



**Spero Academy
District 4113**

**2016-2017
Annual Report
World's Best Workforce Report**

October 1, 2017

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Academic Elements

I. Spero Academy Mission and Vision

Mission: *To provide students with a personalized and adaptive education to grow academically, emotionally, and socially*

We believe: *Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential*

We focus our resources and energy on developing our *core capabilities* to achieve our Strategic Intent:

- Create *differentiated programs* that integrate academics with emotional and social learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists and families to integrate and coordinate personalized education
- Structure learning environment with *small student- to- teacher ratios*
- Assess *student progress* across all learning areas

The Spero Academy Board established a taskforce to address the mission and vision statements of the school in an effort to more clearly define our current practices and future goals. After an eight-month process, the above mission statement, with additional goals, were established and adopted in June of 2016. Additional goals were addressed and have been added to the annual work plan that will be used as a four-year guide for Board and Committee Governance.

II. Primary Purpose

Minn. Stat. 124E.01 (Subd. 1) states that the primary purpose of all Charter Schools operating under this statute is to improve all pupil learning and all student achievement and, in addition, to:

1. Increase learning opportunities for all pupils;
2. Encourage the use of different and innovative teaching methods;
3. Measure learning outcomes and create different and innovative forms of measuring outcomes;
4. Establish new forms of accountability for schools; or

5. Create new professional opportunities for teachers, including the opportunity to be responsible for learning programs at the school site.

The Spero Accountability Plan sets forth the expectations agreed to between the Spero Academy Board and the University of St. Thomas and also identifies the Evaluation Rubric used to assess the academic, financial and organizational performance of Spero Academy. Spero Academy serves a substantial population of students with special education needs. All students qualifying for special education services have Individual Education Plans in place. All students have Personal Learning Plans in place. All of the elements of Minn. Stat. 124E.01 (Subd. 1) are met in the development and execution of these learning plans. Teachers receive ongoing professional training to assist them in meeting and assessing the educational needs of Spero Academy students. Curriculum adaptation and development are ongoing at the school.

III. Accountability Data

Minnesota Comprehensive Assessments / Minnesota Test of Academic Skills

The challenge with noting progress or school success with the Minnesota Comprehensive Assessments and adaptations at Spero Academy is the fluctuating percentage of students who take the MCA III and the MTAS II. Each year that it has been available, Spero Academy has applied for and received a waiver related to the 1% of students permitted to take the MTAS. Each year, Spero Academy challenges third graders with trying the MCA III and then evaluates the success of that measure for future years, moving to the MTAS. The high percentage of Spero Academy students whose abilities and achievement are not conveyed well in any of these measures makes this measure less indicative of student learning and school success than in a school with a more typical student demographic.

Table 1. Percent of students meeting or exceeding standards on MCA reading.

Percent Meeting or Exceeding on MCA Reading 2016-2017 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	7	29%	0%
Grade 4	10	20%	10%
Grade 5	5	0%	0%
Overall	22	18%	4.5%

Table 2. Percent of students meeting or exceeding standards on MTAS reading.

Percent Meeting or Exceeding on MTAS Reading 2016-2017 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	9	55%	11%
Grade 4	9	33%	22%
Grade 5	7	29%	0%
Overall	25	40%	12%

Table 3. Percent of students meeting or exceeding standards on MCA math.

Percent Meeting or Exceeding on MCA Math 2016-2017 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	7	14%	14%
Grade 4	10	20%	0%
Grade 5	5	20%	0%
Overall	22	18%	4.5%

Table 4. Percent of students meeting or exceeding standards on MTAS math.

Percent Meeting or Exceeding on MTAS Math 2016-2017 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	9	44%	33%
Grade 4	9	66%	11%
Grade 5	7	57%	0%
Overall	25	56%	16%

MCA Growth Tables: Reviewing data in Secure Reports reflects that Student counts qualifying for growth measurement in the subject areas of both reading and math were too few to report.

Northwest Evaluation Association (NWEA)

Spero Academy has administered the NWEA for several years. Also known as the MAP Growth, this year it was on the menu of assessment choices that teachers could use to assess whether students were making individual progress in reading and mathematics.

Spero Academy focused on administering the math assessment for students in grades K-5 for the Spring 2017 testing session.

Table 5. Percent of students at or above national median – NWEA math.

NWEA % At or Above National Median – Math				
		# of Students Tested, Spring	% At or Above National Median	# At or Above National Median
	Grade K	9	44%	4
	Grade 1	7	29%	2
	Grade 2	13	31%	4
	Grade 3	10	20%	2
	Grade 4	14	14%	2
	Grade 5	6	0%	0
	Overall	59	24%	14

Source: Spero Academy

Table 6. Percent of students meeting RIT growth goals – NWEA math

NWEA % Meeting RIT Growth Goals – Math				
		# of Students Tested, Fall & Spring	% Meeting Goal	# Meeting Goal
	Grade K	8*	50%*	4*
	Grade 1	7	43%	3
	Grade 2	13	46%	6
	Grade 3	9*	44%*	4*
	Grade 4	13*	38%*	5*
	Grade 5	6	50%	3
	Overall	56	45%	25

Source: Spero Academy

*One kindergartener, one third grader, and one fourth grader enrolled in Spero Academy after the fall testing window closed, but took the NWEA in the spring, therefore did not have growth goals established for the year. Percent meeting goal and number meeting goal are based on the number of students who took the assessment in both the fall and spring.

Other Assessment Measures in the area of Academic Achievement:

The extent to which students succeed in reaching their academic goals.

Indicator: *Percent of students meeting goals on their Personal Learning Plans.*

Table 7. Are students initially assessed as performing at or above grade level meeting or exceeding their individual academic goals based on school and authorizer approved tools?

	Percent not meeting goals	Percent meeting goals
Reading	17%	83%
Math	10%	90%
Social/Emotional/Behavioral	43%%	57%

Table 8. Are students initially assessed as performing below grade level meeting or exceeding their individual academic goals based on school and authorizer approved tools?

	Percent not meeting goals	Percent meeting goals
Reading	21%	79%
Math	26%	74%
Social/Emotional/Behavioral	32%	68%

Table 9. Are exempt students meeting or exceeding their individual academic goals based on their IEP?

	Percent NOT meeting goals	Percent meeting goals
Reading	4%	96%
Math	0%	100%

Spero Academy selected six assessments on which students' progress is monitored and assessed. The assessments were chosen with particular focus on whether they were aligned with the Minnesota K-12 Academic Standards. In addition to the six assessments, benchmark data were gathered for every Spero Academy student in the key academic areas. An important feature of Spero Academy's accountability plan is that the data gathered can be used for assessing whether the school is succeeding in meeting its mission and also used to inform day-to-day instruction.

An explanation of each assessment is provided below together with the results for the 2016-2017 school year.

Bridge Assessment. The Bridge is an early literacy development assessment that was chosen to assess students who were not yet at the reading readiness level, but whose reading program included instruction on early literacy concepts. It is a portfolio rating scale, originally designed for preschool students, but with applicability to early literacy learners who are from a wide range of abilities. It is an observation-based tool that can be used to “determine ongoing progress and

children's interests as well as inform daily practice related to early language and literacy development.”¹ The Bridge is divided into five major areas: Foundations of Reading, Alphabet Knowledge, Phonological Awareness, Literacy-Related Language, and Oral Language. Evidence is gathered for each of the areas using a guide for scoring. All evidence is dated and filed in a portfolio and scored.

Fourteen students' reading progress was assessed using the Bridge with data gathered in September and June. The results for 2016-2017 are noted in the charts that follow. This year showed little change from fall to spring. It is important to take into consideration that the students who take this assessment in both fall and spring are those performing the lowest reading level and with the most significant needs for support in order to access their education. Part of the Bridge inventory requires the physical ability to hold a writing utensil and use it to complete tasks, which can be a challenge for some students. Additionally, students that take the Bridge are often inconsistent depending upon the day and situation. Focus and attention can vary and often interferes with ability to attend to and complete tasks.

*Ceiling is the top score possible for any particular sub-area. Some students were at ceiling at their first testing period and at their second testing period, resulting in those students also being assessed using the ERSI to find a new appropriate instructional level.

