

SUBJECT

Palouse Prairie School of Expeditionary Learning Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Palouse Prairie School of Expeditionary Learning (PPSEL) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Moscow, PPSEL has an enrollment of approximately 170 students and recently completed its fifth year of operation.

DISCUSSION

PPSEL has provided a written update on the status of the school.

After receiving a [2012](#) Star Rating of 2 out of 5, PPSEL's academic outcomes improved significantly; the school received a [2013](#) Star Rating of 4 out of 5. The percentage of students who scored proficient or advanced on the ISAT increased in both reading (89.5% to 90.8%) and math (72.7% to 77.6%), but decreased in language arts (83.1% to 77.6%). PPSEL improved significantly in the Growth to Achievement category; the school's median student growth percentile increased in all academic areas, resulting in higher points received (from 3 to 4 points in reading, 2 to 5 points in math, and 2 to 4 points in language arts). Based on this, it appears that the school's intentional focus on improving individual students' academic growth was quite effective.

PPSEL's finances are relatively stable. The school ended FY13 with a carryover of approximately \$263,000. PPSEL operated at a loss of approximately \$74,000 for FY14; the school reports that this was due to the board's decision to pay off a \$100,000 loan. PPSEL ended FY14 with a carryover of over \$189,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

**Idaho Public Charter School Commission
Site Visit Report**

School	Palouse Prairie School of Expeditionary Learning (PPSEL)
Address	1500 Levick Street, Moscow, ID 83843
Date of Site Visit	April 23, 2014
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Brian Gardner, Chair Sarah Deming, Treasurer Amy Ball, Member
Administrator(s) Interviewed	Jacob Ellsworth, Director of Operations Jeneille Branen, Director of Curriculum and Instruction
Business Manager / Clerk Interviewed	Debbie Berkana, Part-time Business Manager
Other Stakeholder(s) Interviewed	Teachers and Staff (3)

Board Member(s) Interview

Brian Gardner, Board Chair; Sarah Deming, Treasurer; and Amy Ball, Member, participated in the interview. Mr. Gardner is in his third year on the board at Palouse Prairie School of Expeditionary Learning (PPSEL); Ms. Deming and Ms. Ball are first-year board members. In describing the school’s mission and vision in their own words, the board members said that PPSEL seeks to engage the local community in providing an education that is rigorous, engaging, and helps students become good citizens through a focus on service and character. The board also stated that they believe the expeditionary learning model helps students to participate in their education rather than just being passive receivers of information.

The board members highlighted some changes that have happened at the school in the past year, including board member adjustments, re-structuring the administration of the school into two director positions; and implementing new adventure programming on Fridays to improve the school’s alignment to the core practices of expeditionary learning. The board brought four new members on in July 2013. Of these, one is resigning. Overall, two of the six PPSEL board members have been on the board for at least two years. The administrative re-structuring happened as a result of the resignation of the school’s previous Administrator, Anthony Warn. The board looked for an internal candidate to fill the role and chose Jacob Ellsworth. However, the board also recognized that the duties of the previous administrator were extensive and decided to add a part-time Director of Curriculum and Instruction position. The board members expressed that they feel this change has helped to create a positive atmosphere and more cohesive staff.

The board described their relationship with the administration as cordial; stating that they get along and try to give the directors the freedom to run the school while keeping the board informed. They feel that Jacob Ellsworth, the director of operations and primary administrator, is good about keeping the board informed and that they have a good relationship with him.

The board conceded that it can be tricky to figure out each entity’s appropriate role. Since the school doesn’t have a PTA and board members are often parents, they sometimes engage in activities that would normally be the responsibility of the PTA. They stated that they try to be thoughtful to recognize when they are acting in their role as board members and when they are participating as parents. In regards to the division of roles and responsibilities between the board and administration, the board members stated that they believe that the board should set policy and long-term strategic vision and act as the employers / supervisors of the directors, whereas the administration should implement the vision and take care of day-to-day operations. They feel that, at the core, they do a good job of this division, but noted that there are some activities where they have felt unclear on who should do what. They believe that the board sometimes gets pulled into

things that aren't clearly a part of their role because they recognize that charter administration is such a big job and they feel the directors may need their support.

Board training at PPSEL has included ISBA and ICSN conferences and trainings, expeditionary learning training, and fundraising training. The board has tried to maintain monthly, internal board development. However, they recognize that they need to get a more formalized board training and development plan in place, both for new and ongoing members. The board members do not believe that PPSEL has ever done a formal self-evaluation and stated that they would like to do one within the next year.

When asked about their concerns for the school, the board members stated that finances are at the top of their list. They feel the school's finances are in good shape but that they would like to have additional funds to be able to pay the directors and teachers more. PPSEL spends significant funds to train their staff in expeditionary learning, and the board noted that it can be difficult to retain their strong teachers since the school pays less than the surrounding districts (Moscow and Pullman). They also feel financial pressure related to the funds it takes to contract with expeditionary learning at the level they believe is necessary for PPSEL to get the support needed to make the model work well. The board also stated that the school's facility is an ongoing concern, since they would like to be able to be in an improved space either through a remodel or a move.

