20-3981564**

Name and title of officer

**Samuel Kornfeld  
Board Chair****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

<b>1a</b> Form 990 check here ▶ <input checked="" type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990, Part VIII, column (A), line 12) .....	<b>1b</b> <u>2,225,691.</u>
<b>2a</b> Form 990-EZ check here ▶ <input type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990-EZ, line 9) .....	<b>2b</b> _____
<b>3a</b> Form 1120-POL check here ▶ <input type="checkbox"/>	<b>b Total tax</b> (Form 1120-POL, line 22) .....	<b>3b</b> _____
<b>4a</b> Form 990-PF check here ▶ <input type="checkbox"/>	<b>b Tax based on investment income</b> (Form 990-PF, Part VI, line 5) .....	<b>4b</b> _____
<b>5a</b> Form 8868 check here ▶ <input type="checkbox"/>	<b>b Balance Due</b> (Form 8868, line 3c) .....	<b>5b</b> _____

**Part II Declaration and Signature Authorization of Officer**

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

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ERO firm name Enter five numbers, but  
do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ \_\_\_\_\_ Date ▶ \_\_\_\_\_

**Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

**84784012598**

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ \_\_\_\_\_ Date ▶ \_\_\_\_\_

**ERO Must Retain This Form - See Instructions**  
**Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2019)

# Management Report

The Academy of Arts & Knowledge  
For the period ended June 30, 2020



Prepared by

**JP Consulting, LLC.**

Prepared on

**November 13, 2020**

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# Executive Summary

## Balance Sheet

For the period ending October 31, 2020 the balance sheet for the Academy of Arts & Knowledge is healthy. It seems AAK will have to use part of fund balance to cover expenditures for fiscal year.

- Total Assets are \$883,333; outstanding accounts receivable is due to emergency food services received in early November
- Total Liabilities are \$187,821; this is mainly deferred revenue received up front for the Federal CARES grant, READ funds, and ELPA funds. As the funds are spent, the liability will be reduced and the revenue will be recorded.
- Total Fund Balance is \$695,512 this is made up of a TABOR amount of \$58,000 and Unassigned/Unrestricted amounts of \$637,512. The net income for the current fiscal year at October 31, 2020 is (\$27,539).

## Revenues

For the period ending October 31, 2020 the Academy of Arts & Knowledge actual revenues total \$636,050, lower than the budgeted amount of \$750,240.

- State funding for Mill Levy Equalization and Capital Construction are several thousands more than the budgeted amount and will be adjusted with the revised budget
- Per Pupil funding is based on 195 sFTE (student full time equivalent); October Count was done on October 1, final amounts will be adjusted in December when CDE confirms student counts
- Federal grant funds for CARES was received late in the last fiscal year and most will be used for expenses in FY20-21; the budgeted amount does need to be reduced with the revised budget
- Many grants are reimbursable and done on a quarterly basis; once reports are submitted the accounts receivable will be recorded as well as the related revenue
- Side notation: ELPA and READ funds were received in advanced, but are being represented as "unearned" revenue until the funds are spent

## Expenditures

For the period ending October 31, 2020 total expenditure are \$663,589 and a bit higher than the budgeted amount of \$648,427.

- Salaries and Benefits are less than budgeted amounts due to the Minga Education Group's Payroll Protection Program Loan; no revenue or expenditures were recorded due to GAAP regulations. Salary and Benefits account for \$383,623 or 59.16% of actual expenditures
- For any budget categories currently over budget, they will be aligned with the revised budget to come shortly

## Instructional vs Support Services

Instructional expenditures for the period ending October 31, 2020 totaled \$291,330 or 43.90% of total actual expenditures; while Support Services (including food services) totaled \$363,093 or 54.71% of total actual expenditures.

Food service expenditures total \$9,165 or 1.38% of actual expenditures

The federally funded CARES grant started in March 2020. Actual grant to date expenditures are \$54,257. The revenue was given to AAK up front and will need to be fully expended by December 31, 2020. There is \$39,049 left to spend or AAK will have to give back to CDE/CSI.

# Balance Sheet

As of October 31, 2020

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
1072 Bill.com Money Out Clearing	4,510
8101000 US Bank Operating	519,654
8101001 US Bank Reserve	339,940
8101003 PayPal Bank	971
8101074 US Bank Student Activity	6,333
8103000 Debit Card	6,142
8109074 US Bank Gift Card Fundraiser	2,384
<b>Total Bank Accounts</b>	<b>879,934</b>
<b>Accounts Receivable</b>	
8153000 Accounts Receivable (A/R)	0
8131001 Default QBO AR	3,070
<b>Total 8153000 Accounts Receivable (A/R)</b>	<b>3,070</b>
<b>Total Accounts Receivable</b>	<b>3,070</b>
<b>Total Current Assets</b>	<b>883,003</b>
<b>TOTAL ASSETS</b>	<b>\$883,003</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
7421000 Accounts Payable (A/P)	8,072
<b>Total Accounts Payable</b>	<b>8,072</b>
<b>Credit Cards</b>	
7421001 American Express	4,807
<b>Total Credit Cards</b>	<b>4,807</b>
<b>Other Current Liabilities</b>	
7431000 Contracts Payable	27,241
7461000 Accrued Salary & Benefit	101,336
7482000 Deferred Revenue CARES 4012	39,049
7482001 Deferred Revenue READ	6,501
7482002 Deferred Revenue ELPA	485
<b>Total Other Current Liabilities</b>	<b>174,612</b>
<b>Total Current Liabilities</b>	<b>187,491</b>
<b>Total Liabilities</b>	<b>187,491</b>
<b>Equity</b>	
6721000 Fund Balance TABOR	58,000
6770000 Fund Balance Unassigned	588,562
6770074 Fund Balance Unassigned F74	5,751
6790000 Unrestricted Net Assets	70,738

	Total
Net Income	-27,539
Total Equity	695,512
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$883,003</b>

Budget vs. Actuals FY21

July - October, 2020

	CARES 4012			ELPA 3140			ELPA PD 3139			Fund 11 General			Fund 21 FOOD			Fund 11 General			GT 3150			READ 3259			SPED 3130			Total		
	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining			
INCOME																														
1000 Revenue Local Sources																										0	0	0		
1510000 Interest on Investments										31	52	21														31	52	21		
1611000 Reimbursable Student Lunches														1,844	1,844											0	1,844	1,844		
1740000 Technology Fees											11,060	11,060													0	11,060	11,060			
1750000 Fundraising										6,129	5,333	(796)													6,129	5,333	(796)			
1900004 Activity / Student fees										350		(350)													350	0	(350)			
1910000 Facility Rental Income											4,000	4,000													0	4,000	4,000			
1920001 Donations											890	890													0	890	890			
1956001 Food Sales, paid by parents													1,122		(1,122)										1,122	0	(1,122)			
1990000 Miscellaneous										146	600	454													146	600	454			
Total 1000 Revenue Local Sources										6,656	21,935	15,279	1,122	1,844	722										7,778	23,779	16,002			
3000 Revenue State Sources																									0	0	0			
3954001 ST Capital Construction 3113										21,669	17,767	(3,902)													21,669	17,767	(3,902)			
3954002 ST Mill Levy Equalization 3951										19,763	19,394	(369)													19,763	19,394	(369)			
3954003 ST READ Act 3206											13,754	13,754						6,947		(6,947)					6,947	13,754	6,807			
3954004 ST ECEA SPED 3130											5,236	5,236										20,944	(20,944)		20,944	5,236	(15,708)			
3954005 ST ELP 3140				1,083		(1,083)					1,415	1,415													1,083	1,415	332			
3954006 ST ELPA 3139							1,756		(1,756)																1,756	0	(1,756)			
3954007 ST ECEA GT 3150											626	626				697		(697)							697	626	(71)			
3954010 STATE GT Screening Grant 3228											385	385													0	385	385			
3956000 ST Lunch K-2 Reimb 3169													3	111	108										3	111	108			
3956001 STATE Start Smart Grant 3164													2	44	42										2	44	42			
Total 3000 Revenue State Sources				1,083		(1,083)	1,756		(1,756)	41,432	58,577	17,145	5	156	151	697		(697)	6,947		(6,947)	20,944	(20,944)		72,865	58,733	(14,132)			
4000 Revenue Federal Sources																									0	0	0			
4954000 FED Title I 4010											29,266	29,266													0	29,266	29,266			
4954001 FED IDEA Part B 4027											26,652	26,652													0	26,652	26,652			
4954002 FED Title III 4367											3,109	3,109													0	3,109	3,109			
4954003 FED School Lunch Reimb 4555													3,375	4,556	1,181										3,375	4,556	1,181			
4954004 FED Title III 4365											622	622													0	622	622			
4954005 FED CARES 4012	53,246		(53,246)								100,140	100,140													53,246	100,140	46,894			
4954007 FED US Commodities Grant 4550														4,326	4,326										0	4,326	4,326			
4954008 FED Breakfast Reimb Grant 4553													138	1,178	1,040										138	1,178	1,040			
Total 4000 Revenue Federal Sources	53,246		(53,246)								159,789	159,789	3,512	10,059	6,547										56,758	169,848	113,090			
5000 Revenue Other Sources																									0	0	0			
5710000 State Share Per Pupil Revenue										498,649	497,880	(769)													498,649	497,880	(769)			
Total 5000 Revenue Other Sources										498,649	497,880	(769)													498,649	497,880	(769)			
Total Income	53,246	0	(53,246)	1,083	0	(1,083)	1,756	0	(1,756)	546,737	738,181	191,444	4,639	12,059	7,420	697	0	(697)	6,947	0	(6,947)	20,944	0	(20,944)	636,050	750,240	114,191			
GROSS PROFIT	53,246	0	(53,246)	1,083	0	(1,083)	1,756	0	(1,756)	546,737	738,181	191,444	4,639	12,059	7,420	697	0	(697)	6,947	0	(6,947)	20,944	0	(20,944)	636,050	750,240	114,191			
EXPENSES																														
0100 Salaries																									0	0	0			
0110103 Salaries BAA Extended Care											8,669	8,669													0	8,669	8,669			
0110105 Salary Admin/Principal										33,633	28,333	(5,300)													33,633	28,333	(5,300)			
0110106 Salary Admin VP										14,083	21,667	7,583													14,083	21,667	7,583			
0110201 Salary Teacher				875		(875)				178,640	153,895	(24,745)						5,990		(5,990)	18,429	(18,429)		203,935	153,895	(50,039)				
0110202 Salary SPED 3130											14,072	14,072									0	0		0	14,072	14,072				
0110233 Salary Nurse	324		(324)							466	2,571	2,105													789	2,571	1,782			
0110234 Salary Occupational Therapist											8,145	8,145												4,361	(4,361)	4,361	8,145	3,784		
0110236 Salary Psychologist										0	10,666	10,666													9,786	(9,786)	9,786	10,666		

