

Inner City Youth Development Association
Inner City High School / Inner City Youth Engagement Program



Annual Education Results Report

Message from the Board Chair and Superintendent

Despite the Challenges of the pandemic marked 2020/2021 school year we graduated fourteen students with full high school diplomas.

At first glance, this number appears low even though we are a small school with just over 100 students. However, it represents quite an achievement considering that most of our students have attended an average of over 10 different schools and as many as 27. Some were expelled and most dropped out.

When students first register with us most are at an academic level of grades three to seven in English and less in Mathematics.

The demographics of our students are similar to those of the inmates in our provincial and federal institutions. However, a higher percentage (up to 90%) of our youth are of Indigenous background.

Despite their mobile and trauma-filled background, for the most part, students manage to stabilize their lives, develop skills and habits that lead to full time employment, many graduate, and some, move to postsecondary programs.

It takes the wrap around programming that Inner City Youth Development Association offers to make the difference we do.

Alberta Education defines a wraparound approach as:

a philosophy of care that includes a definable planning process involving the child/student and family that results in comprehensive, coordinated supports and services to achieve improved learning outcomes and improved quality of life. Coordinated services and supports, offered through multiple professionals and agencies that are school based and/or school linked, might include health and mental health-related services, mentoring, before/after school programs, and other supports and services for parents and families." {SETTING THE DIRECTION, 2009}

For Inner City High School case workers and social workers often assume the role of family and work in a collaborative and coordinated way to support and engage our students as they move from being street-involved to being involved in Education and career planning.

Table of Contents

Accountability Statement	4
Public Interest Disclosure (<i>Whistleblower Protection Act</i>) Regulation.....	4
<i>Wrap Around Services Provided by Inner City High School</i>	5
<i>Daily Staff Meetings</i>	5
<i>Social Emotional Supports</i>	6
Impact of COVID-19 Pandemic on Assessments and Measures	7
Supplemental Alberta Education Assurance Measures – Overall Summary	9
Priority: Student Achievement.....	10
Domains and Outcomes.....	10
Required Alberta Education Assurance Measures (AEAMs).....	11
Domain: Learning Supports	13
Financial	15

Accountability Statement

The Annual Education Results Report for Inner City High School for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society

Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In the 2020/2021 school year, there were no disclosures of wrongdoing made in good faith by any Inner City Youth Development Association employees under the terms of the *Public Interest Disclosure (Whistleblower Protection) Act*.

Michael Ho
Board Chair
Inner City Youth Development Association
Association
Inner City High School

Joe Cloutier
Superintendent
Inner City Youth Development
Inner City High School

School Profile

Inner City Youth Development Association (1990) and Inner City High School (1993) were both established to provide Edmonton's marginalized urban Indigenous and other youth with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives, enabling them to become contributing members of society. The purpose of the school is to provide opportunities for our students to stabilize their lives, develop literacy skills, and achieve a high school diploma. As a result, students develop the skills and attitudes that can lead to full-time employment and prevent their return to a life on the street.

Demographics

The following demographics shift slightly from year to year but present an accurate picture of our students.

Most students at Inner City High School are without parental support, basic resources and often in crisis.

80 to 90% are of Indigenous heritage

80% live in unsafe or unstable housing and would fit the official definition of homelessness

10 % live in group homes

85% live independently

5% live with a parent, some years it's less

90% on average are known to have involvement with the justice system

5-10% are absolutely homeless when they first come to us

At last count 75% had contact with children's services

Wrap Around Services Provided by Inner City High School

In collaboration with teachers and often external case workers our onsite Social/Youth Engagement workers provide students with counselling support for problems such as depression, suicide ideation, neglect, abuse and other trauma-based problems. For example, in this past year, our Social/Youth Engagement workers completed 34 suicide safety plans with youth who disclosed they were contemplating suicide. Issues such as mental health and addictions, if necessary, are referred by our social/youth engagement workers to appropriate agencies. Some of our Social/Youth Engagement workers have addictions training. We also have a partnership with Alberta Health Services for onsite addictions counselling and a regular parenting program. Our Social/Youth Engagement workers also advocate for the students as they attempt to find their way through the social support system—the onset of COVID-19 impacted partnerships and agency collaboration. However, platforms such as Zoom allowed for a level of collaboration among groups. As part of our wraparound programming, we work collaboratively with several group homes in the Edmonton area, including Housing First, Native Counseling Service's Cunningham Place, E4C Housing, the John Howard Society and other group homes and housing agencies. Breakfast and daily hot lunches are supplemented by our on site food bank.