Administrator(s) Interview

Jacob Ellsworth, Director of Operations, and Jeneille Branen, Director of Curriculum and Instruction, participated in the interview. They described PPSEL's goal to use expeditionary learning projects and values to engage students and help them become productive community members. Their focus for this school year is on the habits of scholarship. They are working with the school's teachers to ensure that expeditionary learning is implemented well and that the school is using good practices that are aligned to the Common Core State Standards (CCSS). They are also trying to make more connections in the community and to integrate more outdoor / adventure education.

When asked to describe the difference between their roles, Mr. Ellsworth stated that he is the Principal / Superintendent and is focused on operations, maintenance, budgeting, safety, personnel, special education and Title I, ISEE reporting, and ensuring the school is in compliance with statute and rule. Mr. Ellsworth has his provisional certification and is in the process of working towards the appropriate administrative credential. Ms. Branen spends 20 hours a week as a teacher and the other 20 hours as the Director of Curriculum and Instruction; for the 2014-2015 school year, she anticipates that she will no longer be teaching part-time. Her focus is on curriculum implementation and high quality instruction, professional development, and the RTI process. Ms. Branen has a Master of Curriculum and Instruction and is a certified teacher.

The Directors use a variety of indicators to measure success at PPSEL, including student outcomes (such as standardized testing), student behavior, teacher observations and evaluations, parent feedback, student enrollment, the school's expeditionary learning review, and whether structures such as RTI and other special programs are effective.

The Directors feel that they have a good and collaborative relationship with the board. They noted that because of the recent turnover in both board membership and administration, it has been necessary to work with the board to clarify roles. The Directors feel that, ideally, the board will govern, create policies, have committees as needed for fundraising and other appropriate projects, and will create structures for parent engagement. They feel the administration should execute the mission and vision, keep the school operating smoothly, and ensure that there is high-level instruction that is aligned to expeditionary learning. Currently, they believe that the PPSEL board is motivated but that implementation of ideas may sometimes be slow or ineffective, leaving the

Directors to take the lead on most projects. The Directors noted that this may be as a result of the school's age; when the school started, parents were more involved and there is less of that now, so fewer people are doing more work. Additionally, they stated that they feel the board's completion of a five-year strategic plan by the end of the school year should help to provide everyone with more direction.

Mr. Ellsworth and Ms. Branen stated that their ongoing focuses include the school's finances, teacher retention, and getting the right structures and supports in place moving forward. Though they feel the school's financial situation has improved and they continue to be very frugal, it is challenging to operate on such a limited budget, particularly in regards to dealing with facilities and resources (funding vs. what is needed / wanted) and being able to pay teachers at a competitive rate. In terms of teacher retention, the pay issue is significant since the neighboring districts (particularly Pullman, Washington) pay more. The school invests significant funds for expeditionary learning training and ongoing professional development, so it is difficult when teachers leave because of the higher salaries they can receive elsewhere. Finally, the Directors spoke briefly about their desire to improve the structures and supports at the school to ensure that operations are organized, teachers feel supported, and the school has appropriate interventions in place to help struggling students close learning gaps as the state transitions to higher standards.

Business Manager / Clerk Interview

Debbie Berkana, Business Manager, participated in the interview. When asked how she feels the school is doing financially, Ms. Berkana responded that she feels the school is doing really well and the finances are pretty solid. She believes that PPSEL budgets conservatively, projecting revenues low and expenditures high. To estimate enrollment for the next school year, Ms. Berkana works with the administration to review the school's lottery results and intent to return forms.

Ms. Berkana goes over the school's financials on an ongoing basis and does thorough reviews on a monthly basis. She meets with the Director of Operations, Mr. Ellsworth, and the Board Treasurer on a monthly basis, and then the financial report is presented to the board at regular meetings. Approximately three times per year, Mr. Ellsworth and Ms. Berkana review the budget, update their projections, and shift the budget as needed. At this time, Ms. Berkana believes that the school will end FY14 close to balanced or with a very small surplus.

Staff / Teacher Meeting

The PCSC staff member had the opportunity to meet with three (3) PPSEL teachers and staff. Below are the questions presented to the staff and their summarized responses.

How can PPSEL improve? What can the school do better?