	CARES 4012			ELPA 3140			ELPA PD 3139			Fund 11 General			Fund 21 FOOD			GT 3150			READ 3259			SPED 3130			Total			
	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	
0211236 Life EAP ELPI Psychology																						12		(12)	12	0	(12)	
0211238 Life EAP ELI - SLP																						6		(6)	6	0	(6)	
0211382 Life EAP ELPI I IT Tech	5		(5)							9		(9)												14	0	(14)		
0211409 Life EAP ELPI Health Aide	3		(3)							8		(8)												12	0	(12)		
0211415 Life EAP ELPI Paraprofessional	7		(7)							2		(2)												9	0	(9)		
0211500 Life EAP ELPI Business Support										26		(26)												26	0	(26)		
0211506 Life EAP ELPI Business / General Office										19	18	(1)												19	18	(1)		
0211608 Life EAP ELPI Custodial	9		(9)							15	36	21												24	36	12		
0213105 Life EAP ELPI Administration										12		(12)												12	0	(12)		
0220105 Med/FICA Principal										2,582	2,168	(414)												2,582	2,168	(414)		
0220106 Med/FICA VP										1,077	1,658	580												1,077	1,658	580		
0220201 Med/FICA Teacher				67		(67)				13,262	11,088	(2,174)					373		(373)		1,509		(1,509)	15,211	11,088	(4,123)		
0220202 Med/FICA SPED ECEA 3130										0	1,082	1,082												0	1,082	1,082		
0220207 Med/FICA Subs										63	147	84												63	147	84		
0220233 Med/FICA Nurse	25		(25)							36	118	82												60	118	58		
0220234 Med/FICA Occupational Therapist ECEA 3130											561	561											334		(334)	334	561	227
0220236 Med/FICA Psychologist ECEA 3130										0	734	734											749		(749)	749	734	(14)
0220238 Med/FICA SLP ECEA 3130										0	401	401											622		(622)	622	401	(221)
0220382 Med/FICA IT Tech	68		(68)							61		(61)												129	0	(129)		
0220409 Med/FICA Health Aide	120		(120)							395	46	(349)												515	46	(469)		
0220415 Med/FICA Paraprofessional	1,190		(1,190)							0	295	295										120		(120)	1,311	295	(1,016)	
0220500 Med/FICA Admin Support										159	897	738												159	897	738		
0220506 Med/FICA General Office	17		(17)							458	46	(412)												475	46	(429)		
0220607 Med/FICA Food Services														152	152									0	152	152		
0220608 Med/FICA Custodian	477		(477)							379	802	422												856	802	(55)		
0250105 Health Dental Vision Administration										2,990	2,174	(816)												2,990	2,174	(816)		
0250106 Health Dental Vision Admin Asst Principal										1,934	2,174	240												1,934	2,174	240		
0250201 Health Dental Vision Teachers				139		(139)				29,294	18,309	(10,985)					559		(559)		524		(524)	30,515	18,309	(12,206)		
0250202 Health Dental Vision SPED										0	1,835	1,835										1,929		(1,929)	1,929	1,835	(94)	
0250506 Health Dental Vision General Office											1,762	1,762												0	1,762	1,762		
0290105 401K Match Admin											925	925												0	925	925		
0290201 401K Match Teachers										290	3,905	3,614												290	3,905	3,614		
0290238 401K Match SLP											933	933												0	933	933		
0290500 401K Match Business Support											308	308												0	308	308		
0290607 401K Match Food Service														35	35									0	35	35		
Total 0200 Employee Benefits	1,925		(1,925)	208		(208)				53,753	52,669	(1,084)		187	187			957		(957)		6,216		(6,216)	63,059	52,856	(10,203)	
0300 Purchased Prof & Tech Services																								0	0	0		
0313000 Bank Fees										974	2,067	1,093												974	2,067	1,093		
0320000 Professional Development											2,250	2,250												0	2,250	2,250		
0320001 Professional Development Admin										100		(100)												100	0	(100)		
0320002 Payroll Services PEO										11,757		(11,757)												11,757	0	(11,757)		
0320003 Consulted Education Services										63,001	63,000	(1)												63,001	63,000	(1)		
0328000 Assessments										3,975	9,050	5,075										998		(998)	4,973	9,050	4,077	
0330000 Accounting Services										4,134		(4,134)												4,134	0	(4,134)		
0331000 Legal Services										185	2,000	1,816												185	2,000	1,816		
0332000 Audit Services										7,325	8,075	750												7,325	8,075	750		
0339000 SPED Services ECEA 3130											230	230												0	230	230		
0339002 Background Checks										580	1,000	420												580	1,000	420		
0340000 Marketing Services										1,739	300	(1,439)												1,739	300	(1,439)		
0350000 Employee Training and Development	49		(49)							1,035	2,750	1,715												1,084	2,750	1,666		
0399000 CDE PPR Admin Fee										14,959	14,936	(23)												14,959	14,936	(23)		
Total 0300 Purchased Prof & Tech Services	49		(49)							109,782	105,658	(4,104)									998		(998)	110,810	105,6			

	CARES 4012			ELPA 3140			ELPA PD 3139			Fund 11 General			Fund 21 FOOD			GT 3150			READ 3259			SPED 3130			Total			
	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	Actual	Budget	Remaining	
0595000 CDE 1% Overhead Fee										3,740		(3,740)												3,740	0	(3,740)		
0596000 Auth. Fee School Breakfast 4553													6	33	27									6	33	27		
0596001 Auth. Fee Lunch & Snack													130	244	114									130	244	114		
0597000 1% Institute Charter School Fund										2,489		2,489												0	2,489	2,489		
0633000 Commodities Expense 4550														4,326	4,326									0	4,326	4,326		
Total 0500 Other Purchased Services	528		(528)							25,146	42,715	17,570	8,268	13,065	4,797									33,942	55,781	21,839		
0600 Supplies																								0	0	0		
0610000 Supplies Elementary	335		(335)							6,202	5,667	(536)												6,537	5,667	(871)		
0610001 Supplies Music											500	500												0	500	500		
0610002 Supplies Office	424		(424)							1,079	5,167	4,088												1,503	5,167	3,664		
0610003 Supplies Custodial	7,798		(7,798)							914	6,667	5,753												8,712	6,667	(2,045)		
0610004 Supplies SPED 3130											1,333	1,333								12		(12)	12	1,333	1,321			
0610006 Supplies G&T 3150											858	858												0	858	858		
0610007 Supplies Library										299	300	1												299	300	1		
0610011 Supplies Health	4,869		(4,869)							265	1,667	1,402												5,133	1,667	(3,467)		
0610012 Supplies Homeless										99	800	701												99	800	701		
0610013 Miscellaneous										0	4,409	4,409			54	54								0	4,463	4,463		
0630001 Supplies Food Services													320	344	24									320	344	24		
0631000 Supplies Milk													577	711	134									577	711	134		
0640000 Supplies Textbooks	4,264		(4,264)							6,097	15,000	8,903												10,361	15,000	4,639		
0650000 Supplies Electronic Media Materials	973		(973)							2,376	8,333	5,957												3,349	8,333	4,984		
0650001 Supplies Powerschool										3,534	8,500	4,966												3,534	8,500	4,966		
0691000 Supplies Security										332		(332)												332	0	(332)		
Total 0600 Supplies	18,663		(18,663)							21,197	59,200	38,004	897	1,110	213						12		(12)	40,769	60,310	19,541		
0700 Property																								0	0	0		
0730000 Equipment over \$1,500	6,853		(6,853)																					6,853	0	(6,853)		
Total 0700 Property	6,853		(6,853)																					6,853	0	(6,853)		
0800 Other Objects																								0	0	0		
0810000 Dues & Fees										1,658		(1,658)												1,658	0	(1,658)		
Total 0800 Other Objects										1,658		(1,658)												1,658	0	(1,658)		
Total Expenses	52,820	0	(52,820)	1,083	0	(1,083)	0	0	0	544,074	632,667	88,593	9,165	15,759	6,595	0	0	0	6,947	0	(6,947)	49,499	0	(49,499)	663,589	648,427	(15,162)	
NET OPERATING INCOME	426	0	(426)	0	0	0	1,756	0	(1,756)	2,662	105,513	102,851	(4,526)	(3,700)	826	697	0	(697)	0	0	0	(28,555)	0	28,555	(27,539)	101,813	129,352	
OTHER INCOME																												
5211000 Transfer from General														2,218	2,218									0	2,218	2,218		
5221000 Transfer to Food Service											(2,218)	(2,218)												0	(2,218)	(2,218)		
Total Other Income	0	0	0	0	0	0	0	0	0	0	(2,218)	(2,218)	0	2,218	2,218	0	0	0	0	0	0	0	0	0	0	0	0	
NET OTHER INCOME	0	0	0	0	0	0	0	0	0	0	(2,218)	(2,218)	0	2,218	2,218	0	0	0	0	0	0	0	0	0	0	0	0	
NET INCOME	\$426	\$0	\$ (426)	\$0	\$0	\$0	\$1,756	\$0	\$ (1,756)	\$2,662	\$103,295	\$100,633	\$ (4,526)	\$ (1,482)	\$3,044	\$697	\$0	\$ (697)	\$0	\$0	\$0	\$ (28,555)	\$0	\$28,555	\$ (27,539)	\$101,813	\$129,352	