Daily Staff Meetings

Daily staff meetings follow an evidence-based action research model. As well as one common meeting, separate meetings are held for teachers, social workers/youth engagement workers and other support

staff. Meetings are triangulated to ensure students, counselors and youth engagement workers are offering appropriate, timely supports to all students.

Social Emotional Supports

Online and in-person sessions were held with teachers to deal with stresses resulting from the pressures of the rapid development of developing a hybrid learning model that included Involved Microsoft Teams, Google Classroom and other strategies. Our virtual learning design was eventually centralized under Facebook Workplace as a learning platform for our students and to enhance on-site learning during the 2020/2021 School year

Social workers and youth workers meet with students regularly to deal with emotional crises, often rooted in intergenerational trauma that manifests in family violence, sexual and physical abuse, addictions, homelessness, suicidal thoughts, and lack of essential resources.

Our court worker advocates for students by acting as a navigator; he guides students through the bureaucracy of the justice system, supporting them in court, helping to deal with warrants for their arrest, negotiating and supervising community service hours as an alternative to youth going to jail.

Cultural supports

COVID-19 fragmented our community. The sense of community at Inner City High School begins with our daily circles, breakfasts, and daily hot lunches. Cultural celebrations, visits from Elders and from visits to the Sweat Lodge and Elder Victor Gladue. COVID-19 restrictions ensured that participation in these was not possible. As an alternative, our Indigenous social workers created several group smudges at Edmonton's legislature grounds. The smudges were socially distanced, and participants wore face masks. These Events and cultural connections were invaluable. they often involved individual counselling sessions while walking

Inner City Youth Development Association Food Bank

Our onsite food bank provides Inner City High School students with emergency food when needed.

Presentations

Joe Cloutier made three presentations in three webinars to international groups of educators. The presentations were sponsored by Jai Jaget International. Topics focused on Inner City High School's work with marginalized, urban Indigenous and other youth.

Summary of Accomplishments

Our most noteworthy accomplishment is creating an environment where students, mostly young Indigenous youth, become engaged in Education and begin to replace a sense of despair and hopelessness with dreams of a career and a hope filled future.

Local and Social Context

Generally, when students first come to us, they bring a series of unsuccessful school experiences, low literacy skills (mid-elementary is average). They require significant bridging to complete and succeed

in academic courses. For the most part, they present serious behaviour issues and habits that have enabled them to succeed in and negotiate an often hostile and violent environment. These same behaviours and actions can trap them in the same environment

When they first register at Inner City High School (ICHS), students lack even the most essential resources. Their literacy and numeracy levels are such that graduation within three years is rarely possible. Many of our students have fallen through the cracks in our social system and avoid formal institutions. They have often lived without parental or government support and have had negative experiences in previous schools. A high percentage of our students are or have been under the guardianship of Children's Services. Most have lived a street-involved way of life and socialized into habits that are not conducive to academic studies.

The route to high school graduation requires creating the conditions for pedagogy to take place, creating an environment that builds community, creating a sense of belonging and safety, building self-confidence and supporting students making the transition to academic studies. This process is cyclical rather than lateral and, for most, requires a trauma-based approach that builds on the student's strengths, provides essential resources, and mediates legal difficulties. Focussing on this process creates the conditions for students small successes and for pedagogy to take place. For some students, it manifests in their first high school credit.

Impact of COVID-19 Pandemic on Assessments and Measures

Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2019/20 and 2020/21.