- Some things are in process and it seems like the administration / board knows they need to be improved, like having more variety in the middle school program and departmentalizing it (having a math expert, science expert, etc.)
- The building and aesthetic can be very limiting, especially in terms of outdoor space; we also need to make sure our existing spaces are safe; we could do more / use creative solutions to improve the spaces that we have
- RTI could be improved; we feel we've made steps in the right direction, but we need to get more structures in place so we can implement it well, especially with the later steps of the process
- Teacher pay here doesn't compete with surrounding districts, especially for experienced teachers; teacher pay isn't sustainable / going to allow us to keep teachers, which is

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unfortunate since we invest so much in professional development for them to be able to do well in this model

- Fundraising efforts and parent involvement in fundraising could be improved
- With behavior management, we need to have more clear ways to deal with kids who have repeat behaviors (especially younger students)
- Funding for expeditions and teacher supplies could be more clear- we have a certain amount per teacher but it's hard to figure out how much each person has left; we think it might work better to have it be more centralized (at the school level or lower elementary, upper elementary, middle school) especially for basic supplies (like markers) and because certain grades / classes (like middle school) need more funds for their projects

In three words or less, describe the professional development you receive (its quantity, effectiveness, applicability, etc.).

- Appropriately frequent
- Applicable / relevant / useful
- Engaging and inspiring
- Timely

What do you like about working at this school? What's going well?

- The people on staff and the quality of teaching
- Our school and staff makes an effort to build relationships with the outside community and we have some great, symbiotic relationships in place
- The expectation at this school is that we're all teachers and learners and there is time, support, and resources for us to learn and grow
- Expeditionary learning and using research-based practices (it's why we're here)
- The professional development, especially the off-site expeditionary learning training, is really good and is a huge benefit that is very useful
- Teachers get the right amount of autonomy here- we have the freedom to make decisions about curriculum and activities in our classrooms while still getting support and guidance to ensure we make the best decisions for our students
- The Adventure Program we started this year is a huge asset
- The student-led conferences are great; the students are so aware of where they are and where they need to be and of their own progress to their goals; it helps them to get to know themselves, be reflective learners, set goals, and reach out for resources
- The habits of scholarship – we can see the power of teaching character to students; this program is in its infancy, but it's been really cool so far

Documents Review

Finances

The FY13 end-year finances and FY14 year-to-date finances were reviewed in person. Questions were answered by the Business Manager, Debbie Berkana. The school ended FY13 with a carryover of \$263,000, representing an increase in the carryover of approximately \$24,000 for that school year. The revenue and expenditures are tracking appropriately and enrollment was very similar to the pre-year projection. Ms. Berkana believes that PPSEL will end the year balanced (or

with a very small addition to the carryover). The financial documents were in order, and there are no significant concerns about the financial statements or processes at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. Rhonda Brooks, the Special Education Coordinator and Teacher, was available for questions. All of the files were complete. IEPs were up-to-date and included LRE documentation and clear accommodations. Eligibility reports were available for all files. While files could use additional organization (dividers or tab to separate types of documents would be helpful), there are no significant concerns about the files that were reviewed.

The PCSC staff member also had the opportunity to meet briefly with Rhonda Brooks. Ms. Brooks that she feels it has been a pretty good year. This is the first year that PPSEL has had a structured RTI process and she is on the committee. This has helped the school to better identify whether a student should be considered / evaluated for special education. Ms. Brooks stated that paperwork continues to be the hardest part of her job. She sometimes feels the paperwork requirements are unmanageable (because of the need to ensure services are provided) since charter schools cannot rely on support from a district. Additionally, she noted that the state's regional special education coordinator positions are being reduced / eliminated, and she is concerned about the impact that will have.

To ensure that IEPs are appropriately implemented, Ms. Brooks goes over students' accommodations with the teacher(s) and Mr. Ellsworth. The school also uses CBM and other systems to do benchmark testing and ensure students are making progress.

Classroom Observations

The PCSC staff member had the opportunity to observe five (5) classrooms and the computer lab where Smarter Balanced Assessment (SBA) field testing was taking place. Classroom observations were generally positive, though somewhat mixed. In one (1) classroom, students were identified as highly engaged (virtually all students were participating in the appropriate task), and in one (1) classroom, students were identified as engaged (with most students participating). In the remaining three (3) classes, students were identified as partially engaged, with some students actively participating in the appropriate activity while others appeared to be socializing or sitting quietly but not working. In one of these classrooms, it appeared that the engagement challenges were related to a transition between activities; the PCSC staff member stopped by at a later time and noted that engagement had improved. In the remaining two classes, the PCSC staff member noted that some behavioral challenges were not addressed by the teacher quickly (or at all). In one of these cases, students interrupted and were disrespectful to the teacher. After several minutes of these recurring behaviors, the teacher addressed the situation, which significantly improved student behavior. Overall, the PCSC staff member noted that there were clear some clear positives including classrooms with high-quality instruction and engaged students, but that some teachers may still benefit from support in finding effective strategies to manage inappropriate / distracting behaviors exemplified by certain students (both in lecture / practice time and during projects).