# Instructional Expenditures

July - October, 2020

	0010 Elementary Ed	0060 Integrated Ed	0090 Other Ed	0510 ELL	0511 READ	1700 SPED	TOTAL
<b>INCOME</b>							
<b>Total Income</b>							<b>0</b>
<b>GROSS PROFIT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EXPENSES</b>							
0100 Salaries							0
0110201 Salary Teacher	129,506	49,947		875	5,178	13,098	198,604
0110415 Salary Paraprofessional	13,987					3,143	17,130
0120207 Salary Substitutes	825						825
<b>Total 0100 Salaries</b>	<b>144,318</b>	<b>49,947</b>		<b>875</b>	<b>5,178</b>	<b>16,241</b>	<b>216,558</b>
0200 Employee Benefits							0
0211201 Life EAP ELPI Teacher	340	110		2	7	22	481
0211202 Life EAP ELPI SPED ECEA 3130						265	265
0211207 Life EAP ELPI Substitutes	17						17
0211415 Life EAP ELPI Paraprofessional	9						9
0220201 Med/FICA Teacher	9,907	3,821		67	396	1,020	15,211
0220207 Med/FICA Subs	63						63
0220415 Med/FICA Paraprofessional	1,070					241	1,311
0250201 Health Dental Vision Teachers	21,925	7,466		139	528	457	30,515
0250202 Health Dental Vision SPED						1,351	1,351
0290201 401K Match Teachers	290						290
<b>Total 0200 Employee Benefits</b>	<b>33,622</b>	<b>11,397</b>		<b>208</b>	<b>932</b>	<b>3,354</b>	<b>49,513</b>
0300 Purchased Prof & Tech Services							0
0328000 Assessments	3,975					998	4,973
<b>Total 0300 Purchased Prof &amp; Tech Services</b>	<b>3,975</b>					<b>998</b>	<b>4,973</b>
0500 Other Purchased Services							0
0594001 Platte Valley Detention Center			819				819
<b>Total 0500 Other Purchased Services</b>			<b>819</b>				<b>819</b>

	0010 Elementary Ed	0060 Integrated Ed	0090 Other Ed	0510 ELL	0511 READ	1700 SPED	TOTAL
0600 Supplies							0
0610000 Supplies Elementary	6,537						6,537
0610002 Supplies Office	67						67
0610004 Supplies SPED 3130						12	12
0610011 Supplies Health	24						24
0610012 Supplies Homeless			99				99
0640000 Supplies Textbooks	10,361						10,361
0650000 Supplies Electronic Media Materials	2,366						2,366
<b>Total 0600 Supplies</b>	<b>19,355</b>		<b>99</b>			<b>12</b>	<b>19,466</b>
<b>Total Expenses</b>	<b>201,270</b>	<b>61,344</b>	<b>918</b>	<b>1,083</b>	<b>6,110</b>	<b>20,606</b>	<b>291,330</b>
<b>NET OPERATING INCOME</b>	<b>-201,270</b>	<b>-61,344</b>	<b>-918</b>	<b>-1,083</b>	<b>-6,110</b>	<b>-20,606</b>	<b>-291,330</b>
							<b>\$ -</b>
<b>NET INCOME</b>	<b>\$ -201,270</b>	<b>\$ -61,344</b>	<b>\$ -918</b>	<b>\$ -1,083</b>	<b>\$ -6,110</b>	<b>\$ -20,606</b>	<b>291,330</b>



## Support Services Expenditures

July - October, 2020

	2100 SS Students	2130 SS Health Svs	2140 SS Psych	2150 SS SLP	2160 SS OT PT	2213 SS Instruct Staff Trn	2220 SS Library/IT	2240 Technology	2300 SS Gen Admin	2315 SS Legal Svs	2317 SS Audit Svs	2410 SS School Admin	2510 SS Business Svs	2620 SS Op Bldg Svs	2660 SS Security Svs	2823 Public Comm Svs	2830 SS Staff Svs	2850 SS Risk Mgmt Svs	TOTAL
INCOME																			
Total Income	0																		
GROSS PROFIT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXPENSES																			
0100 Salaries	0																		
0110105 Salary Admin/Principal												33,633							33,633
0110106 Salary Admin VP												14,083							14,083
0110201 Salary Teacher	5,331																		5,331
0110233 Salary Nurse		789																	789
0110234 Salary Occupational Therapist					4,361														4,361
0110236 Salary Psychologist			9,786																9,786
0110238 Salary SLP 3130				8,126															8,126
0110382 Salary IT Tech								1,680											1,680
0110409 Salary Health Aide		6,731																	6,731
0110500 Salary Admin Support												2,084							2,084
0110506 Salary General Office												4,712	1,496						6,208
0110608 Salary Custodian														11,193					11,193
Total 0100 Salaries	5,331	7,520	9,786	8,126	4,361			1,680				54,512	1,496	11,193					104,005
0200 Employee Benefits	0																		
0211105 Life EAP ELPI Principal												48							48
0211106 Life EAP ELPI Admin Assist Principal												33							33
0211201 Life EAP ELPI Teacher	0											134							134
0211202 Life EAP ELPI SPED ECEA 3130	137																		137
0211233 Life EAP ELI Nurse		6																	6
0211234 Life EAP ELI - OT/PT					3														3
0211236 Life EAP ELPI Psychology			12																12
0211238 Life EAP ELI - SLP				6															6
0211382 Life EAP ELPI I IT Tech								14											14
0211409 Life EAP ELPI Health Aide		12																	12
0211500 Life EAP ELPI Business Support												26							26
0211506 Life EAP ELPI Business / General Office												14	4						19
0211608 Life EAP ELPI Custodial														24					24
0213105 Life EAP ELPI Administration												12							12
0220105 Med/FICA Principal												2,582							2,582
0220106 Med/FICA VP												1,077							1,077
0220233 Med/FICA Nurse		60																	60
0220234 Med/FICA Occupational Therapist ECEA 3130					334														334
0220236 Med/FICA Psychologist ECEA 3130			749																749
0220238 Med/FICA SLP ECEA 3130				622															622
0220382 Med/FICA IT Tech								129											129
0220409 Med/FICA Health Aide		515																	515
0220500 Med/FICA Admin Support												159							159
0220506 Med/FICA General Office												360	114						475
0220608 Med/FICA Custodian														856					856
0250105 Health Dental Vision Administration												2,990							2,990
0250106 Health Dental Vision Admin Asst Principal												1,934							1,934
0250202 Health Dental Vision SPED	579																		579
Total 0200 Employee Benefits	715	593	761	628	337			143				9,370	119	881					13,546
0300 Purchased Prof & Tech Services	0																		
0313000 Bank Fees													974						974
0320001 Professional Development Admin												100							100
0320002 Payroll Services PEO												0	11,757						11,757
0320003 Consulted Education Services												1	63,000						63,001
0330000 Accounting Services													4,134						4,134
0331000 Legal Services										185									185
0332000 Audit Services											7,325								7,325
0339002 Background Checks																		580	580
0340000 Marketing Services																1,739			1,739
0350000 Employee Training and Development						1,084													1,084
0399000 CDE PPR Admin Fee									14,959										14,959
Total 0300 Purchased Prof & Tech Services						1,084			14,959	185	7,325	101	79,865			1,739		580	105,836
0400 Purchased Property Services	0																		
0410000 Utilities														27,241					27,241
0430000 Repair & Maintenance														195					195
0441000 Rent or Lease of Buildings														55,795					55,795
0442000 Equipment Rental														2,704					2,704
Total 0400 Purchased Property Services														85,934					85,934
0500 Other Purchased Services																			

	2100 SS Students	2130 SS Health Svs	2140 SS Psych	2150 SS SLP	2160 SS OT PT	2213 SS Instruct Staff Trn	2220 SS Library/IT	2240 Technology	2300 SS Gen Admin	2315 SS Legal Svs	2317 SS Audit Svs	2410 SS School Admin	2510 SS Business Svs	2620 SS Op Bldg Svs	2660 SS Security Svs	2823 Public Comm Svs	2830 SS Staff Svs	2850 SS Risk Mgmt Svs	TOTAL
0525000 Unemployment Insurance																		6,653	6,653
0526000 Workers Compensation																		2,799	2,799
0527000 Multiple-Coverage Insurance																		8,055	8,055
0530000 Telephone														1,173					1,173
0531000 Community Relations																154			154
0533000 Postage												13							13
0534000 Internet														711					711
0540000 Advertising & Recruitment																250	1,307		1,557
0595000 CDE 1% Overhead Fee									3,740										3,740
<b>Total 0500 Other Purchased Services</b>									<b>3,740</b>			<b>13</b>		<b>1,885</b>		<b>404</b>	<b>1,307</b>	<b>17,507</b>	<b>24,855</b>
0600 Supplies																			0
0610002 Supplies Office		87						134				1,141	60	14					1,437
0610003 Supplies Custodial		3,280												5,432					8,712
0610007 Supplies Library							299												299
0610011 Supplies Health		5,109																	5,109
0650000 Supplies Electronic Media Materials								953				30							983
0650001 Supplies Powerschool												3,534							3,534
0691000 Supplies Security															332				332
<b>Total 0600 Supplies</b>		<b>8,476</b>					<b>299</b>	<b>1,087</b>				<b>4,705</b>	<b>60</b>	<b>5,446</b>	<b>332</b>				<b>20,406</b>
0700 Property																			0
0730000 Equipment over \$1,500		3,310												3,543					6,853
<b>Total 0700 Property</b>		<b>3,310</b>												<b>3,543</b>					<b>6,853</b>
0800 Other Objects																			0
0810000 Dues & Fees									1,658										1,658
<b>Total 0800 Other Objects</b>									<b>1,658</b>										<b>1,658</b>
<b>Total Expenses</b>	<b>6,046</b>	<b>19,900</b>	<b>10,547</b>	<b>8,753</b>	<b>4,698</b>	<b>1,084</b>	<b>299</b>	<b>2,910</b>	<b>20,358</b>	<b>185</b>	<b>7,325</b>	<b>68,701</b>	<b>81,539</b>	<b>108,882</b>	<b>332</b>	<b>2,142</b>	<b>1,307</b>	<b>18,086</b>	<b>363,093</b>
NET OPERATING INCOME	-6,046	-19,900	-10,547	-8,753	-4,698	-1,084	-299	-2,910	-20,358	-185	-7,325	-68,701	-81,539	-108,882	-332	-2,142	-1,307	-18,086	-363,093
NET INCOME	\$ -6,046	\$ -19,900	\$ -10,547	\$ -8,753	\$ -4,698	\$ -1,084	\$ -299	\$ -2,910	\$ -20,358	\$ -185	\$ -7,325	\$ -68,701	\$ -81,539	\$ -108,882	\$ -332	\$ -2,142	\$ -1,307	\$ -18,086	363,093