Table 10. BRIDGE Results, Spero Academy 2016-2017

Spero Academy 2016-2017 BRIDGE Beginning and End of Year Total Score Comparison (n=20)				
	Not Meeting Standard Total Score Between 0-39 %	Approaching Standard Total Score Between 40-52 %	Meets Standard Total Score Between 53-61 %	Exceeds Standard Total Score Between 62-66 %
September Score	36%	42%	14%	7%
June Score	36%	42%	14%	7%

Source: Spero Academy

Early Reading Screening Instrument (ERSI). The ERSI is an individually administered assessment that includes four tasks: Alphabet Knowledge, Concept

of Word, Phoneme Awareness, and Word Recognition.¹ A short explanation of the four tasks is presented below.

- Alphabet Knowledge: Recognition and naming of the upper and lower case letters of the alphabet
- Concept of Word: Ability to match spoken words to printed words
- Phoneme Awareness (Spelling): Assessment of phoneme awareness through analyzing their invented spellings of select words
- Word Recognition: Recognition of words common to first grade

The ERSI was administered to the Spero Academy students who were in the first grade or to any second through fifth grade students who were at the reading readiness level. Students were assessed in September and June. The fall-spring cohort results are reported below for each task area and for the total score. The percentage of students who were at and remained at ceiling for the entire year and those who improved are reported. This is followed by a comparison of the scores for the cohort group to determine the amount of change between fall and spring based on change to their quartile placement.

Scores are reported for students who took the ERSI in both the fall and the spring. Scores for the ERSI are reported based on set standards of performance. Reporting scores using these standards allows scores to more easily be compared to student performance in previous years. “Exceeds Standard” indicates that a student performed above what is expected of a typical student in his or her grade level. “Met Standard” indicates that a student performed the same as what would be expected of a typical student in his or her grade level. “Approaching Standard” indicates that the student performed less than one grade level below what would be expected of a typical student in his or her grade. “Not Meeting Standard” indicates that the student performed two grades or more below what would be expected of a typical student in his or her grade.

¹ Illinois Reading Council Journal (Spring 1998), Vol. 26, No. 2

Table 11. ERSI Scores, Spero Academy 2016-2017

Spero Academy 2016-2017 ERSI Beginning and End of Year Total Raw Score Comparison (n=28)				
	Not Meeting Standard Total Score between 0-23	Approaching Standard Total Score between 24-31	Meets Standard Total Score between 32-37	Exceeds Standard Total Score between 38-40
September Score	53%	25%	18%	5%
June Score	15%	25%	28%	33%

Source: Spero Academy

Teachers design instruction at the level at which the child is presently functioning, either as an emergent or transitional reader. Instruction is designed to provide the skills and competency necessary to move in a positive direction along the literacy skill continuum. In 2016-2017, students assessed using the Bridge and ERSI moved in a positive direction between the September and June assessment dates, with some moving from transitional to conventional readers, who are assessed using the Whole-to-Part assessment.

Whole-to-Part Reading Assessment. The Whole-To-Part reading assessment's information assists with understanding the support skills needed to develop reading comprehension. The areas assessed support the integrated reading processes involved in successful silent reading, thus giving a teacher a better understanding of how best to focus instruction for each student. There are three parts to the assessment: Word Identification, Silent Reading Comprehension, and Language Comprehension.

Table 12. Whole-To-Part Word ID, Spero Academy 2016-2017

Spero Academy Whole-to Part Reading Assessment 2016-2017 Beginning and End of Year Total Score Comparison (n=28) By Fall and Spring			
Word Identification Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	33%	17%	50%
June Score	17%	28%	55%

Source: Spero Academy

Table 13. Whole-To-Part Language Comprehension, Spero Academy 2016-2017

Spero Academy Whole-to Part Reading Assessment 2016-2017 Beginning and End of Year Total Score Comparison (n=28) By Fall and Spring			
Language Comprehension Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	42%	19%	39%
June Score	28%	25%	47%

Source: Spero Academy

Table 14. Whole-To-Part Reading Comprehension, Spero Academy, 2016-2017

Spero Academy Whole-to Part Reading Assessment 2016-2017 Beginning and End of Year Total Score Comparison (n=28) By Fall and Spring			
Silent Reading Comprehension	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	50%	8%	42%
June Score	33%	8%	59%

Source: Spero Academy

Conventional readers at Spero Academy increased their skills in all three areas assessed by the Whole to Part. The gains are consistent with the needs of the learners within this group, and all demonstrate an increase toward grade level performance, maintenance of grade level performance, or even an increase above grade level performance.

Individual Education Plan Goal Progress

An Individuals Education Plan (IEP) is developed by educators, service providers, and the child's parent(s)/guardian(s), and guarantees necessary supports and services agreed upon for a child with disabilities. Students qualify for IEP services through an evaluation, which determines the students' needs and

disability eligibility category.

Progress on IEP goals and objectives are track through progress reporting. Progress on goals and objective are reported to parents three times per year. Spero Academy students made progress in both areas of their Individualized Education Plans: math, reading, and social/behavioral during the 2016-2017 school year, with almost 100% of students making progress in both areas.

Table 15. IEP Goal Progress, Spero Academy, 2016-2017

Spero Academy 2016-2017 IEP Goal Progress (n=82)		
	Met IEP Goal	Did Not Meet IEP Goal
Math Goal	100%	0%
Reading Goal	99%	1%

Source: Spero Academy

IV. After School Programs or Opportunities

Currently, Spero Academy offers no After School Programs or opportunities.

V. Parent Involvement and Satisfaction

Spero Academy has a long tradition of surveying the school's major stakeholders. They continued the practice in spring 2017 by surveying students, families, and staff members. Some specific survey items measure an overall gauge of stakeholder satisfaction. Thirty-three surveys were returned from families, which is a response rate of 35%. The results of these items indicate a high level of satisfaction for the vast majority of stakeholders.

Items with the highest level of endorsement for each survey are noted below. Detailed survey results are reviewed by the school's administrative team and the Board's Accountability Committee and used for continuous improvement discussions.

Items with the highest level of endorsement were:

- The communication you received about your child's progress. (97%)
- Satisfied with the special education programs. (97%)

- Satisfied with the academic programs (100%)
- Satisfied with the Positive Behavior Intervention System (PBIS). (100%)
- Satisfied with specialist programs (97%)

VI. Curriculum

Table 16. Spero Academy Curriculum Review Cycle.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Mathematics	Social Studies	Science/ Art	Language Arts	Mathematics
General Education Curriculum research needed for current materials	General Education curriculum research alignment to Common Core and current materials	General and Special Education review current materials and alignment to Minnesota Standards. Research needed for Art curriculum	General and Special Education review current materials and alignment to Minnesota Standards	General and Special Education review current materials and alignment to Minnesota Standards.

The School Board Accountability Committee comprised of school personnel, staff and community members helps to determine school curriculum. The process of determining new curriculum is staff driven as opposed to the district only making the decisions. When reviewing curriculum, curriculum and development sub-committees will research and review needs and then report out to Board Accountability committee.

Staff completes surveys revealing information about interest, training, gaps, needs, student body, achievements, etc. The sub committee also reviews annual parent surveys to look for commonalities. The committee reviews areas of greatest needs in specific curricular areas and then considers best practices, technology needs, and current research related to the population. The committee also considers the Inclusive Educational Program plan for Spero Academy. This consideration includes a textbook/curriculum adoption procedure form, which evaluates critically the culture diversity, gender-neutral and disability sensitive education.

The general/special education curriculum adoption schedule is on a rotating review schedule. An individual classroom or specific group of teachers may propose to review curriculum out of the rotation in order to meet a student need. If this is

decided a proposal is brought to the Accountability Committee for review and approval.

The curriculum adaptation and process is communicated to teachers through a multitude of means including monthly teacher meetings, committee work and annual trainings. Because teachers comprise the board and curriculum committees, they are intimately and actively involved. Trainings, professional development work, manuals, online resource formats and hard copies of resources have been developed for independent referencing.

Please see **APPENDIX A** for details regarding curriculum and resources at Spero Academy.

VII. Scheduling

One of Spero Academy's unique characteristics is its eleven-month academic calendar. The days of instruction are spread out during the calendar year with breaks occurring at regular intervals. This calendar has proven to support the continuous progress-learning model. The school's education model includes small class sizes of fewer than fifteen students per classroom and individualized instruction in those classrooms.