Summary

Strengths

- The school's Star Rating increased from a 2 Star in 2012 to a 4 Star in 2013
- The school continues to be financially stable

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- The board and administration report having a positive working relationship
- The addition of a Director of Curriculum and Instruction has allowed the school to put a greater focus on instruction, professional development, and the RTI process; teachers provided positive feedback related to this change
- Teachers report that they feel supported and have the appropriate level of autonomy and provided positive feedback about the expeditionary learning model (overall) and the new adventure program

Challenges or Areas for Improvement

- As a result of a significant transition of board and administration prior to this school year, it appears that the roles of the board and administration could benefit from further clarification (board training in this area may be beneficial)
- The board reports that they have not done a self-evaluation to date, a process that could be beneficial to the board in terms of role definition, board recruitment, and long-term effectiveness
- The board, administration, and teachers have noted that teacher retention is an ongoing challenge primarily because the school's teacher pay rates are lower than surrounding districts (particularly for experienced teachers)
- Based on teacher feedback and classroom observations, classroom / behavior management could be improved; some teachers may benefit from additional support in dealing with students who have repetitive behavior issues

Concerns

- The PCSC staff member who visited PPSEL did not have any significant concerns as a result of the visit.

Possible Charter Amendments

- The PPSEL board has not communicated an intention to submit charter or performance certificate amendments at this time.

Recommendations

- PCSC staff recommends that the board and administration consider participating in training (either through an external source or internally) and internal discussions to improve clarity regarding the roles of the board and administration.
- PCSC staff recommends that the PPSEL board consider implementing a regular board self-evaluation process.
- PCSC staff recommends that the PPSEL administrator work with the board and teachers to continue to identify professional development and/or other strategies for improving classroom management and student engagement (for students of all academic levels).
- PCSC staff recommends that the board, Director, and Business Manager all remain diligent in monitoring the school's finances to give PPSEL the best possible chance of ending the year with an increased carryover.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

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CHARTER SCHOOL DASHBOARD

Date: 7/11/14

School Name: Palouse Prairie School

School Address: 1500 Levick Street

School Phone: (208) 882-3684

Current School Year: 2014-2015

School Mission: The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

CHARTER SCHOOL BOARD

Board Member Name	Office	Term (MM/YY – MM/YY)	Email	Phone
Brian Gardner	Board Chair	07/2014-06/2017	Bgardner@palouseprairieschool.org	(208)596-3856
Amy Ball	Member	07/2013-06/2016	Aball@palouseprairieschool.org	(208)310-2084
Della Bayly	Member	07/2014-06/2017	dbayly@palouseprairieschool.org	unknown
Greg Larson	Secretary	07/2013-06/2016	glarson@palouseprairieschool.org	(208)669-1491
Sarah Deming	Treasurer	07/2013-06/2016	sdeming@palouseprairieschool.org	(208)669-2274
Carole Bogden	Member	07/2014-06/2017	cbogden@palouseprairieschool.org	(208)310-0229
Jessica Long	Member	07/2014-06/2017	jlong@palouseprairieschool.org	(208)310-0915

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current Waiting List	Previous Year's Enrollment Projection	Previous Year's Enrollment	Previous Year's ADA
K	20	20	3	20	20	96.74%
1	24	24	3	23	13	95.37%
2	13	15	0	22	25	96.54%
3	22	24	10	22	22	97.20%
4	22	22	0	22	25	94.81%
5	22	22	0	20	19	95.68%
6	19	18	0	20	19	95.39%
7	13	17	1	13	13	95.05%
8	13	10	0	13	10	92.97%
9	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	168	172	17	175	166	95.25%

STUDENT DEMOGRAPHICS (Final 2013-2014)

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	7 - 4.22%	4 - 2.41%	141 - 84.94%	8 - 4.82%	6 - 3.61%	0 - 0.00%	66 - 39.76%	14 - 8.43%
Previous	8 - 4.79%	6 - 3.59%	141 - 84.43%	7 - 4.19%	5 - 2.99%	0 - 0.00%	77 - 45.56%	14 - 8.38%

FACULTY AND STAFF

Administrator's Name(s): Jacob Ellsworth
Administrator's Hire Date: August 2, 2013
Administrator Email(s): jellsworth@palouseprairieschool.org

Business Manager's / Clerk's Name: Debbie Berkana
Business Manager's / Clerk's Date: August 2009
Business Manager's Email(s): dberkana@palouseprairieschool.org

Current Classified Staff (# FTE): 5.5
Current Faculty (# FTE): 11.3

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? yes
Does your school currently have a school improvement status with the SDE? yes
If yes, please specify your school's status (Focus, Priority): Rapid

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Palouse Prairie School experienced a significant change in school leadership last summer. Our former Director Anthony Warn decided to not return to Palouse Prairie School for personal reasons. That decision was made at the end of June, and the school board looked internally to fulfill the school administrator position. The former middle school teacher Jacob Ellsworth filled that position.