# Food Services Expenditures

July - October, 2020

	3100 Food Svs	3120 Food Svs Prep/Serve	TOTAL
<b>INCOME</b>			
1000 Revenue Local Sources			0
1956001 Food Sales, paid by parents		1,122	1,122
<b>Total 1000 Revenue Local Sources</b>		<b>1,122</b>	<b>1,122</b>
3000 Revenue State Sources			0
3956000 ST Lunch K-2 Reimb 3169		3	3
3956001 STATE Start Smart Grant 3164		2	2
<b>Total 3000 Revenue State Sources</b>		<b>5</b>	<b>5</b>
4000 Revenue Federal Sources			0
4954003 FED School Lunch Reimb 4555		3,375	3,375
4954008 FED Breakfast Reimb Grant 4553		138	138
<b>Total 4000 Revenue Federal Sources</b>		<b>3,512</b>	<b>3,512</b>
<b>Total Income</b>	<b>0</b>	<b>4,639</b>	<b>4,639</b>
<b>GROSS PROFIT</b>	<b>0</b>	<b>4,639</b>	<b>4,639</b>
<b>EXPENSES</b>			
0500 Other Purchased Services			0
0572000 Food Manangement		8,132	8,132
0596000 Auth. Fee School Breakfast 4553		6	6
0596001 Auth. Fee Lunch & Snack		130	130
<b>Total 0500 Other Purchased Services</b>		<b>8,268</b>	<b>8,268</b>
0600 Supplies			0
0630001 Supplies Food Services	320		320
0631000 Supplies Milk	577		577
<b>Total 0600 Supplies</b>	<b>897</b>		<b>897</b>
<b>Total Expenses</b>	<b>897</b>	<b>8,268</b>	<b>9,165</b>
<b>NET OPERATING INCOME</b>	<b>-897</b>	<b>-3,629</b>	<b>-4,526</b>
<b>NET INCOME</b>	<b>\$ -897</b>	<b>\$ -3,629</b>	<b>\$ -4,526</b>

# Expenditures Salary & Benefits

July - October, 2020

	CARES 4012	ELPA 3140	Fund 11 General	READ 3259	SPED 3130	Total
<b>INCOME</b>						
<b>Total Income</b>						<b>0</b>
<b>GROSS PROFIT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EXPENSES</b>						
0100 Salaries						0
0110105 Salary Admin/Principal			33,633			33,633
0110106 Salary Admin VP			14,083			14,083
0110201 Salary Teacher		875	178,640	5,990	18,429	203,935
0110233 Salary Nurse	324		466			789
0110234 Salary Occupational Therapist					4,361	4,361
0110236 Salary Psychologist			0		9,786	9,786
0110238 Salary SLP 3130			0		8,126	8,126
0110382 Salary IT Tech	887		793			1,680
0110409 Salary Health Aide	1,571		5,161			6,731
0110415 Salary Paraprofessional	15,558		0		1,571	17,130
0110500 Salary Admin Support			2,084			2,084
0110506 Salary General Office	224		5,983			6,208
0110608 Salary Custodian	6,237		4,956			11,193
0120207 Salary Substitutes			825			825
<b>Total 0100 Salaries</b>	<b>24,802</b>	<b>875</b>	<b>246,624</b>	<b>5,990</b>	<b>42,273</b>	<b>320,564</b>
0200 Employee Benefits						0
0211105 Life EAP ELPI Principal			48			48
0211106 Life EAP ELPI Admin Assist Principal			33			33
0211201 Life EAP ELPI Teacher		2	581	25	7	615
0211202 Life EAP ELPI SPED ECEA 3130			0		402	402
0211207 Life EAP ELPI Substitutes			17			17
0211233 Life EAP ELI Nurse	3		3			6
0211234 Life EAP ELI - OT/PT					3	3
0211236 Life EAP ELPI Psychology					12	12
0211238 Life EAP ELI - SLP					6	6

	CARES 4012	ELPA 3140	Fund 11 General	READ 3259	SPED 3130	Total
0211382 Life EAP ELPI I IT Tech	5		9			14
0211409 Life EAP ELPI Health Aide	3		8			12
0211415 Life EAP ELPI Paraprofessional	7		2			9
0211500 Life EAP ELPI Business Support			26			26
0211506 Life EAP ELPI Business / General Office			19			19
0211608 Life EAP ELPI Custodial	9		15			24
0213105 Life EAP ELPI Administration			12			12
0220105 Med/FICA Principal			2,582			2,582
0220106 Med/FICA VP			1,077			1,077
0220201 Med/FICA Teacher		67	13,262	373	1,509	15,211
0220207 Med/FICA Subs			63			63
0220233 Med/FICA Nurse	25		36			60
0220234 Med/FICA Occupational Therapist ECEA 3130					334	334
0220236 Med/FICA Psychologist ECEA 3130			0		749	749
0220238 Med/FICA SLP ECEA 3130			0		622	622
0220382 Med/FICA IT Tech	68		61			129
0220409 Med/FICA Health Aide	120		395			515
0220415 Med/FICA Paraprofessional	1,190		0		120	1,311
0220500 Med/FICA Admin Support			159			159
0220506 Med/FICA General Office	17		458			475
0220608 Med/FICA Custodian	477		379			856
0250105 Health Dental Vision Administration			2,990			2,990
0250106 Health Dental Vision Admin Asst Principal			1,934			1,934
0250201 Health Dental Vision Teachers		139	29,294	559	524	30,515
0250202 Health Dental Vision SPED			0		1,929	1,929
0290201 401K Match Teachers			290			290
<b>Total 0200 Employee Benefits</b>	<b>1,925</b>	<b>208</b>	<b>53,753</b>	<b>957</b>	<b>6,216</b>	<b>63,059</b>
<b>Total Expenses</b>	<b>26,726</b>	<b>1,083</b>	<b>300,377</b>	<b>6,947</b>	<b>48,489</b>	<b>383,623</b>
<b>NET OPERATING INCOME</b>	<b>-26,726</b>	<b>-1,083</b>	<b>-300,377</b>	<b>-6,947</b>	<b>-48,489</b>	<b>-383,623</b>
<b>NET INCOME</b>	<b>\$ -26,726</b>	<b>\$ -1,083</b>	<b>\$ -300,377</b>	<b>\$ -6,947</b>	<b>\$ -48,489</b>	<b>\$ -383,623</b>

## A/R Aging Detail

As of October 31, 2020

Date	Transaction Type	Num	Client	Business	Due Date	Amount	Open Balance
<b>31 - 60 days past due</b>							
09/30/2020	Invoice	1037	CDE	Fund 21 FOOD	09/30/2020	3,069.62	3,069.62
<b>Total for 31 - 60 days past due</b>						<b>\$3,069.62</b>	<b>\$3,069.62</b>
<b>TOTAL</b>						<b>\$3,069.62</b>	<b>\$3,069.62</b>

# A/P Aging Detail

As of October 31, 2020

Date	Transaction Type	Num	Vendor	Business	Due Date	Past Due	Amount	Open Balance
<b>61 - 90 days past due</b>								
07/06/2020	Bill	CINV0000001953	Illuminate Education	Fund 11 General	08/05/2020	100	2,346.40	2,346.40
<b>Total for 61 - 90 days past due</b>							<b>\$2,346.40</b>	<b>\$2,346.40</b>
<b>1 - 30 days past due</b>								
10/15/2020	Bill	1042	Minga Education Group	Fund 11 General	10/25/2020	19	105.00	105.00
09/30/2020	Bill	36854	Hoelting & Company Inc	Fund 11 General	10/30/2020	14	1,000.00	1,000.00
<b>Total for 1 - 30 days past due</b>							<b>\$1,105.00</b>	<b>\$1,105.00</b>
<b>Current</b>								
10/01/2020	Bill	109327135	Comcast	Fund 11 General	11/01/2020	12	235.98	235.98
10/16/2020	Bill	70075	Michaels of Denver Catering	Fund 21 FOOD	11/05/2020	8	1,518.31	1,518.31
10/12/2020	Bill	79534725	Waxie Sanitary Supply	Fund 11 General	11/11/2020	2	10.00	10.00
10/23/2020	Bill	70090	Michaels of Denver Catering	Fund 21 FOOD	11/12/2020	1	1,339.29	1,339.29
10/30/2020	Bill	70105	Michaels of Denver Catering	Fund 21 FOOD	11/19/2020	-6	1,142.43	1,142.43
10/23/2020	Bill	79566200	Waxie Sanitary Supply	Fund 11 General	11/22/2020	-9	359.70	359.70
10/23/2020	Bill	79566154	Waxie Sanitary Supply	Fund 11 General	11/22/2020	-9	14.76	14.76
<b>Total for Current</b>							<b>\$4,620.47</b>	<b>\$4,620.47</b>
<b>TOTAL</b>							<b>\$8,071.87</b>	<b>\$8,071.87</b>