VIII. Professional Development and Teacher Evaluation Systems

Spero Academy continues to follow the TDE program established by the State of Minnesota. Last year, Spero Academy began implementing the mentor portion of the program with great success. All new or limited experienced teachers were given mentors from longer tenured teachers. The mentor teachers gave an informal evaluation and a full formal evaluation was given later in the spring. This year, Spero Academy will continue this practice with six (6) teachers having mentors. A slightly different approach, however, will be made with the informal evaluations by the mentors being shared with Administration. The hope is that this informal information will allow administration greater insight into how earlier support can be given. All teachers' will then receive full formal evaluations in the spring.

Additionally, all paraprofessionals will receive two evaluations this year compared to only one previously. The thought is that the previous practice of only giving one evaluation in the spring was not helpful due to the year being over. This year, evaluations will be given prior to Thanksgiving in order to help train, guide, and support continued growth, which can then be tracked with a spring evaluation.

Professional development opportunities are planned during the school year with staff training days. Additionally, budgeted funds are available for conferences and trainings, as they become available, to staff members who are interested in participating in these events.

IX. Innovative Practices

Spero Academy continues to work with the strategic plan that runs through 2020. To achieve our Mission, our priorities for the upcoming year will be:

- Continued work on the new facility project with an expected opening in August of 2018.
- Expand and/or enhance programs to help meet the needs of Spero Academy students and families
 - Determine new program curriculums needed by school.
 - Identify new technology needed to support curriculums and classrooms.
 - Monitor growth of Achieve Program and new Social Work area.
 - Create a tool for communication and structure between internal and external services.
- Monitor and enhance workplace conditions for attracting and retaining the highest quality staff.
 - Continue working on competitive compensation structure.
 - Continued work on personnel policies and handbook.
 - Assess and modify staffing structure if needed.
- Become more visible and connected to our community
 - Continue to utilize more and better forms of social media and marketing techniques.
 - Continue working on upgrades to the school website.
 - Marketing plan implementation.
 - Parent outreach program initiation.
 - Evaluate the Center of Excellence or ROOTS idea.

The Spero Academy Strategic Plan can be found in **APPENDIX B**. This strategic plan addresses each aspect of World's Best Workforce requirements. The five areas of focus include continually evaluating and developing our program and curriculum to best meet the needs of our student population, recruiting and retaining a high-quality staff, and expanding training opportunities for staff. The plan also looks to expand the technology, Achieve, before- and after-school, and lunch programs to

ensure Spero Academy students have the resources they need to succeed. All of these aspects support high-quality programs designed to increase student engagement and achievement

Governance and Operational Elements

X. Teacher Licensure Verification

File numbers for licensed staff and teachers can be found in **APPENDIX C**.

XI. Management and Administration

File numbers for licensed administrators can be found in **APPENDIX C**, along with teacher license numbers and verification.

Administrative roles and responsibilities summaries can be found in **APPENDIX D**.

Currently, the Spero Academy **Director** is working on his Principal and Superintendent licenses from Bethel University. Additionally, the program includes Doctoral work toward an Ed.D Degree. The licensure portion of the program will be complete in May of 2018. The Ed.D. portion will conclude after the dissertation has been accepted. The goal for this is May of 2019.

Our **Assistant Director and Academic Coordinator** is pursuing professional development in several different ways. She has subscribed to pages on the Minnesota Department of Education (MDE) website such as The Superintendent Mail, Licensing, Data Submissions, Special Education, ESSA (Every Student Succeeds Act), and ELL(English Language Learners), and receives emails from these pages with updates and information. She has attended trainings, in person, online, or by telephone in order to continue to learn and keep updated on various topics related to her position. Examples of these are, trainings with MDE in the areas of ELL and Data Submissions and webinars related to new curriculum. Upcoming trainings through MDE include but are not limited to a training in new developments related to 504 plans and leadership training through the University of Washington's Center for Educational Leadership.

Our **Special Education Coordinator** is addressing her professional development through ongoing trainings, conferences and networking groups. During the past and current school year she has attended full and half day trainings with Indigo Education, Minnesota Department of Education, and an annual two-day conference

on Children's Mental Health. Topics covered in trainings include Due Process Compliance training, Special Education Law, Social Emotional learning, School Nutrition, and School Discipline. She also has monthly meeting with a Special Education Director at Indigo Education and occasional meetings with special education coordinators from other charter districts.

Our **Operations Coordinator** is seeking to further her professional development by continuing to attend Webinars offered by Health Partners and Associated Benefits and Risk Consulting in order to remain current on health care reform, benefit management, and leadership skills. These webinars earned her 13.5 HRCI and 13.5 SHRM credits for 2016-2017. Additionally, she attended the "Conference on Employment Law for Charter Schools" offered by The Booth Law group. She also attended classes to develop the skills and knowledge necessary to facilitate the universal service Schools and Libraries Program, commonly known as "E-rate Reimbursement" for Spero Academy. She will continue to serve on both the Marketing and Facilities Committee in order to develop leadership skills within the school board. She is also interested in pursuing a Human Resource Certificate through Metro State University.

Our **Accountability Coordinator** is addressing her professional development by continuing to pursue her Ph.D. in Educational Policy and Leadership at the University of Minnesota. She also attends seminars, workshops and trainings at MDE, TIES, and Indigo Education in order to maintain an understanding of current student information system, policy, and reporting requirements and tools.

Our **Special Education Manager** is addressing her professional development by seeking out training opportunities through Indigo Education and the Minnesota Department of Education. Topics covered in trainings include Due Process Compliance, Special Education Law, and leadership seminars. She is also interested in taking courses to complete the Autism Certificate at UST.

Our **Administrative Assistant** is addressing his professional development by attending seminars offered by Associated Benefits and Risk Consulting to understand leadership goals and processes. He is continuing to attend MDE Translating/Interpreting workshops will help get connected with families that have that language barrier. He has joined the Marketing Committee and is becoming an integral part in developing a strong Marketing Campaign for the school. Moving forward, he would be interested in completing courses that would allow him to pursue a School Administrator degree.

XII. Strengths, Challenges, Plans for the Future

The school continues to operate at a high level. Plans for the new construction have been approved, bonds have been sold, budget forecasting for the next 5 years has been established, and all program elements evaluated for immediate implementation and future possibilities. Financially, the school remains strong and above 20% fund balance. Finally, the Board has recently added two new members. One member has over 27 years of non-profit finance management experience. The second is the owner and president of a special education counseling service, designed to help students obtain services in school that are mandated. We are extremely excited about their experience and the expertise that they bring to the Board.

The same challenge is always present regarding the challenge to obtain quality dual licensed teachers. We are, however, beginning to see some of the staff (paraprofessionals) complete education in special education, and will be looking to promote from within. Partnerships with Bethel University, St. Mary's University, and UST continue to grow, allowing for other possible pools to draw from.

The last major challenge that Spero Academy is beginning to address is the enrollment process. As we enter into the new facility, it is becoming critical that we monitor the ratios of students in our programs. Within the next 3-4 months, we hope to have a solid understanding of how we can legally approach this issue with UST, Indigo, and MDE's approvals.

XIII. School Enrollment

Spero Academy 2016-2017 enrollment summary:

- We enrolled 28 new students.
 - 15 Kindergartners
 - 4 first graders
 - 3 second graders
 - 2 third grader
 - 4 Fourth graders
- 54% of the new students are from Minneapolis
 - 46 % students are from 9 other districts
- 1 students un-enrolled by 09/15/2017
 - Moved out of state
- 2 students un-enrolled after 10/01/2016

- Due to program
- Staff worked to increase enrollment by:
 - Distributing information packets to 20 preschools in the surrounding area
 - Attending the Minneapolis School Fair
 - Conducting tours and information sessions from October – June.

Table 17. School Enrollment Trends.

School Year	K	1	2	3	4	5	6	Total Enrollment
2010-2011	13	11	13	14	9	12	0	72
2011-2012	14	16	15	11	13	8	0	77
2012-2013	19	16	14	14	12	10	0	85
2013-2014	14	19	11	14	12	6	0	76
2014-2015	14	13	16	12	14	9	0	78
2015-2016	7	18	16	19	12	11	0	83
2016-2017	15	10	19	16	21	12	0	93
2017-2018	12	14	14	18	17	22	11	108

Table 18. Student Attrition 2016-2017.

Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled After Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students that remained enrolled in the school for the full year
K	15	0	0	15	13
1	10	0	1	9	8
2	20	0	0	19	19
3	16	1	1	16	15
4	21	1	0	22	20
5	12	0	0	12	12
Total	94	2	2	93	87

Spero Academy complies with Minnesota Statutes 2012, 124D.10 subd.9 by reviewing and approving an annual open enrollment period and lottery date.