This change in leadership helped the school board realize the enormity of the Director position at Palouse Prairie School, and felt that it was important to create an additional leadership position to serve as a Curriculum and Instructional support. The position was 0.5 FTE and would be fulfilled by a teacher within the school. Ms. Jeneille Branen was chosen to serve part time (0.5 FTE) as the morning second grade teacher and took on the role of curriculum and instruction lead in the afternoons (0.5FTE). This additional instructional support helped to ensure strong academics, teacher mentoring, professional development organization and delivery. Ms. Branen also created an adventure-learning program for the school, supported Title 1 services and chaired our RTI team.

PPSEL participated in the 2014 Field Test of the Smarter Balanced Assessment, which helped the school learn more about the technological needs of the new assessment, develop an assessment schedule to maximize student output, and to learn more about the type of learning students should be doing to prepare for this new assessment. It helped us identify some areas of improvement for the upcoming school year.

PPSEL was able to financially support two classified positions this past year to assist teachers this past year. One position was a 0.49 FTE position as a special education paraprofessional. She was able to assist students in one on one, small groups, and supported students within their general education class. The second position was a 1.0 FTE teacher aide, who supported our kindergarten teacher, led some small reading groups, and covered lunch and bus duties.

Please describe the greatest successes experienced by your school in the past year:

The new PPSEL adventure-learning program was a huge success this past year. Our physical education teacher rotated through the grade levels each Friday to take students into the outdoors to focus on their character development and tied the learning to their experiences in the classroom. This also allowed teachers to have a nearly full day of expedition planning every 5-6 weeks. They were also able to leverage student experience of overcoming challenges during their adventure time to over come academic challenges in the classroom. This program will expand in the coming school year,

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due to grants we've have recently received. This grant money will allow us to increase our inventory of adventure equipment, adventure transportation and a full time physical education/ adventure teacher.

The additional support of our curriculum and instruction specialist helped to focus our professional development, resulting in more efficient PD sessions, continuity on our work plan goals from one session to the next, and to help support students and teacher through the Response to Intervention system. This helped to ensure higher quality instruction, stronger academic support for students, and reduction of frustration and burnout with in our teachers. This coming year, we will support Ms. Branen as a full time Curriculum and Instructional Specialist to better support our teachers and our educational model.

Our middle school teacher Greg Pierce piloted a Chromebook project in his classroom. Students used Chromebooks to analyze scientific data collected from the field during their Spring Expedition. Students were able to collaborate more efficiently on their projects and written assignments using Google Drive and Google Docs. There was an increase in student engagement, and students felt that helped them revise their work in a more timely fashion than their previous methods. Students were able to access their work from home via the Internet, which led to more student collaboration outside the classroom. This project helped reduce paper consumption, since drafts were read and edited by students on their devices instead of printing out multiple copies. Chromebooks are less expensive and easier to maintain than desktop computers, and the Google Apps allow students and teachers to share data, documents and information without the need for a school wide server. Our goal is to expand the number of devices, and increase their use with in our middle school program.

Please describe any challenges you anticipate during the upcoming year:

PPSEL will have four new general education teachers starting next year to teacher turnover. This is 50% of our general education classrooms, so we will need to provide additional support and mentoring for our new teachers. This summer we have schedule all of our new teachers to participate in an Expeditionary Learning Summer Institute to help them grasp our educational model, and with the increase in our Curriculum and Instruction Specialist position we will be able to better support our newest teachers and mentor them. The school board is looking at ways to better compensate our teachers to help us reduce our turnover from year to year.

One thing that PPSEL learned from the Smarter Balanced Field Test was that our students need more exposure and access to technology. We hope to improve this by increasing our primary grades' usage of our computer lab, an increase in Chromebooks in our middle school classrooms, and to expand our wireless network to improve bandwidth and accessibility. Since Chromebooks support the Smarter Balanced Assessment portal, we will be utilizing them during the 2015 testing session to provide more scheduling flexibility.

This coming school year, we will be increasing our number of paraprofessionals to help support our Title 1 Program. We will need to properly train these new individuals to ensure high quality support of students. This will allow us to increase the number of students we can support throughout the year.

Please add any additional information of which you would like to make your authorizer aware:

As an Expeditionary Learning School, we contract on-site and off-site professional development through the Expeditionary Learning organization. A few years ago we had to reduce our contract due to financial constraints, over the past two years we have been increasing our contract with EL which will help us improve dramatically in the coming year.

REQUIRED ATTACHMENT

PCSC Budget Template, showing your FY14 financials.