# Grant 4012 CARES\_COVID-19

March 13 - October 31, 2020

	CARES 4012	Total
<b>INCOME</b>		
4000 Revenue Federal Sources		0.00
4954005 FED CARES 4012	54,256.66	54,256.66
<b>Total 4000 Revenue Federal Sources</b>	<b>54,256.66</b>	<b>54,256.66</b>
<b>Total Income</b>	<b>54,256.66</b>	<b>54,256.66</b>
<b>GROSS PROFIT</b>	<b>54,256.66</b>	<b>54,256.66</b>
<b>EXPENSES</b>		
0100 Salaries		0.00
0110233 Salary Nurse	323.50	323.50
0110382 Salary IT Tech	887.36	887.36
0110409 Salary Health Aide	1,570.60	1,570.60
0110415 Salary Paraprofessional	15,558.27	15,558.27
0110506 Salary General Office	224.37	224.37
0110608 Salary Custodian	6,237.48	6,237.48
<b>Total 0100 Salaries</b>	<b>24,801.58</b>	<b>24,801.58</b>
0200 Employee Benefits		0.00
0211233 Life EAP ELI Nurse	2.99	2.99
0211382 Life EAP ELPI I IT Tech	4.98	4.98
0211409 Life EAP ELPI Health Aide	3.30	3.30
0211415 Life EAP ELPI Paraprofessional	6.90	6.90
0211608 Life EAP ELPI Custodial	9.15	9.15
0220233 Med/FICA Nurse	24.76	24.76
0220382 Med/FICA IT Tech	67.90	67.90
0220409 Med/FICA Health Aide	120.13	120.13
0220415 Med/FICA Paraprofessional	1,190.27	1,190.27
0220506 Med/FICA General Office	17.16	17.16
0220608 Med/FICA Custodian	477.17	477.17
<b>Total 0200 Employee Benefits</b>	<b>1,924.71</b>	<b>1,924.71</b>
0300 Purchased Prof & Tech Services		0.00
0350000 Employee Training and Development	49.00	49.00
<b>Total 0300 Purchased Prof &amp; Tech Services</b>	<b>49.00</b>	<b>49.00</b>
0500 Other Purchased Services		0.00
0525000 Unemployment Insurance	72.51	72.51
0526000 Workers Compensation	39.27	39.27
0540000 Advertising & Recruitment	416.54	416.54
<b>Total 0500 Other Purchased Services</b>	<b>528.32</b>	<b>528.32</b>
0600 Supplies		0.00
0610000 Supplies Elementary	334.85	334.85
0610002 Supplies Office	424.45	424.45
0610003 Supplies Custodial	9,141.72	9,141.72
0610011 Supplies Health	4,868.69	4,868.69
0640000 Supplies Textbooks	4,264.00	4,264.00



	CARES 4012	Total
0650000 Supplies Electronic Media Materials	1,066.25	1,066.25
<b>Total 0600 Supplies</b>	<b>20,099.96</b>	<b>20,099.96</b>
0700 Property		0.00
0730000 Equipment over \$1,500	6,853.09	6,853.09
<b>Total 0700 Property</b>	<b>6,853.09</b>	<b>6,853.09</b>
<b>Total Expenses</b>	<b>54,256.66</b>	<b>54,256.66</b>
NET OPERATING INCOME	0.00	0.00
NET INCOME	\$0.00	\$0.00

**AAK Budget 20-21 Revised Budget**  
**ACADEMY OF ARTS & KNOWLEDGE**  
**Prepared by Minga Education Group**

**Revenue Assumptions**

1. 5% Decrease in PPOR
2. 9.4% Decrease in FTE Enrollment (186 FTE)
3. ~100k CARES Act COVID Relief Funds
4. 23% Decrease in state funding

**Expenditure Assumptions**

1. Health Insurance offering one paid for plan at \$442/employee
2. 1 Special Education teachers
3. 1% Raise for Teaching Staff
4. Additional staff needed in 4/5 due to social distancing requirements
5. Additional staff needed for duty coverage (lunch/recess) due to social distancing requirements
6. Change in lease terms
7. Increase in Health, Medical, Safety Supplies
8. Increase in Janitorial supplies
9. Increase from 1 FTE to 1.5 FTE Janitorial

# Northern Colorado Academy of Arts & Knowledge

## Summary

<b>Configuration</b> <b>Total Pupils</b> <b>Funded Pupil Count</b> <b># of full time kindergarteners funded at .58 fte</b>	<b>Revised</b>	<b>Preliminary</b>	<b>Revised</b>
	<b>2019-20 Budget</b>	<b>2020-21 Budget</b>	<b>2020-21 Budget</b>
	Kg-5	Kg-5	Kg-5
	211	200	185
	205	195	185
	3	3	0
	Scenario A	5% Decrease	
	9.13.2019	4.6.2020	10.20.2020
<b>General Fund</b>			
<b>Revenues</b>			
Beginning Fund Balance	\$461,142	\$611,142	\$723,050
MISCELLANEOUS	\$6,155	\$6,155	\$2,300
STUDENT FEES	\$18,750	\$16,590	\$9,000
FUNDRAISING	\$16,000	\$16,000	\$10,000
DISTRICT PPOR	\$1,652,781	\$1,493,639	\$1,417,487
GRANTS	\$237,894	\$309,273	\$304,530
FOOD SERVICE	\$41,344	\$41,344	\$41,344
DEBT PROCEEDS (Capitalized Interest)	\$0	\$0	\$0
<b>Revenue Totals:</b>	<b>\$2,434,066</b>	<b>\$2,494,144</b>	<b>\$2,507,710</b>
<b>Expenditures</b>			
SALARIES	\$1,065,810	\$885,054	\$941,966
BENEFITS	\$198,608	\$159,963	\$157,926
PURCHASED SERVICES	\$337,085	\$444,696	\$432,638
FACILITY RENT	\$259,908	\$167,384	\$167,384
SUPPLIES & MATERIALS	\$73,195	\$113,770	\$71,070
OTHER	\$1,850	\$1,850	\$1,850
TRANSFERS AND OTHER USES	\$2,218	\$2,218	\$2,218
CHANGE IN RESERVE REQUIREMENTS			
PLANNED USE OF/(CONTRIBUTIONS TO) EQUITY	\$0	\$0	\$0
FOOD SERVICE	\$62,576	\$55,587	\$53,599
<b>Expenditure Totals</b>	<b>\$2,001,250</b>	<b>\$1,830,522</b>	<b>\$1,828,651</b>
<b>RESERVES DESIGNATED</b>			
TABOR 3% Emergency Reserve (4)	\$59,971	\$54,849	\$54,793
Sped Reserve	\$19,056	\$19,056	
Contingency Reserve		\$207,602	
Unassigned Reserve	\$353,789	\$382,115	\$624,266
<b>ENDING FUND BALANCE</b>	<b>\$432,816</b>	<b>\$663,622</b>	<b>\$679,059</b>

**Northern Colorado Academy of Arts & Knowledge**  
**General Fund - Revenues**

Surplus/ (Deficit)	Surplus/ (Deficit)	Surplus/ (Deficit)
<b>(\$28,326.36)</b>	<b>\$52,479.76</b>	<b>(\$43,990.75)</b>

	Revised 2019-20 Budget	Prelim 2020-21	Revised 2020-21
Configuration	Kg-5	Kg-5	Kg-5
Total Pupils	211.00	200.00	185.00
Funded Pupil Count	205.24	195.24	185.00
# of full time kindergarteners funded at .58 fte	3.00	3.00	0.00
FY16 PPOR	\$8,052.92	\$7,650.27	\$7,662.09
	5% Decrease		
	9.30.2019	4.6.2020	10.20.2020

**BEGINNING FUND BALANCE** **\$461,142** **\$432,816** **\$723,050**

INVESTMENT INTEREST EARNINGS	\$155	\$155	\$300
FEES			
FEES - Preschool			
FEES - Kg	\$0	\$0	\$0
FEES - kg - 5th grade Student Book/Technology Fee	\$18,750	\$16,590	\$9,000
FEES - Camp			
Fundraising	\$16,000	\$16,000	\$10,000
Fundraising - New Library			
BEFORE/AFTER SCHOOL TUITION	\$0	\$0	\$0
Various Local Grants	\$800	\$800	\$800
Donations for Music Program	\$0	\$0	\$0
FACILITY RENT	\$4,000	\$4,000	\$0
FACILITY RENT - PRESCHOOL	\$0	\$0	\$0
CONTRIBUTIONS/DONATIONS	\$1,000	\$1,000	\$1,000
MISCELLANEOUS	\$1,000	\$1,000	\$1,000
Mill Levy Override Equalization	\$64,174	\$58,182	\$56,181
DISTRICT PPOR (FY17 estimate based on current	\$1,652,781	\$1,493,639	\$1,417,487
CARES-Coronavirus Relief Funds		\$100,140	\$99,130
Reserve Refund	\$0	\$0	\$0

**Total Local Revenues** **\$1,758,661** **\$1,691,506** **\$1,594,897**

ST CAP. CONSTRN FUNDING	\$53,362	\$53,301	\$50,505
STATE SPEC ED FUNDING	\$19,958	\$20,944	\$20,944
ESL GRANT	\$2,718	\$0	\$0
ELPA PD	\$3,613	\$1,415	\$1,415
GIFTED & TALENTED	\$1,252	\$703	\$703
READ Act	\$24,132	\$13,754	\$13,754
Kindergarten Full Day Grant	\$11,412	\$0	\$0
At-Risk Funding	\$0	\$0	\$1,100
Gifted & Talented Universal Screening	\$410	\$385	\$349

	Revised 2019-20 Budget	Prelim 2020-21	Revised 2020-21
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**Total State Revenues** **\$116,858** **\$90,502** **\$88,770**

TITLE I, PART A Homeless	\$0	\$0	\$0
Title I	\$24,903	\$29,266	\$29,266
Title I-Parent Involvement		\$427	\$427
TITLE II		\$1,573	\$1,573
TITLE III A	\$1,370	\$622	\$622
IDEA-SPED PILOT	\$0	\$0	\$0
School Readiness	\$0	\$0	\$0
Title III A, Supplemental Immigrant	\$0	\$0	\$0
Title IIIA, Immigrant	\$1,232	\$1,109	\$1,109
FEDERAL REV. SPEC ED IDEA part B	\$28,556	\$26,652	\$26,652

**Total Federal Revenues** **\$56,061** **\$59,649** **\$59,649**

SALES TO STUDENTS	\$8,300	\$8,300	\$8,300
STATE START SMART	\$200	\$200	\$200
STATE REDUCED LUNCH REIMBURSEMENT	\$500	\$500	\$500
USDA COMMODITIES	\$4,326	\$4,326	\$4,326
CHILD NUTRITION PROGRAM - BREAKFAST	\$5,300	\$5,300	\$5,300
CHILD NUTRITION PROGRAM - LUNCH	\$20,500	\$20,500	\$20,500
TRANSFER FROM GENERAL FUND	\$2,218	\$2,218	\$2,218