- Results for the 2019/20 and 2020/21 school years are not available for the Diploma Examinations, and Diploma Exam Participation Rate.
- Caution should be used when interpreting the Rutherford Scholarship Eligibility Rate. The Educational background and social conditions of most Inner City High School students make eligibility for the Rutherford scholarship and high school graduation within a 3 year time frame extremely difficult to realize.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

- Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.
- New measures were introduced to better understand "Student Learning Engagement", "Welcoming, Caring, Respectful, and Safe Learning Environments", and "Access to Supports and Services".
- Caution should be used when interpreting all self-report survey results due to the COVID-19 pandemic. New social guidelines and restrictions were in place throughout the year both in school settings and in society that may have impacted how participants reported levels of anxiety, access to Education, or perceived quality of Education.

Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2019/20 and 2020/21.

- Results for the 2019/20 and 2020/21 school years are not available for the Diploma Examinations, and Diploma Exam Participation Rate.
- Caution should be used when interpreting the Rutherford Scholarship Eligibility Rate. The Educational background and social conditions of most Inner City High School students make eligibility for the Rutherford scholarship and high school graduation within a 3 year time frame extremely difficult to realize.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

- Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.
- New measures were introduced to better understand "Student Learning Engagement", "Welcoming, Caring, Respectful, and Safe Learning Environments", and "Access to Supports and Services".
- Caution should be used when interpreting all self-report survey results due to the COVID-19 pandemic. New social guidelines and restrictions were in place throughout the year both in school settings and in society that may have impacted how participants reported levels of anxiety, access to Education, or perceived quality of Education.

2021 Required Alberta Education Assurance Measures - Summary

Assurance Domain	Measure	Inner City High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.7	88.1	85.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	00.0	00.0	1.9	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	9.9	19.3	11.1	86.2	85.3	84.8	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	85.2	00.0	00.0	00.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	2.4	00.0	00.0	00.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.3	94.6	93.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a

Learning Supports	Access to Supports and Services	97.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	59.0	80.0	76.3	79.5	81.8	81.4	n/a	n/a	n/a

2021 Alberta Education Assurance Measures – Summary FNMI

Assurance Domain	Measure	Inner City High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	00.0	00.0	00.0	62.0	55.9	55.6	Very low	Maintained	Concern
	5-year High School Completion	00.0	17.6	8.0	68.1	65.0	63.4	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	92.3	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	00.0	00.0	00.0	11.2	n/a	n/a	n/a
	Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Inner City Youth (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall

Diploma Exam Participation Rate (4+ Exams)	n/a	00.0	00.0	n/a	00.0	00.0	n/a	n/a	n/a
Drop Out Rate	19.4	14.3	18.5	5.0	5.5	5.2	Very Low	Maintained	Concern
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	30.8	25.0	18.5	39.5	39.1	37.4	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rates (6 yr)	9.6	0.1	00.0	35.7	35.0	34.1	Very Low	Improved	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

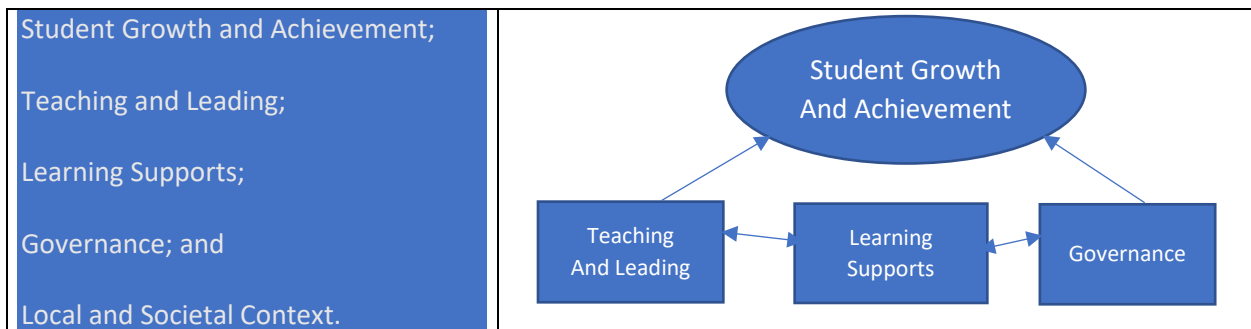
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Priority: Student Achievement

Assurance Domains and Student Achievement

In the education system, public assurance occurs when community members, system stakeholders, and education partners engage across five domains.



Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain, outcomes are identified to illustrate what will be happening consistently, and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.