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PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	750.00	750.00	827.00	(77.00)	110%	850.00	
416100 School Food Service	18,000.00	14,000.00	12,862.00	1,138.00	92%	14,000.00	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	21,000.00	37,000.00	37,681.00	(681.00)	102%	37,000.00	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	22,000.00	23,000.00	24,808.00	(1,808.00)	108%	26,000.00	
419900 Other Local Revenue	7,000.00	36,000.00	38,951.00	(2,951.00)	108%	40,000.00	
431100 Base Support Program	652,460.00	645,066.00	716,588.00	(71,522.00)	111%	645,066.00	Actual includes benefit apportionment
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	80,626.00	84,695.00	-	84,695.00	0%	84,695.00	
431900 Other State Support	35,700.00	35,700.00	14,742.00	20,958.00	41%	35,700.00	
437000 Lottery / Addtl State Maintenance	-	3,400.00	3,409.00	(9.00)	100%	3,400.00	
439000 Other State Revenue	13,500.00	14,500.00	6,289.00	8,211.00	43%	15,000.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	30,176.00	29,600.00	23,200.00	6,400.00	78%	29,600.00	
445500 Child Nutrition Reimbursement	25,000.00	22,000.00	21,288.00	712.00	97%	22,000.00	
445600 Title VI-B IDEA	19,212.00	19,212.00	15,217.00	3,995.00	79%	19,446.00	
445900 Other Indirect Restricted Federal	31,153.00	25,138.00	23,483.00	1,655.00	93%	25,738.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	3,753.00	5,161.00	3,708.00	1,453.00	72%	5,161.00	
TOTAL REVENUE	\$960,330.00	\$995,222.00	\$943,053.00	\$52,169.00	95%	\$1,003,656.00	