**Food Service Totals:** **\$41,344** **\$41,344** **\$41,344**

LOAN PROCEEDS	\$0	\$0	\$0
TRANSFER IN FROM ENTERPRISE FUND	\$0	\$0	\$0

**Total Other Sources** **\$0** **\$0** **\$0**

**General Fund Revenues:** **\$1,972,924** **\$1,883,002** **\$1,784,660**

**General Fund Revenues (Including Beginning Fund Balance):** **\$2,434,066** **\$2,315,818** **\$2,507,710**

# Northern Colorado Academy of Arts & Knowledge

## General Fund - Expenditures

0.00%	0.00%	0.00%
<b>(\$28,326.36)</b>	<b>\$52,479.76</b>	<b>(\$43,990.75)</b>

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
Configuration	Kg-5	Kg-5	Kg-5
Total Pupils	211	200	185
Funded Pupil Count	205	195	185
Per Pupil Expenditure	\$8,876.30	\$9,375.75	\$9,884.60
	5% Decrease		
		4.6.2020	10.20.2020

TEACHERS - Elementary	\$446,066.21	\$324,179.70	\$351,253.70
Teacher - Bonuses	\$0	\$0	\$0
TEACHER ASSISTANT - Elementary	\$0	\$0	\$0
SUBSTITUTE PAY	\$16,000	\$9,600	\$9,600
GT Teacher	\$751.51	\$203.08	\$203.00
ELL Teacher	\$2,718.04	\$0.00	\$0.00
TEACHERS - Specials	\$139,415.54	\$96,897.28	\$124,218.68
READING INTERVENTIONIST - READ ACT	\$24,132	\$13,754	\$13,754
SPECIAL ED TEACHER	\$11,624.76	\$42,216.92	\$41,797.00
SPECIAL ED TEACHER - IDEA	\$28,556	\$26,652	\$26,652
IDEA SPED PILOT	\$0	\$0	\$0
Special Ed Teacher Assistant	\$45,525	\$19,264	\$16,320
Director of Exceptional Student Services	\$0	\$0	\$0
Director of Exceptional Student Services - IDEA Part B	\$0	\$0	\$0
SCHOOL NURSE	\$3,856	\$7,713	\$6,641
HEALTH AIDE/RECEPTIONIST	\$30,191	\$3,600	\$3,600
Psychologist Services	\$21,753.60	\$31,996.80	\$30,580.00
Psychologist Services - At Risk	\$0	\$0	\$1,100
SPEECH/LANGUAGE PATHOLOGIST	\$20,913.12	\$17,452.80	\$11,520.00
SPEECH/LANGUAGE PATHOLOGIST IDEA Part B	\$0	\$0	\$0
OCCUPATIONAL THERAPIST	\$24,917.76	\$24,433.92	\$7,344.00
OCCUPATIONAL THERAPIST IDEA Part B	\$0	\$0	\$0
BAASC	\$49,720	\$43,344	\$69,036
Administration	\$141,403	\$65,000	\$65,000
PRINCIPAL	\$0	\$85,000	\$85,000
CLERICAL & SUPPORT STAFF	\$39,914.40	\$42,311.03	\$42,466.40
Stipend/Bonus - Admin			
Stipend/Bonus - Clerical			
CUSTODIAL/MAINTENANCE STAFF	\$18,351	\$31,435	\$35,880
Stipend/Bonus - Custodian			
Marketing - Extra Duty/Stipends	\$0	\$0	\$0
<b>Total Salaries</b>	<b>\$1,065,810.11</b>	<b>\$885,053.51</b>	<b>\$941,966.29</b>

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
MED/SS TEACHERS - Elementary	\$34,124.06	\$24,799.75	\$26,870.91
MED/FICA ELEMENTARY SUBSTITUTES	\$1,224	\$734	\$734
MED/SS TEACHER ASSISTANTS	\$0	\$0	\$0
MED/SS TEACHERS - Specials	\$10,665.29	\$8,464.85	\$10,554.94
MED/SS GIFTED & TALENTED TEACHER	\$0	\$0	\$0
MED/SS ELL	\$0	\$0	\$0
MED/SS READING INTERVENTIONIST - READ ACT	\$0	\$0	\$0
MED/SS SPECIAL ED TEACH.	\$3,281.76	\$3,245.13	\$3,213.00
MED/SS SPECIAL ED TEACH.- IDEA	\$0	\$0	\$0
MED/SS Special Ed Teacher Assistant	\$3,483	\$1,474	\$1,248
MED/SS Teacher Support Services	\$0	\$0	\$0
MED/SS Director of Exceptional Student Svcs	\$0	\$0	\$0
MED/SS Director of Exceptional Student Svcs (IDEA Part B)	\$0	\$0	\$0
MED/SS SCHOOL NURSE	\$295	\$590	\$508
MED/SS HEALTH AIDE/ RECEPTIONIST	\$2,309.61	\$275.40	\$275.40
MED/SS Psychologist	\$1,664.15	\$2,447.76	\$2,423.52
MED/SS SPEECH/LANGUAGE PATHOLOGIST	\$1,599.85	\$1,335.14	\$881.28
MED/SS SPEECH/LANGUAGE PATHOLOGIST IDEA	\$0	\$0	\$0
MED/SS OCCUPATIONAL THERAPIST	\$1,906.21	\$1,869.19	\$561.82
MED/SS OCCUPATIONAL THERAPIST IDEA Part B	\$0	\$0	\$0
MED/SS ADMINISTRATIVE	\$14,678.44	\$4,972.50	\$4,972.50
MED/SS PRINCIPAL	\$0	\$6,503	\$6,502.50
MED/SS CLERICAL & SUPPORT STAFF	\$4,279.13	\$2,961.39	\$3,206.68
MED/SS CUSTODIAL/MAINTENANCE STAFF	\$1,403.88	\$2,404.79	\$2,744.83
Marketing - Extra Duty/Stipends	\$0	\$0	\$0
<b>Total FICA</b>	<b>\$80,914.06</b>	<b>\$62,076.52</b>	<b>\$64,698.32</b>

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
401k TEACHERS	\$5,730.34	\$8,104.49	\$5,154.10
401k TEACHER ASSISTANTS	\$0	\$0	\$0
401k ELEMENTARY SUBSTITUTES	\$0	\$0	\$0
401k TEACHERS - Specials	\$806.25	\$2,548.60	\$0.00
401k TEACHERS - Gifted & Talented	\$0	\$0	\$0
401k ELL Teacher	\$0	\$0	\$0
401k READING INTERVENTIONIST	\$0	\$0	\$0
401k READING INTERVENTIONIST - READ ACT	\$0	\$0	\$0
401k SPECIAL ED TEACHER	\$0.00	\$1,060.50	\$1,050.00
401k SPECIAL ED TEACHER- IDEA	\$0	\$0	\$0
401k Special Ed Teacher Aides	\$188	\$0	\$0
401k Teacher Support Services	\$0	\$0	\$0
401k Exceptional Student Services Director	\$0	\$0	\$0
401k SCHOOL NURSE	\$0	\$77	\$66
401k HEALTH AIDE/RECEPTIONIST	\$754.78	\$90.00	\$90.00
401k Pyschologist	\$0	\$800	\$792
401k SPEECH/LANGUAGE PATHOLOGIST	\$523	\$436	\$288
401k OCCUPATIONAL THERAPIST	\$0	\$611	\$184
401k CIS	\$781	\$0	\$0
401k Administrative	\$1,875	\$650	\$650
401k PRINCIPAL	\$0	\$2,125	\$2,125
401k CLERICAL & SUPPORT STAFF	\$0.00	\$923.28	\$1,003.44
401k CUSTODIAL/MAINTENANCE STAFF	\$0.00	\$785.88	\$897.00
<b>Total Retirement</b>	<b>\$10,658.57</b>	<b>\$18,211.97</b>	<b>\$12,299.56</b>



	Revised 2019-20	Prelim 2020-21	Revised 2020-21
Life Insurance - Teachers	187	482	570
Life Insurance - Teacher Aides	0	0	0
Life Insurance - Specials	47	161	171
Life Insurance - GT	0	0	0
Life Insurance - ELPA			
Life Insurance - Reading Interventionist	0	0	0
Life Insurance - Reading Interventionist - Read Act	0	0	0
Life Insurance - Special Ed.	47	54	57
Life Insurance - Special Ed Teacher Aides		0	57
Life Insurance - Director of Exceptional Std Svcs	0	0	0
Life Insurance - Director of Exceptional Std Svcs (IDEA Part B)	0	0	0
Life Insurance - Teacher Support Services	0	0	0
Life Insurance - Health Aide	0	0	0
Life Insurance - Speech/Language Pathologist	0	0	57
Life Insurance - Occupational Therapist	0	0	57
Life Insurance - Administrative	62	0	57
Life Insurance - Principal	0	54	57
Life Insurance - Clerical & Support Staff	62	54	285
Life Insurance - Custodial/Maintenance Staff	16	107	114
Accidental Death & Dismemberment Teachers	0	0	0
HEALTH INS. TEACHERS - Elementary	50,065	37,009	37,854
HEALTH INS. TEACHER ASSISTANTS - Elementary	0	0	0
HEALTH INS. TEACHERS - Specials	15,408	15,861	16,223
HEALTH Ins. GT	0	0	0
HEALTH INS. READING INTERVENTIONIST	0	0	0
HEALTH INS. READING INTERVENTIONIST - READ ACT	0	0	0
HEALTH INS. SPECIAL ED TEACH	5,136	5,287	5,408
Health Ins. Special Ed Teacher IDEA Part B	0	0	0
Health Ins. Director of Exception Student Services	0	0	0
Health Ins. Director of Exception Student Services (IDEA Part B)	0	0	0
Health Ins. - Teacher Support Services	0	0	0
HEALTH INS. HEALTH AIDE	0	0	0
HEALTH INS. SPEECH/LANGUAGE PATHOLOGIST	0	0	0
HEALTH INS. OCCUPATIONAL THERAPIST	0	0	0
HEALTH INS. CIS	4,000	0	0
Health Ins. Administrative	13,425	6,300	5,408
HEALTH INS. PRINCIPAL	0	6,300	6,300
HEALTH INS. CLERICAL & SUPPORT STAFF	7,710	5,287	5,408
HEALTH INS. CUSTODIAL/MAINTENANCE STAFF	5,136	0	0
DENTAL INS. TEACHERS	2,189	1,115	1,204
DENTAL INS. TEACHER ASSISTANTS	0	0	0
DENTAL INS. TEACHERS - Specials	438	318	318
Dental Ins. - GT	0	0	0
Dental Insurance - ELPA			
DENTAL INS. READING INTERVENTIONIST	0	0	0
DENTAL INS. READING INTERVENTIONIST - READ ACT	0	0	0
DENTAL INS. SPECIAL ED TEACH	438	159	159
Dental Ins. Special Ed Teacher IDEA Part B	0	0	0
Dental Ins. Director of Exceptional Std Svcs	0	0	0
Dental Ins. Director of Exceptional Std Svcs (IDEA Part B)	0	0	0
Dental Ins. - Teacher Support Services	0	0	0
DENTAL INS. HEALTH AIDE	0	0	0
DENTAL INS. SPEECH/LANGUAGE PATHOLOGIST	0	0	0