Domain: Student Growth and Achievement

Assurance occurs:

Public assurance occurs when Inner City High Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

For many Inner City High School students, growth and achievement might mean stabilizing their lives to a point where the impact of intergenerational trauma is mediated through supports, counselling, essential resources, and small successes on the road to learning.

Provincial Measures

Required Alberta Education Assurance Measures (AEAMs)

Student Engagement

Measure	Inner City High School %						Alberta %				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	new measure				87.3%	90%	new measure				85.6%
Comment	Most Inner City High School students are engaged in their learning; however, there is room for improvement.										
Strategies	We will continue discussing students' progress in our daily morning meetings that follow the action research process. Individual students progress and difficulties are discussed, collective solutions to problems explored among the ICHS learning community										

Citizenship

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.7%	88.1%	85.3%	88%	83.2%	83.3%	79.6%	n/a	n/a	n/a
Comment:	The impact of COVID-19 is felt by all. Many of our activities, such as our daily circles, were not possible. However, to prevent community fragmentation, we adapted our programming, offered mobile informal counselling delivering lunches, and offered support wherever we could.									
Strategies:	The characteristics of active citizenship and positive behaviours are encouraged and integrated into daily circles and the day to day operation of the school. Activities that encourage positive attitudes and behaviours such as the non violent resolution of conflict, cooperation and respect for one another are integrated into the day to day life of the school.									

High School Completion

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
3-Year Completion	00.0	n/a	1.9	3	83.4	n/a	n/a	Very low	Maintained	Concern
5-Year Completion	9.9	19.3	11.1	15	86.2	85.3	84.8	Very low	Maintained	Concern
<p>Comment: Generally, when students first come to us, they bring a series of unsuccessful school experiences, low literacy skills (mid-elementary is average) and require significant bridging to complete and succeed in academic courses. Graduation within three years is rarely possible.</p> <p>Strategies: To continue improving and adapting our wraparound programming. To research, experiment, and continue developing engaging strategies, methodologies, and programs that engage youth in academic studies.</p>										

Diploma Examinations

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Acceptable Standard	00.0	n/a	1.9	4	85.6	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	00.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Comment: The overwhelming effort of our students to overcome the impact of intergenerational trauma and associated hurdles and be at the point where they write Diplome exams with other Alberta students should be commended.</p> <p>Strategies: To continue improving and adapting our wraparound programming. To research, experiment, and continue developing engaging strategies, methodologies, and programs that engage youth in academic studies.</p>										

Teaching and Leading

Measure Education Quality	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied with the overall quality of basic Education.	91.3	94.6	93.9	95	89.6	90.3	90.2	n/a	n/a	n/a
<p>Comment: The structure of our programming is intended to facilitate the development of the values of trust, respect, cooperation, and nonviolence. Students are proud of their school. For many, it's the only stable thing in their lives. Our teachers, parents, and the many social agents who assume parental care for our students recognize the quality of teaching and Leadership at ICHS.</p>										

Strategies:

We will continue to model and encourage the values of trust, respect and cooperation among staff and students

We will continue to develop and focus on a strength-based approach with our students.

We will continue developing engaging arts, academic, and technological-based programming as part of our multi-literacies approach

We will continue with our wraparound approach in support of our marginalized students

Domain: Learning Supports**Assurance occurs:**

Public assurance occurs when all students belong and learn in environments that support their needs.

Public confidence is built when system resources are used to ensure optimum learning for all.

Provincial Measures**Welcoming, Caring, Respectful and Safe Learning Environments**

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who agree that their learning environments are Welcoming, Caring, Respectful and Safe	89.4	n/a	n/a	93	87.8	n/a	n/a	n/a	n/a	n/a
Comments:	The values of trust, respect, cooperation, and non violence underpin and are modelled in our interactions with students. It doesn't take very long for students who often are not treated with respect to recognize the above values modeled in our day to day activities. This reality of our programming is enhanced by the provision of essential resources to students who are often destitute.									
Strategies:	We will continue with the wraparound nature of our programming, research and request input from youth as we continue finding ways to improve.									