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PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	498,691.00	517,226.00	398,658.00	118,568.00	77%	517,705.00	
200 EMPLOYEE BENEFITS	146,306.00	148,100.00	117,191.00	30,909.00	79%	148,100.00	
300 PURCHASED SERVICES	287,633.00	254,355.00	230,403.00	23,952.00	91%	254,417.00	
400 SUPPLIES	38,073.00	41,873.00	25,272.00	16,601.00	60%	42,107.00	
500 CAPITAL OUTLAY	4,200.00	19,900.00	4,852.00	15,048.00	24%	10,400.00	
600 DEBT RETIREMENT	100,000.00	100,000.00	100,694.00	(694.00)	101%	100,000.00	
700 INSURANCE	-	-	-	-		-	
920000 TRANSFERS OUT	3,753.00	5,161.00	3,708.00	1,453.00	72%	5,161.00	
TOTAL EXPENDITURES	\$1,078,656.00	\$1,086,615.00	\$880,778.00	\$205,837.00	81%	\$1,077,890.00	
TOTAL FUND REVENUES OVER EXPENDITURES	(\$118,326.00)	(\$91,393.00)	\$62,275.00			(\$74,234.00)	
TOTAL BEGINNING BALANCE (All Funds)	\$263,426.00	\$263,426.00	\$263,426.00			\$263,426.00	
TOTAL CHANGES (All Funds)	(\$162,803.00)	(\$135,870.00)	\$17,798.00			(\$74,234.00)	
ENDING BALANCE (All Funds)	\$100,623.00	\$127,556.00	\$281,224.00			\$189,192.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$263,426.00	\$263,426.00	\$263,426.00			\$263,426.00	
100 Changes in Fund Balance	(\$162,803.00)	(\$135,870.00)	\$17,798.00			(\$74,234.00)	
100 Ending Fund Balance	\$100,623.00	\$127,556.00	\$281,224.00			\$189,192.00	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments	750.00	750.00	827.00	(77.00)	110%	850.00	
100.417100	Admissions / Activities				-			
100.417200	Bookstore Sales				-			
100.417300	Clubs / Organization Dues, etc.				-			
100.417400	School Fees & Charges	21,000.00	37,000.00	37,681.00	(681.00)	102%	37,000.00	
100.417900	Other Student Revenue				-			
100.419100	Rentals				-			
100.419200	Contributions/Donations	22,000.00	23,000.00	24,808.00	(1,808.00)	108%	26,000.00	
100.419900	Other Local Revenue	7,000.00	36,000.00	38,951.00	(2,951.00)	108%	40,000.00	
100.431100	Base Support	652,460.00	645,066.00	716,588.00	(71,522.00)	111%	645,066.00	Actual includes benefit appt
100.431200	Transportation Support				-			
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	80,626.00	84,695.00		84,695.00	0%	84,695.00	
100.431900	Other State Support	35,700.00	35,700.00	14,742.00	20,958.00	41%	35,700.00	
100.437000	Lottery / Addtl State Maintenance		3,400.00	3,409.00	(9.00)	100%	3,400.00	
100.439000	Other State Revenue	13,500.00	14,500.00	6,289.00	8,211.00	43%	15,000.00	
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal			595.00	(595.00)		600.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		\$833,036.00	\$880,111.00	\$843,890.00	36,221.00	96%	\$888,311.00	
EXPENDITURES								
100.512100	Elementary Salaries	303,537.00	328,708.00	245,251.00	83,457.00	75%	328,708.00	
100.512200	Elementary Benefits	95,819.00	98,576.00	110,730.00	(12,154.00)	112%	98,576.00	Benefits all here/split out at year end to other funds
100.512300	Elementary Purchased Services	39,200.00	41,811.00	39,859.00	1,952.00	95%	41,811.00	
100.512400	Elementary Supplies	28,000.00	34,582.00	20,020.00	14,562.00	58%	34,582.00	
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL	AMENDED /		UNRECEIVED /		PROJECTED	NOTES
		BUDGET	WORKING BUDGET	FYTD ACTIVITY	UNEXPENDED BALANCE	FYTD %	YEAR-END	
100.521100	Exceptional Child Salaries	39,015.00	42,956.00	33,542.00	9,414.00	78%	42,956.00	
100.521200	Exceptional Child Benefits	10,651.00	11,426.00		11,426.00	0%	11,426.00	
100.521300	Exceptional Child Purchased Services	20,788.00	288.00	829.00	(541.00)	288%	900.00	
100.521400	Exceptional Child Supplies	1,000.00	1,000.00	537.00	463.00	54%	1,000.00	
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals: Instruction		538,010.00	559,347.00	450,768.00	108,579.00	81%	559,959.00	
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	1,000.00	1,000.00	450.00	550.00	45%	450.00	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.641100	School Administration Program Salaries	72,400.00	65,570.00	53,693.00	11,877.00	82%	65,570.00	
100.641200	School Administration Program Benefits	17,715.00	19,890.00		19,890.00	0%	19,890.00	
100.641300	School Administration Program Purchased Services				-			
100.641400	School Administration Program Supplies				-			
100.641500	School Administration Program Capital Outlay				-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance				-			
100.651100	Business Operation Program Salaries	35,280.00	35,280.00	29,462.00	5,818.00	84%	35,280.00	
100.651200	Business Operation Program Benefits	10,837.00	10,839.00	3,243.00	7,596.00	30%	10,839.00	
100.651300	Business Operation Program Purchased Services	98,000.00	95,000.00	84,020.00	10,980.00	88%	95,000.00	
100.651400	Business Operation Program Supplies	4,600.00	3,100.00	1,592.00	1,508.00	51%	3,100.00	
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.661100	Buildings - Care Program Salaries	7,650.00	6,521.00	6,673.00	(152.00)	102%	7,000.00	
100.661200	Buildings - Care Program Benefits	5,817.00	1,996.00		1,996.00	0%	1,996.00	
100.661300	Buildings - Care Program Purchased Services	4,500.00	2,500.00	1,958.00	542.00	78%	2,500.00	
100.661400	Buildings - Care Program Supplies	3,500.00	1,800.00	1,519.00	281.00	84%	1,800.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	27,800.00	27,800.00	23,280.00	4,520.00	84%	27,800.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	1,200.00	1,200.00	1,125.00	75.00	94%	1,200.00	
100.665400	Maintenance - Grounds Supplies	100.00	600.00	585.00	15.00	98%	600.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	15,000.00	14,000.00	13,993.00	7.00	100%	14,000.00	
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals: Support Services		305,399.00	287,096.00	221,593.00	65,503.00	77%	287,025.00	