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
DENTAL INS. OCCUPATIONAL THERAPIST	0	0	0
DENTAL INS. CIS	219		
Dental Ins. Administrative	657	159	159
DENTAL INS. PRINCIPAL	0	159	159
DENTAL INS. CLERICAL & SUPPORT STAFF	219	0	0
DENTAL INS. CUSTODIAL/MAINTENANCE STAFF	219	0	0

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
VISION INS. TEACHERS - Elementary	646	436	472
VISION INS. TEACHERS - Specials	194	187	187
VISION INS. TEACHER ASSISTANTS - Elementary	0	0	0
Vision Ins. GT	0	0	0
Vision Insurance - ELPA			
Vision Ins. Reading Interventionist	0	0	0
VISION INS. READING INTERVENTIONIST - READ ACT	0	0	0
VISION INS. SPECIAL ED TEACH	129	62	62
Vision Ins. Special Ed Teacher IDEA Part B	0	0	0
Vision Ins. Director of Exceptional Std Svcs	0	0	0
Vision Ins. Director of Exceptional Std Svcs (IDEA Part B)	0	0	0
Vision Ins. - Teacher Support Services	0	0	0
VISION INS. HEALTH AIDE	0	0	0
VISION INS. SPEECH/LANGUAGE PATHOLOGIST	0	0	0
VISION INS. OCCUPATIONAL THERAPIST	0	0	0
VISION INS. CIS	65		
Vision Ins. Administrative	194	62	62
VISION INS. PRINCIPAL	0	62	62
VISION INS. CLERICAL & SUPPORT STAFF	65	0	0
VISION INS. CUSTODIAL/MAINTENANCE STAFF	65	0	0

<b>Total Employee Insurance</b>	<b>\$107,036</b>	<b>\$79,675</b>	<b>\$80,928</b>
<b>Total Benefits</b>	<b>\$198,608</b>	<b>\$159,963</b>	<b>\$157,926</b>
<i>Benefits as a % of Labor</i>	<i>19%</i>	<i>18%</i>	<i>17%</i>
<b>Total Salaries and Benefits</b>	<b>\$1,264,418</b>	<b>\$1,045,017</b>	<b>\$1,099,892</b>

Classroom Profesional Services			
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	Revised 2019-20	Prelim 2020-21	Revised 2020-21
ASSESSMENTS	\$7,050	\$7,050	\$4,275
PLATTE VALLEY DETENTION CENTER	\$1,000	\$1,000	\$1,000
ASSESSMENTS - SPECIAL EDUCATION	\$2,000	\$2,000	\$3,184
NURSING SERVICES	\$0	\$0	\$0
Professional Development	\$10,000	\$4,000	\$4,000
Contract Labor - Special Ed.	\$230	\$230	\$230
Contract Labor - ELPA PD	\$1,778	\$1,778	\$1,778
Professional Development - Title IIIA			
Employee Training & Development Services	\$1,250	\$1,250	\$1,250
Employee Training & Development Services	\$1,500	\$1,500	\$1,500
ACCOUNTING DISTRICT FEE - CDE	\$8,264	\$7,468	\$7,087
AUTHORIZER FEE - CSI	\$49,583	\$44,809	\$42,525
LEGAL SERVICES	\$6,000	\$6,000	\$6,000
AUDIT SERVICES	\$8,075	\$8,075	\$8,075
PROFESSIONAL MGMT. SERVICES	\$0	\$0	\$0
Contract Labor - Admin	\$0	\$0	\$0
BANKING /3% CREDIT CARD DISCOUNT / PAYING AGENT SERV	\$6,200	\$6,200	\$5,615
Contracted Educational Professional Svcs	\$49,583	\$189,000	\$189,000
Other Professional Svcs-Accounting	\$36,600	\$0	\$0
Other Professional Svcs - PEO	\$24,238	\$0	\$0
BACKGROUND CHECKS	\$1,000	\$1,000	\$1,000
	\$0	\$0	\$0
PROFESSIONAL MARKETING	\$10,000	\$1,000	\$2,000
<b>Total Professional Contracted Services</b>	<b>\$224,353</b>	<b>\$282,360</b>	<b>\$278,519</b>

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
REPAIRS & MAINTENANCE FACILITY	\$25,481	\$81,719	\$81,719
REP/MAINT. EQUIPMENT	\$2,000	\$2,000	\$3,800
FACILITY RENT/BUILDING LEASE	\$206,545.60	\$114,083.52	\$116,879.04
FACILITY RENT/BUILDING LEASE - Cap Const Grant	\$53,362	\$53,301	\$50,505
ENROLLMENT RENT	\$0	\$0	\$0
EQUIPMENT RENTAL - COPIER/PHONES/POSTAGE METER	\$10,000	\$10,000	\$18,000

<b>Total Property Related Services</b>	<b>\$297,389</b>	<b>\$261,103</b>	<b>\$270,903</b>
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Staff Development - Spec Ed	300	300	300
STAFF DEVELOPMENT FEES/TRAVEL	15,000	500	500
STAFF DEVELOPMENT FEES/TRAVEL - Title II	1,370	622	622
ELPA PD	0	0	0
Staff Development - Title IIIA ,Supplemental Immigrant	0	0	0
Staff Develepment - Title IIIA, Immigrant	1,232	1,109	1,109
POSTAGE	700	700	100
PRINTING, BINDING, DUPLICATION	500	500	500
ADMIN TRAVEL, REGISTRATION	500	500	500
TELEPHONE	7,700	7,700	4,000
INTERNET ONLINE SERVICE	2,500	2,500	3,047
INSURANCE (MULTIPLE COVERAGE)	17,000	21,000	16,064
UNEMPLOYMENT INSURANCE	18,000	24,000	14,858
WORKERS COMP INSURANCE	10,449	9,185	9,000

<b>Total Other Purchased/Contracted Services</b>	<b>\$75,251</b>	<b>\$68,617</b>	<b>\$50,600</b>
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	Revised 2019-20	Prelim 2020-21	Revised 2020-21
GENERAL INSTRUCTIONAL SUPPLIES - Elementary	\$4,500	\$4,500	\$10,000
Software - Classroom	\$6,000	\$25,000	\$5,744
SUPPLIES - GENERAL INSTRUCTIONAL		\$10,000	\
ELPA Supplies			
G & T INSTRUCTIONAL SUPPLIES	\$0	\$0	\$0
Homeless Supplies - Title IA	\$0	\$0	\$0
Various Local Grants	\$800	\$800	\$0
TEXTBOOKS/CURRICULUM	\$21,000	\$15,000	\$7,011
Non-Capital Expenses	\$2,000	\$5,000	\$5,000
BAASC Supplies	\$2,500	\$2,500	\$2,500
Supplies GT	\$500	\$500	\$500
Supplies GT	\$410	\$385	\$349
Supplies - ELPA	\$0	\$0	\$0
MUSIC SUPPLIES	\$500	\$500	\$500
SPECIAL EDUCATION SUPPLIES	\$4,000	\$4,000	\$3,000
Library Supplies	\$100	\$100	\$100
Library Books	\$200	\$200	\$200
Instructional Improvement Books	\$0	\$0	\$0
Instructional Improvement Books - Title IIIA, Immigrant			
HEALTH, MEDICAL, SAFETY SUPPLIES	\$400	\$5,000	\$10,000
STAFF DEVELOPMENT SUPPLIES	\$700	\$700	\$700
Staff Development - ELPA	\$585	\$585	\$585
GENERAL OFFICE SUPPLIES	\$10,500	\$10,500	\$5,000
SOFTWARE - POWERSCHOOL/ALPINE/FIREWALL	\$8,500	\$8,500	\$5,881
JANITORIAL SUPPLIES	\$10,000	\$20,000	\$14,000
<b>Total Supplies and Materials</b>	<b>\$73,195</b>	<b>\$113,770</b>	<b>\$71,070</b>
BOARD MISCELLANEOUS EXP.	\$500	\$500	\$500
ADMIN DUES & FEES	\$1,200	\$1,200	\$1,200
ADMIN MISCELLANEOUS EXP.	\$150	\$150	\$150
<b>Total Dues/Fees/Miscellaneous Expenditures</b>	<b>\$1,850</b>	<b>\$1,850</b>	<b>\$1,850</b>

	Revised 2019-20	Prelim 2020-21	Revised 2020-21
FOOD SVC STAFF	\$4,606	\$6,287	\$0
MED/FICA FOOD SVC STAFF	\$9,567	\$686	\$0
401K FOOD SVC STAFF	\$0	\$157	\$0
AUTHORIZER FEE - Breakfast	\$150	\$150	\$296
AUTHORIZER FEE - Lunch	\$1,100	\$1,100	\$1,089
Professional Svcs - Food	\$38,077	\$38,077	\$45,675
Commodities Expense	\$4,326	\$4,326	\$2,941
NON-FOOD SUPPLIES	\$1,500	\$1,500	\$292
FOOD SUPPLIES	\$50	\$50	\$50
MILK	\$3,200	\$3,200	\$3,199
<b>Food Service Totals:</b>	<b>\$62,576</b>	<b>\$55,587</b>	<b>\$53,599</b>
TRANSFER TO FOOD SERVICE FUND	\$2,218	\$2,218	\$2,218
<b>Total Transfers and Other Uses of Funds</b>	<b>\$2,218</b>	<b>\$2,218</b>	<b>\$2,218</b>
<b>Total Expenditures:</b>	<b>\$2,001,250</b>	<b>\$1,830,522</b>	<b>\$1,828,651</b>
<b>Surplus/(Deficit)</b>	<b>(\$28,326)</b>	<b>\$52,480</b>	<b>(\$43,991)</b>
<b>Surplus/(Deficit) Including Beginning Fund Balance</b>	<b>\$352,929</b>	<b>\$603,544</b>	<b>\$605,415</b>