Spero Academy's Enrollment policy is currently undergoing review and revision to meet the most updated requirements from MDE and Minnesota state statute. The updated policy will be published on the website following review and approval from the Spero Academy School Board. The current Enrollment Policy

can be found in **APPENDIX E**. Spero Academy's current application form can be found in **APPENDIX F**.

XIV. Community connections and partnerships

Spero Academy has initiated contact with both Bethel University and St. Mary's University in an effort to create a program where student teachers can conduct their placement requirements. The hope is to provide opportunities for special education teachers to conduct their field study as well as create opportunities for Spero Academy to recruit teachers from this program to fill dual-licensed needs for general education classrooms. More conversations and partnerships with The University of St. Thomas are also desired and have been shared with the authorizing representatives.

Table 19. Community Connections and Partnerships.

Community Connections and Partnerships			
Partnering organization	Description of the partnership	Level of involvement/resources involved etc.	Impact on school mission
Institutions/ Schools			
Minnehaha Academy	Student volunteers fulfil week long community service requirement at Spero	Coordination, training of volunteers, reflection and 6 hours/ day for one week of service.	-Enriches student experience by providing individualized support -Support social skills through new experiences -Provides a community connection
Bethel University	Onsite Internship program	Work alongside classroom teachers on a daily basis	-Enriches the academic program by having more support in the classroom -Allows our teachers to mentor younger professionals
University of St. Thomas	Onsite Teacher Internship	Work alongside classroom teachers on a daily basis	Enriches the academic program by having more support in the classroom -Allows our teachers to mentor younger professionals
Augsburg College	Teacher Observations	Volunteer in classroom during required observation time	Enriches the academic program by having more support in the classroom -Gateway for future teachers
Advanced Therapy	Onsite Therapy Shadow	Therapists work along side therapy providers	Enriches the therapeutic program by having more support during group/ individual therapy Allows mentor opportunities for therapy team.
Community Organizations			

Elsie's Bowling Center	Reserve Bowling Center for all school field trip	Annual event for all students and staff planning and implementation	Student growth on individual and social goals Enhance relationship with members of community
Contemporary Transportation	Transportation for Field trips	Transportation for all students to local field trip adventures	Provide community connection Experience for all students to use transportation
Over 20 East Side Neighborhood Shops, Restaurants, Community Organizations	Donations for Silent Auction	Volunteer connection to organize school involvement	Provide Community Connection Outreach between school and community
Minnesota Twins, Minnesota Vikings, Minnesota Wild, Timberwolves	Donations for Silent Auction	Volunteer connection to organize school involvement	Provide Community Connection Outreach between school and community
Grace Center	Donations, Student supports, Garden Connections	Offer summer camp experience to students, donate space for school activities, shared gardening opportunities	Provide Community Connection Outreach between school and community
TruStone Financial	Donations for Silent Auction	Volunteer connection to organize school involvement	Provide Community Connection Outreach between school and community

XV. Board member orientation and ongoing training plan

Newly appointed Board members receive an orientation meeting that is conducted by the governance committee. This includes training on the charter school statutes, Board policies, By-laws, procedures, committee expectations, meeting times, and strategic planning goals. In addition to the formal orientation, each new member is partnered with an existing board member for 6-8 months for mentoring. The expectation is to meet at least twice during this time, as well as speak before each Board meeting to be knowledgeable of agenda items. These mentor meetings are then to be communicated to the Board chair for tracking purposes.

Each year, the Board attempts to have quarterly trainings that are appropriate and applicable to imminent issues and ongoing education needs. In September, the Board had a training on funding for the school, and how each pot works to balance our budget. In November, we will have an additional training on finance. In the spring, the new social worker will present to the board a training on how social work functions within a school as well as the needed external connections. Other trainings will be shared when they are planned.

XVI. Board Member Information

The Board Member Information Table can be found in **APPENDIX G**.

Financial Elements

XVII. Financial Health of the School

The financial health of the school continues to be solid. Over the past year, the fund balance increased from 20.00% to 20.49%, or \$72,843. The increase continues to be funded through MA Billing.

Current budget, including projections and enrolment figures are included in **APPENDIX H.**

Spero Academy's budget supports the efforts within the school that align with WBWF legislation. Spero Academy continues to recruit and retain highly-qualified teachers and special education staff that can best serve our student population, resulting in increased engagement and student achievement. It also represents a continued commitment to providing educational technology to students and teachers, updating curriculum, and providing opportunities for staff to attend trainings. New to the 17-18 fiscal year, is the addition of the new School Social Worker.

XVIII. Internal Controls and Board Oversight of Financial Matters

The following narrative outlines certain critical financial processes and procedures for Spero Academy, BerganKDV, and the school's Board of Directors, which includes both preventive and detective controls that are designed to safeguard Spero's financial assets and ensure the integrity of financial reports and measures. Preventive controls include, but are not limited to, segregation of duties and password protection for access to critical information and documents, while detective controls include account reconciliations and review of actual performance versus budget.

General

Spero Academy utilizes the Skyward Finance System, which was designed for use by school districts and is approved by the State of Minnesota for compiling and reporting a school's financial results.

During the school year, financial transactions are maintained primarily on the cash basis of accounting. At year-end, accrual entries are recorded to convert the school's books from cash basis activity to accrual basis activity for audit and closeout purposes as required by UFARS. All entries recorded in the finance system are supported with underlying supporting documentation that is available for audit purposes.

Cash and Investments, Receipts, Revenue, Receivables

The School's primary revenue sources consist of state/federal grants and aids. State/federal grants and aids are received via wire transfers (received by filing of progress or completion reports or SERVS reports). Generally, BerganKDV computes and records receivables (accounts, IDEAS, and state and federal programs) - including reconciling amounts with the IDEAS and various grant agreements. BerganKDV works with the School's Director to identify federal financial assistance and to reconcile differences between EDRS/SERVS and UFARS.

While the majority of the school's receipts are received via EFT from the state or federal government, a minimal number of cash/checks are received in the school office. When cash is received in person or by mail, the receptionist opens it and routes all checks to the Program Coordinator. After the Program Coordinator logs the check information into the Internal Security Record, the checks are transferred to the Director for review and weekly deposit. The Director prepares a deposit slip documenting the revenue source. All supporting documents for the non-state and federal deposits are delivered to BerganKDV which are reviewed on a monthly basis to ensure the proper UFARS account coding is applied before entering the revenue into Skyward.

The School Board has a policy that directs designated individuals on how to invest the cash on hand not required for immediate expenditure. On an as needed basis, the Board passes a resolution allowing these individuals to invest idle school cash in accordance with Minnesota Statute 475.66 as noted in the Minnesota Legal Compliance Audit Guide for Local Government. This resolution also allows these individuals to designate the depositories for investing and is considered to be the "investment policy" of the School.

BerganKDV, is responsible for reconciling all banking and investing accounts and does so on a monthly basis. Any discrepancies between Spero accounting and the bank statements are researched and resolved prior to the close of the accounting period.

Cash Disbursements, Expenditures for Goods and Services and Accounts Payable

BerganKDV processes accounts payable for Spero Academy.

As expenditures are required for the school, members of the school staff complete a Purchase Order or Reimbursement Request, which is routed to the School Director for approval. For those purchase requests, as well as all others, the Program Coordinator completes a Vendor Payment Request form that is routed to the Schools' Director. The Director reviews all Vendor Payment Request forms, adds specific information to aid in proper UFARS accounting, and approves expenditures

by signing the forms. As vendor invoices come to the school for payment, a three-way match occurs between the Vendor Payment Request form, the goods receipt and the invoice. Any discrepancies between the documents are investigated and resolved prior to payment.

Once matched, the invoices and accompanying Vendor Payment Request forms are sent to BerganKDV where they are entered for payment into the Skyward. The matched invoice and Vendor Payment Request form provide sufficient approval of the expenditure enabling BerganKDV to enter the invoices into Skyward. Once entered, a weekly summary of payables is sent to the School Director and Treasurer for review and approval. An affirmative approval is required from the School Director to proceed with payment, while the Treasurer is assumed to approve payment unless an objection is raised.

Once BerganKDV receives approval, the checks are printed. Check stock for the primary school account (Western Bank) is secured at the BerganKDV offices. Check runs are made on a regular weekly basis. "Emergency" checks are cut as needed which may or may not be included in the weekly payables reporting sent to the Finance Committee. Based on invoice due dates, checks are systematically prepared by BerganKDV and signed electronically. Only BerganKDV' employees have access to the password allowing check printing on behalf of Spero Academy. Once a check is prepared and printed, BKDA remits payment to the vendor and the original invoice is filed at the school for payment.