Access to Supports and Services

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who agree that students	97.3	n/a	n/a	98	82.6	n/a	n/a	n/a	n/a	n/a

have access to the Appropriate Supports and Services at school.										
Comment: Our wraparound programming includes the provision of essential resources to students who are often destitute. This characteristic of ICHS is recognized by all.										
Strategies: We will continue our wraparound programming , listening to the youth and responding to their educational and material needs										

Domain: Governance

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of Parents, students, and teachers that agree the school is well governed.	59.0	80.0	76.3	80.0	79.5	81.8	81.4	n/a	n/a	n/a
Comment: COVID-19 Fragmented our community. The sense of community at Inner City High School begins with our daily circles, breakfasts, and daily hot lunches. This fragmentation extends to and Inner City High School staff as well as students. Most staff members were impacted by waves of anxiety over the presence of COVID-19 and the possible impact on their family.										
Strategies: Next year will be a better year for everyone.										

Local Measures

Domain: Learning Supports

Wellness

This commitment requires that ICHS staff collaborate to provide our students with programming that encompasses Maslow's Hierarchy of Needs. Our goal is to ensure that, as much as possible, that students basic needs are met, and they can focus on Education. This process creates the conditions for pedagogy to take place.			We met with staff twice a year to discuss Wellness, emotional health and self-care plans. Students were surveyed, interviewed, and their needs discussed. Needs became action items. Instruments such as a baseline plan for change and a second meeting seven to eight months later to revise the plan contributed to students sense of progress and care. Youth engagement workers created suicide safety plans for students expressing suicidal thoughts, difficulties with the justice system were mediated, and material resources were provided, such as food, winter clothing and other supplies. Housing referrals were made for many students in need.		
As a baseline, students were asked: Before coming to Inner City, did you feel a sense of safety and belonging in your school community?			After 7-8 months, students were asked: Since coming to Inner City, do you feel a sense of safety and belonging in the ICHS community?		
No	Somewhat	Yes	No	Somewhat	Yes
21.33%	38.67%	40.00%	4%	17.33%	78.67%
Since arriving at Inner City do you have a group of friends or staff that you can trust?			No	Somewhat	Yes
			5.41	24.32	70.27
Comment: In the details of the survey, teachers were identified as a substantial influence on the student's feeling of safety, comfort, and support. Social/Youth Engagement workers were identified in the following response:					

"always being able to come in sit down an have a nice conversation with the staff before i start my day and im always leaving in a better mood after our discussions"
Strategy To continue refining and expanding our data pool as a reference to improve our programming.

Financial

<i>Budget Summary</i>				
Inner City Youth Development Association	2019/20 Actual	2020/2021 Budget Board Approved	2020/21 Actual	2021/2022 Budget Board Approved
Revenue and Expenses	Amount	Amount	Amount	Amount
Revenue	Amount	Amount	Amount	Amount
Alberta Education	2,820,605	2,863,167	2,817,317	3,229,854
Federal Government (Urban Programming for Indigenous Peoples 2019, Family Violence Prevention Program 2020-21, Temporary Wage Subsidy 2021, Critical Worker Benefit--Alberta Education)	105,115	186,552	206,612	93,335
Alberta Government, Human Services Fee for Services (Tuition Fees)	12,119	10,900	10,008	11,000
Other Government of Alberta (Community Initiatives and FCSS, Critical Worker Benefit--FCSS)	91,778	91,778	98,238	75,278
Foundation grants, gifts and donations	449,915	226,837	238,994	209,907
Other Revenue	13,535	4,870	5,828	4,800
Amortization of Capital Assets	-	77,680	77,680	77,680
Total Revenue	3,493,067	3,461,784	3,454,677	3,701,854
Expenses				
Certificated Salaries and benefits	1,398,788	1,308,487	1,270,568	1,325,591
Non Certificated Salaries and Benefits	1,294,748	1,557,171	1,224,960	1,457,104
Service Contract and Supplies	393,677	255,463	358,087	392,913

External Services (Youth Support Program)	287,401	250,000	431,724	395,320
Amortization of Capital Assets	7,824	90,663	90,663	90,926
Total Expenses	3,382,439	3,461,784	3,376,002	3,661,854
Surplus (Deficit) of Revenue over Expenses	110,628	-	78,675	40,000