# APPROPRIATION RESOLUTION

\* Round to Nearest C

Be it resolved by the Board of Education of School District/BOCES  
Academy of Arts & Knowledge in Larimer County  
that the amounts shown in the following schedule be appropriated to each fund  
as specified in the REVISED 2021 Budget for the ensuing fiscal year beginning  
July 1, 2020 and ending June 30, 2021  
Revised Budget

FUND		APPROPRIATION AMOUNT	EXPENDITURES + APPROPRIATED RESERVES
1. General Fund		1,828,594	1,828,594
	1a. Charter Schools	0	0
	1b. Insurance Reserve Fund	0	0
	1c. Pre-School Fund	0	0
Special Revenue Funds:			
	2. Capital Reserve Special Revenue Fund	0	0
	3. Governmental Designated-Purpose Grants Fund	0	0
	4. Pupil Activity Special Revenue Fund	0	0
	5. Full Day Kindergarten Mill Levy Override Fund	0	0
	6. Transportation Fund	0	0
	7. Other Special Revenue Funds	0	0
7. Bond Redemption Fund		0	0
Capital Projects Funds:			
	9. Building Fund	0	0
	10. Special Building and Technology Fund	0	0
	11. Capital Reserve Capital Projects Fund	0	0
Enterprise Funds:			
	12. Food Service Fund	0	0
	13. Other Enterprise Funds	0	0
Internal Service Funds:			
	14. Risk-Related Activity Fund	0	0
	15. Other Internal Service Funds	0	0
Trust/Agency Funds:			
	16. Fiduciary Fund	0	0
	17. Private Purpose Trust Funds	0	0
	18. Agency Fund	0	0
	19. Pupil Activity Agency Fund	1,033	1,033
	20. Foundations	0	0
	21. Component Units	0	0
TOTAL APPROPRIATION		1,829,627	1,829,627

Date of Adoption

Signature of Board President



**FY2020-21 SUMMARY BUDGET**

Academy of Arts & Knowledge District Code: 953 Revised Adopted: November 2020  Budgeted Pupil Count: 186.00		Object Source	11 Charter School Fund	74 Pupil Activity Agency	TOTAL
Beginning Fund Balance (Includes All Reserves)			723,050	-	723,050
Revenues					
Local Sources	1000 - 1999	86,581	1,033	87,614	
Intermediate Sources	2000 - 2999	-	-	-	
State Sources	3000 - 3999	1,506,957	-	1,506,957	
Federal Sources	4000 - 4999	188,905	-	188,905	
Total Revenues		1,782,442	1,033	1,783,475	
Total Beginning Fund Balance and Reserves		2,505,492	1,033	2,506,525	
Total Allocations To/From Other Funds	5600,5700, 5800	-	-	-	
Transfers To/From Other Funds	5200 - 5300	2,161	-	2,161	
Other Sources	5100,5400, 5500,5900, 5990, 5991	-	-	-	
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)		2,507,653	1,033	2,508,686	
Expenditures					
Instruction - Program 0010 to 2099					
Salaries	0100	583,799	-	583,799	
Employee Benefits	0200	111,511	-	111,511	
Purchased Services	0300,0400, 0500	8,759	10	8,769	
Supplies and Materials	0600	29,604	\$1,023	30,627	
Property	0700	5,000	-	5,000	
Other	0800, 0900	-	-	-	
Total Instruction		738,673	1,033	739,706	
Supporting Services					
Students - Program 2100					
Salaries	0100	\$60,785	-	60,785	
Employee Benefits	0200	6,184	-	6,184	
Purchased Services	0300,0400, 0500	-	-	-	
Supplies and Materials	0600	10,000	-	10,000	
Property	0700	-	-	-	
Other	0800, 0900	-	-	-	
Total Students		76,970	-	76,970	
Instructional Staff - Program 2200					
Salaries	0100	69,036	-	69,036	
Employee Benefits	0200	-	-	-	
Purchased Services	0300,0400, 0500	10,989	-	10,989	
Supplies and Materials	0600	1,585	-	1,585	
Property	0700	-	-	-	
Other	0800, 0900	-	-	-	
Total Instructional Staff		81,610	-	81,610	
General Administration - Program 2300, including Program 2303 and 2304					
Salaries	0100	-	-	-	
Employee Benefits	0200	-	-	-	
Purchased Services	0300,0400, 0500	63,687	-	63,687	
Supplies and Materials	0600	-	-	-	
Property	0700	-	-	-	

Other	0800, 0900	500	-	500
<b>Total School Administration</b>		<b>64,187</b>	<b>-</b>	<b>64,187</b>
<b>School Administration - Program 2400</b>				
Salaries	0100	192,466	-	192,466
Employee Benefits	0200	36,417	-	36,417
Purchased Services	0300,0400,			
	0500	1,100	-	1,100
Supplies and Materials	0600	10,881	-	10,881
Property	0700	-	-	-
Other	0800, 0900	1,350	-	1,350
<b>Total School Administration</b>		<b>242,215</b>	<b>-</b>	<b>242,215</b>
<b>Business Services - Program 2500, including Program 2501</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	195,615	-	195,615
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Business Services</b>		<b>195,615</b>	<b>-</b>	<b>195,615</b>
<b>Operations and Maintenance - Program 2600</b>				
Salaries	0100	35,880	-	35,880
Employee Benefits	0200	3,756	-	3,756
Purchased Services	0300,0400,			
	0500	294,014	-	294,014
Supplies and Materials	0600	14,000	-	14,000
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Operations and Maintenance</b>		<b>347,650</b>	<b>-</b>	<b>347,650</b>
<b>Student Transportation - Program 2700</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Student Transportation</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Central Support - Program 2800, including Program 2801</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	25,858	-	25,858
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Central Support</b>		<b>25,858</b>	<b>-</b>	<b>25,858</b>
<b>Other Support - Program 2900</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Other Support</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Food Service Operations - Program 3100</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	57	-	57
Purchased Services	0300,0400,			
	0500	47,060	-	47,060
Supplies and Materials	0600	6,482	-	6,482
Property	0700	-	-	-

Other	0800, 0900	-	-	-
<b>Total Other Support</b>		53,599	-	53,599
<b>Enterprise Operations - Program 3200</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Enterprise Operations</b>		-	-	-
<b>Community Services - Program 3300</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Community Services</b>		-	-	-
<b>Education for Adults - Program 3400</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Education for Adults Services</b>		-	-	-
<b>Total Supporting Services</b>		1,087,703	-	1,087,703
<b>Property - Program 4000</b>				
Salaries	0100	-	-	-
Employee Benefits	0200	-	-	-
Purchased Services	0300,0400,			
	0500	-	-	-
Supplies and Materials	0600	-	-	-
Property	0700	-	-	-
Other	0800, 0900	-	-	-
<b>Total Property</b>		-	-	-
<b>Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure</b>				
Salaries	0100	N/A	N/A	N/A
Employee Benefits	0200	N/A	N/A	N/A
Purchased Services	0300,0400,			
	0500	N/A	N/A	N/A
Supplies and Materials	0600	N/A	N/A	N/A
Property	0700	N/A	N/A	N/A
Other	0800, 0900	2,218	-	-
<b>Total Other Uses</b>		2,218	-	2,218
<b>Total Expenditures</b>		1,828,594	1,033	1,829,627
<b>APPROPRIATED RESERVES</b>				
Other Reserved Fund Balance (9900)	0840	-	-	-
Other Restricted Reserves (932X)	0840	-	-	-
Reserved Fund Balance (9100)	0840	-	-	-
District Emergency Reserve (9315)	0840	-	-	-
Reserve for TABOR 3% (9321)	0840	-	-	-
Reserve for TABOR - Multi-Year Obligations (9322)	0840	-	-	-
<b>Total Reserves</b>		-	-	-
<b>Total Expenditures and Reserves</b>		1,828,594	1,033	1,829,627
<b>BUDGETED ENDING FUND BALANCE</b>				
Non-spendable fund balance (9900)	6710	-	-	-
Restricted fund balance (9900)	6720	-	-	-

TABOR 3% emergency reserve (9321)	6721	54,793	-	54,793
TABOR multi year obligations (9322)	6722	-	-	-
District emergency reserve (letter of credit or real estate)				
(9323)	6723	-	-	-
Colorado Preschool Program (CPP) (9324)	6724	-	-	-
Full day kindergarten reserve (9325)	6725	-	-	-
Risk-related / restricted capital reserve (9326)	6726	-	-	-
BEST capital renewal reserve (9327)	6727	-	-	-
Committed fund balance (9900)	6750	-	-	-
Committed fund balance (15% limit) (9200)	6750	-	-	-
Assigned fund balance (9900)	6760	-	-	-
Unassigned fund balance (9900)	6770	624,266	-	624,266
Net investment in capital assets (9900)	6790	-	-	-
Restricted net position (9900)	6791	-	-	-
Unrestricted net position (9900)	6792	-	-	-
<b>Total Ending Fund Balance</b>		679,059	-	679,059
<b>Total Available Beginning Fund Balance &amp; Revenues</b>				
<b>Less Total Expenditures &amp; Reserves Less Ending</b>				
<b>Fund Balance (Shall Equal Zero (0))</b>		-	-	-

Use of a portion of beginning fund balance resolution  
required?

Yes

No

Yes



# Academy of Arts and Knowledge

*Creating an environment in which all students can reach their full potential.*

4800 Wheaton Dr. Fort Collins, CO 80525 Phone (970) 2226-2800 Fax (970) 316-6754

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BE IT RESOLVED: In accordance with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the Fiscal Year 2020-21 Beginning Fund Balance from the General Fund in the amount of \$43,991 for the following purposes:

\$43,991 authorized in the General Fund for additional personnel needed to adequately staff for COVID-19

BE IT FURTHER RESOLVED, that the use of this portion of the beginning fund balance for the purposes set forth above will not lead to an ongoing deficit, provided the use of funds from fund balance is one time only.

Approved on \_\_\_\_\_

Signature of Board President \_\_\_\_\_