All payments for the month are compiled in a report and delivered to the school for review by the School Director and the Board.

BerganKDV prepares monthly financial statements and ensures that the School Director, Finance Committee and Treasurer are aware of where the school is in relation to their budget.

Payroll and Related Liabilities

The school utilizes BerganKDV to prepare payroll. There are approximately 40 to 45 payroll checks cut each pay period. Payments made in cash are prohibited. All employees are paid twice each month. The Director and Board establish salaries/rates of pay. Salaried teaching and non-teaching positions are paid based on individual contracts. Time cards are not maintained, only attendance records are maintained for these positions. Hourly employees complete time cards that are approved by the Director. The approved time cards are submitted to BerganKDV. The personnel records are maintained at the school. Director approval of vacation, holiday and sick leave compensation is reviewed during each payroll run by the Program Coordinator to ensure the respective balances are accurate. Employment changes are generated by Director and subsequently sent to BerganKDV for inclusion into the finance system.

All payroll checks are prepared and signed by computer (digitized signatures). BerganKDV designates an employee who is the only person that has access to the payroll password. Payroll is made either by direct deposit or checks that are delivered by US Mail. The direct deposit payroll batch is prepared by BerganKDV and must be authorized prior to payment by either the School Director or the BerganKDV Finance Manager. Federal and State payroll withholdings are submitted electronically. All other withholdings are submitted by check through the US mail.

On a monthly basis, the BerganKDV Finance Manager reviews the payroll activity, prior to the drafting of the monthly financial statements. The payroll activity also is monitored at the school site to ensure accuracy of data; the School Director reviews the direct deposit checks before payment by Western (~70% of staff is paid via direct deposit) and reviews the payroll bank statement for reasonableness before it goes to BerganKDV. Since the School Director signs off on time sheets, manual checks are considered approved then.

Debt and Debt Service Expenditures

The school uses separate types of debt to finance operations and to provide funds for capital and other improvements. The Board approves all debt.

Significant Accounting Estimates

State Aid is estimated through the MARSS system, which utilizes student enrollment for the calculation a school's eligible aid. The MARSS system is a statewide database of student attendance and membership information by which each student has a unique identifying number that is used to track that student from one school to the next. This system significantly reduces the likelihood that a student could be inaccurately claimed for aid purposes since the State does not recognize a student for aid purposes if there are date overlaps for any student (no one District can claim a student if the dates the student was served overlap with those of another district—therefore all such differences are resolved between school districts, otherwise, no aid would be paid).

For capital assets, the Spero uses guidance made available from MDE and the national ASBO Association for purposes of estimating the useful lives of capital assets when calculating depreciation.

Fund Equity

Fund equity of the school is accounted for in accordance with prescribed accounts as determined by the Minnesota Department of Education and UFARS. The school is required to maintain reserved fund balances for unemployment, severance, transportation safety, equipment, facilities, disabled accessibility, building construction, and debt service. All other fund balances are unreserved. The BKDA

Finance Manager, in consultation with the Director and Board Treasurer, are responsible for ensuring that fund balances are properly accounted for.

Federal Grant Programs

Each spring the school is notified of the projected entitlements for the various Title programs. The School's Director is responsible for acknowledging/accepting the grant funds and developing the respective budgets. The school follows purchase/reimbursement protocol related to the various grants as outlined in the A-133 circular. The required reports are filed on a timely basis with the federal government as well as state oversight agencies.

The school has developed a review system to ensure unallowable costs are avoided as follows: The initial expenditure is approved within the guidelines of the respective grant. Upon receipt of the invoice an analysis of the respective budget is performed. As long as the expenditures helps achieve the grant objective and is within the budgeted line item amounts, payment is processed. If a single audit is required the audit firm prepares the required audit reports and submits the audit to the MDE by the 12/31 deadline. Also, the audit firm reconciles the various grant reports with the EDRS/SERVS reports to ensure both information sources reflect the same information.

Federal Grant funds are received via EFT only. On a monthly basis the receipts are reviewed and accounted for correctly.

XIX. Honors and Awards

The school has not won any new awards since the 15-16 Annual Report.

XX. Spero Academy Draft Audit

The audit will not be completed until November. A copy of the audit will be shared at that point. A preliminary year-end finance statement is included in **APPENDIX I.**

Appendix A. Curriculum and Resources at Spero Academy

Literacy	Math	Science	Social Studies	Handwriting	Arts	Social and Functional Skills	Media and Technology	Health	Online Resources and Subscriptions
Four Blocks Framework and Resources	Math Expressions/ Houghton Mifflin	Foss Science Kits – 2 for each grade level	Scholastic News	Handwriting Without Tears	Scholastic News	Social Thinking	Keyboarding Without Tears	Health World Education online http://healthtworldeducation.org/	Unique Learning Systems - online special education curriculum
Rigby Literacy	EQUALS/Able net	Scholastic News	Harcourt Social Studies K-6			Zones of Regulation	Proloquo2Go (iPad-based AAC software)		Brainpop - online cross-categorical curriculum
			News2you online current events for students with special needs			S.M.A.R.T Brain-based movements	1-to-1 devices in all PLS and ASR rooms, most grade level rooms		Tumblebooks online story books
									Enchanted Learning
Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	
Reading A-Z	Ablenet Focus on Math	Ablenet Focus on Science	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources		education.com
Scholastic News	Touchmath	Online Device Resources	Social Studies Kits and Learning Games	Wet Dry Try App	District Created Lessons	MeVile to WeVile (Literacy & Communication)			Seesaw - online Parent communication
MeVile to WeVile (Literacy & Communication)	Zearn online math practice	Engineering is Elementary		iWrite words					Class Dojo
Headsprout	IXL online math practice	Science A-Z		Don Johnston Co-Writer Universal					GoNoodle Plus
MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	MN State Standards	
Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	
The Bridge	Unit Assessments	Unit Assessments	Unit Assessments	Handwriting Assessments	Unit Assessments	Unit Assessments	Unit Assessments	Unit Assessments	
Early Reading Screening Instrument	Math Readiness Checklist – District Created	MCA 3 rd -5 th Grade				Spero Academy Skills Inventory	Spero Academy Skills Inventory		
Whole to Part	NWEA (MAPS)	MTAS 3rd-5th grade				Social Thinking Rubrics			
MCA 3 rd -5 th Grade	MCA 3 rd -5 th Grade					Story Grammar Marker Rubrics			
MTAS 3rd-5th grade	MTAS 3rd-5th grade								

Appendix B. Spero Academy Strategic Plan 2016-2020



SPERO ACADEMY

**STRATEGIC PLAN
2016-2020**

JUNE 28, 2016

SPERO Academy

MISSION

To provide students with a personalized and adaptive education to grow academically, emotionally, and socially

We Believe... Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential

We focus our resources and energy on developing our *core capabilities* to achieve our **Strategic Intents:**

- Create *differentiated programs* that integrate academics with emotional and social learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists and families to integrate and coordinate personalized education
- Structure learning environment with *small student- to- teacher ratios*
- *Asses student progress* across all learning areas

To achieve our MISSION, from 2016-2020, our priority **GOALS** will be:

1. Acquire more space for our program needs

- a. Determine whether we relocate the school or remain in our current location.
- b. Determine whether we buy a building and renovate it to meet our needs.
- c. Determine whether we lease a new site and renovate it to meet our needs.
- d. Determine whether we build a new facility.
- e. Determine whether we need an Affiliated Building Corporation to acquire ownership.
- f. Determine what additional services, grades and activities would be placed in an expanded facility.

2. Expand and/or enhance what we offer to meet the needs of our students and families

- a. Determine new program curriculums needed by school.
- b. Identify new technology needed to support curriculums and classrooms.
- c. Determine how Before and After School programs be structured and funded.
- d. Determine if a lunch program be developed to meet dietary needs of all students.
- e. Expand the existing special programs such as the Achieve Program.
- f. Expand school grades to include 6th grade.
- g. Work with UST to offer Spero Academy Internships.
- h. Provide structured onsite work program for Spero Academy students.
- i. Determine transportation needs of school.
- j. Determine available funding sources for transportation

- k. Create a communication structure between internal and external social and therapeutic services.