100.810300	Capital Assets - Student Occupied Purchased Services				-			
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay	-	15,000.00	-	15,000.00	0%	5,500.00	
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-			
100.911500	Principal Capital Outlay				-			
100.911600	Principal Debt Retirement	100,000.00	100,000.00	100,694.00	(694.00)	101%	100,000.00	
100.912500	Interest Capital Outlay	4,200.00	4,900.00	4,852.00	48.00	99%	4,900.00	
100.912600	Interest Debt Retirement				-			
100.913500	Refunded Debt Capital Outlay				-			
100.913600	Refunded Debt - Debt Retirement				-			
Subtotals: Non-Instruction		104,200.00	119,900.00	105,546.00	14,354.00	88%	110,400.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.920000	Transfers Out	3,753.00	5,161.00	3,708.00	1,453.00	72%	5,161.00	
100.950000	Contingency Reserve	44,477.00	44,477.00	44,477.00	-	100%	-	
Subtotals: Other		48,230.00	49,638.00	48,185.00	1,453.00	97%	5,161.00	
TOTAL GENERAL FUND EXPENDITURES		\$995,839.00	\$1,015,981.00	\$826,092.00	\$189,889.00	81%	\$962,545.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		(\$162,803.00)	(\$135,870.00)	\$17,798.00			(\$74,234.00)	
	BEGINNING FUND BALANCE (July 1, 2013)	\$263,426.00	\$263,426.00	\$263,426.00			\$263,426.00	
	CHANGES IN FUND BALANCE	(\$162,803.00)	(\$135,870.00)	\$17,798.00			(\$74,234.00)	
	ENDING FUND BALANCE AS OF May 31, 2014	\$100,623.00	\$127,556.00	\$281,224.00			\$189,192.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	30,176.00	29,600.00	23,200.00	6,400.00	78%	29,600.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		\$30,176.00	\$29,600.00	\$23,200.00	\$6,400.00	78%	\$29,600.00	
EXPENDITURES								
251.512100	Elementary Salaries	22,688.00	21,313.00	15,985.00	5,328.00	75%	21,313.00	
251.512200	Elementary Benefits	4,335.00	4,290.00	3,218.00	1,072.00	75%	4,290.00	
251.512300	Elementary Purchased Services	2,780.00	3,406.00	3,406.00	-	100%	3,406.00	
251.512400	Elementary Supplies	373.00	591.00	591.00	-	100%	591.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$30,176.00	\$29,600.00	\$23,200.00	\$6,400.00	78%	\$29,600.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF May 31, 2014	\$0.00	\$0.00	\$0.00			\$0.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	19,212.00	19,212.00	15,217.00	3,995.00	79%	19,446.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In			1,720.00	(1,720.00)			
TOTAL FUND REVENUES		\$19,212.00	\$19,212.00	\$16,937.00	\$2,275.00	88%	\$19,446.00	
EXPENDITURES								
257.512100	Elementary Salaries				-			
257.512200	Elementary Benefits				-			
257.512300	Elementary Purchased Services	19,212.00	19,212.00	16,703.00	2,509.00	87%	19,212.00	
257.512400	Elementary Supplies			234.00	(234.00)		234.00	
257.512500	Elementary Capital Outlay				-			
257.512600	Elementary Debt Retirement				-			
257.512700	Elementary Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$19,212.00	\$19,212.00	\$16,937.00	\$2,275.00	88%	\$19,446.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF May 31, 2014		\$0.00	\$0.00	\$0.00			\$0.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal				-			
262.445900	Other Indirect Restricted Federal	25,000.00	20,013.00	17,763.00	2,250.00	89%	20,013.00	
262.460000	Transfers In				-			
TOTAL FUND REVENUES		\$25,000.00	\$20,013.00	\$17,763.00	\$2,250.00	89%	\$20,013.00	
EXPENDITURES								
262.512100	Elementary Salaries	12,500.00	10,500.00	8,250.00	2,250.00	79%	10,500.00	
262.512200	Elementary Benefits				-			
262.512300	Elementary Purchased Services	12,500.00	9,513.00	9,513.00	-	100%	9,513.00	
262.512400	Elementary Supplies				-			
262.512500	Elementary Capital Outlay				-			
262.512600	Elementary Debt Retirement				-			
262.512700	Elementary Insurance				-			
262.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$25,000.00	\$20,013.00	\$17,763.00	\$2,250.00	89%	\$20,013.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF May 31, 2014		\$0.00	\$0.00	\$0.00			\$0.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	6,153.00	5,125.00	5,125.00	-	100%	5,125.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		\$6,153.00	\$5,125.00	\$5,125.00	\$0.00	100%	\$5,125.00	
EXPENDITURES								
271.512100	Elementary Salaries				-			
271.512200	Elementary Benefits				-			
271.512300	Elementary Purchased Services	6,153.00	5,125.00	5,125.00	-	100%	5,125.00	
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$6,153.00	\$5,125.00	\$5,125.00	\$0.00	100%	\$5,125.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF May 31,2014	\$0.00	\$0.00	\$0.00			\$0.00	

August 12, 2014

PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING --- FY14 FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	18,000.00	14,000.00	12,862.00	1,138.00	92%	14,000.00	
290.416200	Meal sales: non-reimbursable				-			
290.416900	Other Food Sales				-			
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement	25,000.00	22,000.00	21,288.00	712.00	97%	22,000.00	
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In	3,753.00	5,161.00	1,988.00	3,173.00	39%	5,161.00	
TOTAL FUND REVENUES		\$46,753.00	\$41,161.00	\$36,138.00	\$5,023.00	88%	\$41,161.00	
EXPENDITURES								
290.710100	Food Service Salaries	5,621.00	6,378.00	5,802.00	576.00	91%	6,378.00	
290.710200	Food Service Benefits	1,132.00	1,083.00		1,083.00	0%	1,083.00	
290.710300	Food Service Purchased Services	39,500.00	33,500.00	30,142.00	3,358.00	90%	33,500.00	
290.710400	Food Service Supplies	500.00	200.00	194.00	6.00	97%	200.00	
290.710500	Food Service Capital Outlay				-			
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$46,753.00	\$41,161.00	\$36,138.00	\$5,023.00	88%	\$41,161.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF May 31, 2014		\$0.00	\$0.00	\$0.00			\$0.00	