3. Create the workplace conditions for attracting and retaining the highest quality staff

- a. Develop competitive compensation structure to attract teachers/paraprofessional staff.
- b. Investigate and change aspects of our personnel policies and practices to ensure well-trained, engaged and fairly compensated staff.
- c. Assess and modify staffing structure as the school's needs change.
- d. Develop an onsite annual training program for paraprofessionals.
- e. Work with UST to offer Spero Academy Internships

4. Become more visible and connected to our communities

- a. Identify forms of social media that should be used by school.
- b. Determine how to make school website more social media friendly.
- c. Determine how social media be used to market the school.
- d. Develop a social media marketing plan for the school.
- e. Identify how social media can be used to increase parent involvement in school.
- f. Identify the kinds of parent outreach programs that are needed to connect with the school community.
- g. Develop strategy for becoming a Center of Excellence for providing consulting services to the broader educational community.

5. Establish the Spero Academy Foundation and other funding sources to ensure our financial viability

- a. Determine purpose of the foundation.

- b. Determine who will be on the Board as Directors.
- c. Determine who will spearhead the project and become the Board Chair.
- d. Task the foundation to create a long term financial plan for Spero Academy.
- e. Locate funding sources available to support Spero programs.
- f. Create a way to enhance our fund-raising capability.
- g. Determine the funding priorities of the foundation.

Appendix C: Licensure Verification

District #	School Name	Teacher	File Folder #1	Subject Taught	Grade Taught	SY 2017	Status: Yes-Returning No-Not Returning New SY 2017	Additional Notes
4113	Spero Academy	Ann Bakeman	447269	Special Education Teacher PLS 3	2, 3, 4, 5	Yes	Yes	
4113	Spero Academy	Brittany Crouse	499260	Special Education Teacher ASR 2	2, 3, 4	Yes	Yes	
4113	Spero Academy	Brittany Enslin	491158	Special Education Teacher PLS 1	1, 2, 3	Yes	Yes	
4113	Spero Academy	Timothy Geer	433866	5th and 6th Grade Teacher	5, 6	Yes	Yes	
4113	Spero Academy	Katie Hansen	449679	Speech and Language Therapist	K-6	Yes	Yes	
4113	Spero Academy	Elizabeth Hatt	432787	1st Grade Teacher	1	Yes	Yes	
4113	Spero Academy	James Hepner	475802	School Social Worker	K-6	Yes	New Hire SY 2017	
4113	Spero Academy	Stephanie Horton	387254	School Psychologist	K-6	Yes	New Hire SY 2017	
4113	Spero Academy	Katherine Kammerude	489510	Special Education Teacher ASR 5	5, 6	Yes	Yes	
4113	Spero Academy	Lucy Kanaventi	461393	Special Education Teacher ASR 3	4, 5, 6	Yes	Yes	
4113	Spero Academy	Erica Kirsch	455708	Special Education Teacher ASR 4	5, 6	Yes	Yes	

4113	Spero Academy	Trevor Krahn	504058	Special Education Teacher PLS 2	3, 4, 6	Yes	New Hire SY 2017	
4113	Spero Academy	Taryn McGovern	471626	Special Education Teacher PLS 1	K-1	Yes	Yes	
4113	Spero Academy	Sharla McIntosh-Ziegler	440694	Speech and Language Therapist	K-6	Yes	Yes	
4113	Spero Academy	Tara Meyer	499213	School Nurse	K-6	Yes	Yes	
4113	Spero Academy	Adam Michalek	405864	Physical Education/ DAPE	K-6	Yes	Yes	
4113	Spero Academy	Kimberly Michlin	427507	2nd Grade Teacher	2	Yes	Yes	
4113	Spero Academy	Hannah Miller	467314	3rd Grade Teacher	3	Yes	New Hire SY 2017	
4113	Spero Academy	Brittany Mohamed	491128	English Language Teacher	K-6	Yes	New Hire SY 2017	
4113	Spero Academy	Susan Scheller	308821	Assistant Director	Administration	Yes	Yes	
4113	Spero Academy	Ashley Sellwood	475524	Speech and Language Therapist	K-6	Yes	Yes	
4113	Spero Academy	Anthony Shepherd	429467	Behavior Support	K-6	Yes	Yes	
4113	Spero Academy	Peter Sycks	427450	Physical Education/ DAPE	K-6	Yes	Yes	
4113	Spero Academy	Kelly Tiedemann	454493	Special Education Coordinator	Administration	Yes	Yes	
4113	Spero Academy	Alexandria Ward	465290	Special Education Manager	Administration	Yes	Yes	

4113	Spero Academy	Claire Winkels	465290	Kindergarten	Kindergarten	Yes	Yes	
4113	Spero Academy	Susan Zondlo-Seiple	418924	Special Education Teacher	4	Yes	Yes	

APPENDIX D. Administrative Responsibilities.

Director

				Direct Supervision of Admin, Health Services, Social Work, Teachers, Therapists						
Human Resources	Employee Agreements	Corrective Action	Interviews for Staff		Staffing Needs					
Minnesota Department of Education	DIRS	Title II	STAR	Policy Questions						
Health Services	MA Billing Financial Tracking									
Board	Governance	Finance	Facilities	All Board distribution of information	Board Recruitment					
Finance	Development and Potential Grants	Insurance	Donations	Servs	Fiscal Oversight	Budgeting	Investments	Bonding Requirments and oversight	Audits	BergenKDV
Public Relations	MACS	Initial POC								
Evaluations	TDE	Observations/ Conferences/ Training	Para Evals							
University of St. Thomas Relations	Reporting Oversight	Contract Oversight	Compliance							
Purchasing Approvals	Procurement practices	Special Ed Inventory								
Future Growth	Marketing	Expansion of program								
Administration	Staff Management	Business Manager Contact	Strategic Plan Management	Official School Correspondance	Daily School Operation					
Facility	Grace Center Relations	Inventory								
Building Project	HDR	JB Vang	Rochon	Site Meetings	Change Orderrs	Final Design				

Assistant Director/Academic Coordinator

Curriculum	Curriculum Adoption Process	Curriculum planning (MDE standards & requirements)	Lesson Planning	Purchasing (technology, curriculum)			
Professional Development	Instructional management (interventions, teacher responsibilities)	Professional development (all staff & teachers)	PLCs - teacher professional development meeting	Program oversight (afternoons, team meetings)	Teacher Related Services/ Specialist growth & development	Teacher Mentoring / Guidance	Lead Peer Coach
Relicensure Representative for Licensed Staff	Relicensure/ Licensing	Teacher recruitment & retention	Training requests (teachers)	Teacher budget approval	504 Coordinator	PLP's With Accountability Coordinator	
Assessment	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, SAC, Proctor, Trainer, family)	Accountability (Annual report oversight)				
Minnesota Department of Education	STAR	Title II	ELL WIDA				
Teachnology	Oversight with Accountability Coordinator						
Program Support	*School discipline rep for special education: Restrictive Procedures	Staff Oversight (related services providers, teaching staff)	Peer Mentorship Program	Oversight Committee			
Human Resources	Teacher interest/Teacher Application Interview Process	Assist with Staff Discipline	Classroom Support/ New Teacher Support				
Teacher Support	MACS - License Renewals	ELL					

Special Education Coordinator

[illegible]

Special Education Manager

Accountability	Data accountability/Progress Report Data	District & State assessments (MTAS)	Accountability Committee	District Assessments			
Due Process	Maintain Special ed records	Child Find	District representative @ IEP meetings	High Quality IEP/ Evaluation Compliance/ IEP review	Due Process check-in updates to case managers	Evaluation planning	Special Education Assessments
Due Process (cont.)	Timeline Management	Case Manager assistance with due process	Scheduling paraprofessional staff	Assessment inventory & tools/supports inventory	Gen Ed./Special Ed. representative for IEP meetings		
Special Education Professional Development	Staff Trainings on Due Process						
Program	Behavior program support						

Operations Coordinator

Building	Building (Maintenance, Popp, Comcast, Central Telephone)	Crisis Plan (Development, Drills, Training)	Grace Center Liason (Building, Maintenance, security)	Inventory (School)			
Human Resources	Payroll (PTO, time sheets, payroll changes, new hire paperwork, reconciliation)	Benefits (paperwork, orientation, online enrollment, cobra, reconciliation, FMLA)	First report of injury	Job Fairs			
Marketing	Marketing (Flyers, post cards, newsletter)	Volunteer training & schedule	Event planning & coordination(school dance, fundraising, ect)				
Office	Billing (Weekly bills, VPR, tracking, BKDA, file maintenance)	Donations (letters)	Internal/External Affairs	Supply ordering (Special Ed& therapy)	Crisis plan - visuals	Supply ordering - classroom, general, office	Erate
Staffing	Hiring - Paraprofessionals (Interviews, references, new hire paper work, orientation, folders)	Teacher paperwork	Staffing (daily, request off, subs)	TIES	Staff committee oversight		
Students	Enrollment (fairs, tours, parent contact, application, acceptance, student files)	Health services (back up, files, compliance)	SYNERGY (family, student, attendance)		Translation Services	Records & retention for special ed	
Transportation	Route development	Parent contact	Daily routes	Crisis issues	Training	MDE Reporting	
Facilities Committee							
Marketing Committee							

Accountability Coordinator

Databases	TIES/Synergy Coordinator - report cards, student information, staff information, scheduling	MARSS Coordinator	MARSS - New Student (student ID validation, SPED info, ed benefits, resident district)			
Technology	Budgeting management/oversight, day-to-day IT, security, curriculum	Technology oversight	School website oversight	Media Center	Purchasing (technology, curriculum)	
Data	Data analysis & program planning	Annual report data & WBWF	Skills checklist	Data continuity	PLP's with Academic Coordinator	Report Cards
Policy & Procedures	Policy work for Board	Committee Reports - minutes from meetings	Board minute follow up	State statute monitoring		
Human Resources	Posting available positions					
Accountability	Policies & procedures (accountability, MDE)	District assessment student files	Accountability Committee	UST & Annual Reports		
Program Management	Assisting with events (Dance, concerts, field trips, etc)	Program surveys & development				
Assessment	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, SAC, Proctor, Trainer, family)	Accountability (Annual report oversight)			
MDE	Data Center Secure Reports					

Administrative Assistant

Office	Transportation - (TIES, Daily routes, cancellations, monitoring, end of day)	Maintenance - copier, phone system, laminator	Point of contact for all school information	Donations (letters)	Student files	Records & retention for special ed files	Supply ordering
All-Staff Schedules	Maintain updated daily schedules for each staff member						
Marketing	Newletter proof, photos	Marketing materials development	Event planning & coordination (school dance, fundraising, ect)				
Staffing	Request off, Subbing,	Assist with payroll organization					
Students	Enrollment (paperwork)	Synergy (Attendance)					
Translatting/Int erp.	Documents, Meetings						
Building	Crisis Plan (coordination, Drills, Training)						

APPENDIX E. Spero Academy Enrollment Policy.

Adopted: December 20, 2004

Reviewed: June 24, 2014



900 ENROLLMENT

I. PURPOSE

To establish a fair, consistent, and legally compliant enrollment policy

II. GENERAL STATEMENT OF POLICY

a. Spero Academy is a public charter school. Enrollment policies comply with Minnesota's Open Enrollment Law, Minn. Stat § 124D.10 subd.9. Enrollment in Spero Academy is open to all students, without regard to race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other factors. Capacity of program, class, grade level or building cannot be based on student intellectual ability or disability.

b. Definition of Enrollment: A student is considered to be enrolled in Spero Academy when the student's name is drawn by lottery.

c. Enrollment Process:

i. Application for Admission:

Admission applications are posted on Spero Academy's website. Additionally, applications may be mailed upon request.

In order to apply to Spero Academy, information requested on the Admission Application must be submitted during the Open Enrollment Period. The Open Enrollment Period for any school year falls between July 1 and January 31 of the prior school year. Admission Applications may be submitted via electronic submission, in person, or by mail. Open enrollment closes at midnight on January 31.

ii. Offer of Admission and Lottery:

All applicants received during the Open Enrollment Period are automatically admitted unless more applications are received than the available enrollment capacity established by the Board. In this situation, all submitted applications for such program, class grade level or building are placed in the lottery. In the case of lottery admission, only current residents of the State of Minnesota may be accepted into the lottery.

iii. Preferences for siblings and children of current Spero Academy employees

1. Two classes of students have preference for enrollment at Spero Academy: siblings of currently admitted students and children of current employees. This preference is in accordance with Minn. Stat § 124D.10 subd.9(c).
2. Siblings, who submit an application before the expiration of the open enrollment period, of currently admitted students are automatically offered admission unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, the sibling of the student with the lowest lottery number (first drawn) has preference and is awarded the placement.
3. If all available enrollments in a grade are filled by siblings, the sibling is added to the waiting list with priority over any other student.
4. Children of employees also have preference over the general public. Siblings have preference over children of current employees. Children of current employees, who submit an application before the expiration of the open enrollment period, are automatically offered admission unless the number of children of employee applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of children of employees applications exceeds available enrollment in any grade, the child of the employee with the most seniority has preference and is awarded the placement. Employees who wish to enroll their children at Spero Academy using this preference must maintain employment with the organization through the child's first complete year of school.
5. If all available enrollments in a grade are filled, Spero Academy places the child on the waiting list with preference over the general population, but not over siblings.

iv. Lottery

If the number of applications received during the open enrollment period exceeds available enrollment capacity established by the Board after siblings and children of employees have been enrolled, the school

conducts a general lottery within one week after expiration of the Open Enrollment period. All applications for each such grade(s) from current residents of Minnesota received before the expiration of the Open Enrollment Period are included in the general lottery. Applicant may only apply for admission into the one grade/class level into which the applicant will matriculate the next school year.

Spero Academy conducts all lotteries through a method of random selection. Students are admitted to the school in the order in which they are numbered in the lottery in accordance with Minn. Stat § 124D.10 subd.9(b).

v. Waiting Lists

There is one waiting list with two determinations of preference. Students who are siblings of currently enrolled students are given preference over all other students on the waiting list. The students of current employees are given next priority on the waiting list. Students who are children of current employees have priority over the general waiting list, but not over siblings on the waiting list. A student may only be kept on the current employees waiting list while their parent is employed at Spero Academy. When a student is admitted based on this priority, the parent must remain employed at Spero Academy for the first full year of the student's attendance at the school. All other students are put on the waiting list after those with a preference after all open places in grades are filled. The order of the waiting list is determined by the random numbering from the lottery. Applications received after the lottery are added to the end of the applicable waiting list for each such grade, in the order received. The general waiting list does not carry over from year to year.

A student may simultaneously be on two separate waitlists for two separate academic years, i.e. if a student is not accepted by July 1 of any year, that student can re-apply to Spero Academy for the next academic year without giving up his/her position on the current academic year waitlist.

The school board reserves the right to close admission in accordance with Minn. Stat § 124D.10 subd.9(b).

vi. Acceptance of Offer of Admission

Students are offered admission, or notified of status on the waitlist, by letter. Submitting an application to Spero Academy will not take a student out of their current school until registration is completed, nor will the current school be notified until Spero Academy receives an

acceptance of an offer of admission.

Upon acceptance of an offer of admission, by the deadline specified in the Offer of Admission letter, a student is then considered enrolled in Spero Academy. If Spero Academy does not receive a response of acceptance by the specified deadline, the student is placed at the end of the waiting list.

vii. Registration of Enrolled Students

1. Records Request: Upon acceptance of an offer of admission, Spero Academy requests academic records, transcripts, schedules, standardized test results, most recent three-year evaluation, and special education records, if any. Spero Academy includes a Consent to Release Records form to be signed and returned with the acceptance letter, although Spero Academy does not need such a form in order to request school records.

Pursuant to Code of Federal Regulations 34 § 99.31(a)(2) and Minn. Stat. § 13.32 subd. 3(e), generally, education data cannot be released without the consent of a parent or eligible student (a student who is 18 or attending a postsecondary institution). One exception is that a school district can release education data to school officials in another district where a student seeks or intends to transfer or enroll, or where a student already is enrolled as long as the release is for purposes related to the student's enrollment or transfer.

2. Program Preparation: In order to best serve the student, upon receipt of school records, Spero Academy prepares for the student's first class day through several planning measures.
 - a. First Transition Meeting: Spero Academy invites the student's family and the student to meet with administration to discuss the student's transition to Spero Academy. At this time Spero Academy schedules an optional, half day for the student to shadow a current student. Spero Academy staff may also arrange to observe the student in his/her current academic setting,
 - b. Second Transition Meeting: Following the observation and optional student shadow described above, Spero Academy invites the student's family to meet with administration a second time to discuss the results of the student's experience and the observations of the supports

in the student's current school placement. All families are required to complete federal, state, and school registration forms prior to a student's first day of attendance at Spero Academy and can obtain required paperwork at this time. Additionally, Spero Academy schedules an Open House each fall prior to the start of school.

3. Location of Service and Educational Placement

Upon enrollment all students with a disability will receive services comparable to those in their current IEP. Once a student has accepted admission, any placement decision is made by the IEP team, including parents, and reviewed annually in accordance with federal special education law. Should the student be placed in another district or setting, the student remains enrolled in Spero Academy and will receive services, onsite or offsite, based on the IEP team's placement decision.

4. Declination of Admission

If a family declines admission to Spero Academy after an offer of admission is made, the student's name will be removed from the waitlist. If a family declines admission and then chooses to reapply, the Open Enrollment Period criterion applies, and the student will be considered for admission for the next academic year. Spero Academy in no way suggests, urges, nor compels neither declination of admission nor disenrollment of its students.

5. Enrollment Limitations

Enrollment limitations comply with Minn. Stat § 124D.10 subd.9(b) Also, the Spero Academy Board of Directors has determined that only current residents of Minnesota may be included in the lottery.

Legal References:

Minn. Stat. § 363A.13 Minn. Stat. § 363A.14

Title VI of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973

Title II of the Americans with Disabilities Act of 1990

Part B of the Individuals with Disabilities Education Act (IDEA)



Spero Academy Student Application Form

Student Information☐ 2018-2019 School Year

Student's Legal Name: _____					
	First		Middle		Last
Enrollment Grade: (Circle one) K 1 2 3 4 5 6					
Address: _____					
	Street	Unit #	City	State	Zip code

Family Data **Sibling Currently Enrolled** ☐ Yes ☐ No
Parent/Guardian 1 **Parent/Guardian current staff member at Spero Academy** ☐ Yes ☐ No

Print Name: _____					
	First	MI	Last	Relationship	<input type="checkbox"/> Legal Guardian
Address(if different from student) _____					
	Street	Unit #	City	State	Zip code
Email: _____			Cell Phone: _____		

Parent/Guardian 2

Print Name: _____					
	First	MI	Last	Relationship	<input type="checkbox"/> Legal Guardian
Address(if different from student) _____					
	Street	Unit #	City	State	Zip code
Email: _____			Cell Phone: _____		

I understand the above information and have provided all necessary information for student enrollment at Spero Academy

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Please complete this application and email to: info@spero.academy
Or Mail/Fax to: Spero Academy Admissions

Date Application received: _____
Date Application entered on list: _____

APPENDIX G. Board Member Information.



Board Member Information

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

School: Spero Academy

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	16-17 Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
								Governance	Employment	Financial Management	Annual Training
Erica Weber	2014	2017	Member	Community	Governance, Legislation, Policy, Law, Human Resources	eweber@spero.academy	5/11	4/23/16 UST	4/23/16 UST	10/16/15 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
Janelle Erickson	2012	2017	Treasurer	Education	Education, Finance, Business Management, Communications, Strategic Planning	jerickson@spero.academy	7/11	5/14/14 MACS	6/3/13 MACS	3/24/14 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16
Donna Piazza	2011	2017	Chair	Education	Education, Special Education, Legislation, Policy, Law, Strategic Planning	dpiazza@spero.academy	10/11	3/8/12 MACS	3/8/12 MACS	2/25/12 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
Neil Nye	2013	2019	Treasurer	Parent	Business Management, Communications, Marketing, Public Relations, Event Planning/Coordination, Strategic Planning	nnye@spero.academy	10/11	11/14/13 MACS	12/3/13 MACS	11/21/13 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
Crystal Totten	2015	2018	Member	Parent	Special Education, Finance, Business Management, Communications,	ctotten@spero.academy	10/11	11/11/15 MACS	12/2/15 MACS	10/16/2015 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting –



					Marketing, Event Planning/Coordination, Web Design/Development, Strategic Planning						<ul style="list-style-type: none"> 9/27/16 Assessments & Accountability – 1/24/17
Curtis Windham			School Director (Non-Voting)	School Director		cwindham@spero.academy	11/11	11/11/15 MACS	12/2/15 MACS	11/13/15 MACS	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
Katie Rose Kammerude	2016	2019	Member	Teacher	Special Education, Instruction, Marketing	kkammerude@spero.academy	10/11	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	<ul style="list-style-type: none"> Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
Taryn McGovern	2016	2019	Member	Teacher	Special Education, Instruction, CPI	tmcgovern@spero.academy	10/11	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	<ul style="list-style-type: none"> Lease Aid & Underwriting – 8/23/16 Assessments & Accountability – 1/24/17
Tony Farah	2016	2019	Member	Community	Governance, Real Estate, Operations, Event Planning	tfarah@spero.academy	10/11	9/23/16 St. Paul College	3/11/17 Avalon Charter School	11/2/16 MACS	<ul style="list-style-type: none"> Realtor Training – 9/27/16 Bonding/Underwriting – 9/27/16 Assessments & Accountability – 1/24/17
JoAnna Hicks	2017	2020	Member	Parent	Facilities, Real Estate, Marketing	jhicks@spero.academy	6/11	In Progress	In Progress	In Progress	<ul style="list-style-type: none"> Assessments & Accountability – 1/24/17
Michelle Suarez	2017	2020	Member	Community	Special Education, Education, Counseling Services	msuarez@spero.academy	New Member 2017-2018	In Progress	In Progress	In Progress	New Member 2017-2018
Karen Marshall	2017	2020	Member	Community	Nonprofits, Finance	kmarshall@spero.academy	New Member 2017-2018	In Progress	In Progress	In Progress	New Member 2017-2018

Spero Academy Budget Projection Model Long Range Budget Projection Model

		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>	<i>Projections</i>					
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
<u>Enrollment Projections</u>							
Number Students Grade K	15	16	18	19	20	20	20
Number Students Grade 1	9	15	18	20	21	22	23
Number Students Grade 2	18	13	18	20	22	23	25
Number Students Grade 3	16	19	15	20	22	24	25
Number Students Grade 4	20	21	21	17	22	24	25
Number Students Grade 5	12	20	22	22	19	24	25
Number Students Grade 6	0	12	20	22	22	19	25
<u>Enrollment totals by state pupil unit weighting category</u>							
Total Number of Students Grade K	15	16	18	19	20	20	20
Total Number of Students Grades 1-3	44	47	51	60	65	69	73
Total Number of Students Grades 4-6	32	53	63	61	63	67	75
Total Number of Students	90	116	132	140	148	156	168
Percentage of Special Education Students	89%	90%	90%	90%	90%	90%	90%
Total Number of Current Year Pupil Units	90.20	116.00	132.00	140.00	148.00	156.00	168.00
Membership Hours	90,922	116,928	133,056	141,120	149,184	157,248	169,344
Students with IEPs Membership Hours	80,920	105,235	119,750	127,008	134,266	141,523	152,410
Special Education Service Hours	45,461	58,464	66,528	70,560	74,592	78,624	84,672
Setting 3 and above Service Hours	22,730	29,232	33,264	35,280	37,296	39,312	42,336

<u>State Revenue Assumptions and Calculations</u>
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<u>General Education Revenue</u>							
State Averages Per Pupil Unit	\$6,067	\$6,188	\$6,312	\$6,375	\$6,439	\$6,503	\$6,568
Inflation Rate Assumption - Basic only	2.0%	2.0%	2.0%	1.0%	1.0%	1.0%	1.0%
Basic Excluding Transportation	\$5,783.85	\$5,905.18	\$6,028.94	\$6,092.06	\$6,155.81	\$6,220.19	\$6,285.22
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.11	29.11	29.11	29.11	29.11	29.11	29.11
Operating Capital	226.34	226.34	226.34	226.34	226.34	226.34	226.34
Equity	120.02	120.02	120.02	120.02	120.02	120.02	120.02
Referendum	125.12	112.61	112.61	112.61	112.61	112.61	112.61
Transportation	282.72	282.72	282.72	282.72	282.72	282.72	282.72
Total Per Pupil Unit State Revenue	\$6,580.16	\$6,688.98	\$6,812.74	\$6,875.86	\$6,939.60	\$7,003.99	\$7,069.02
Total General Education State Revenue	593,531	775,922	899,282	962,620	1,027,061	1,092,622	1,187,595

**Spero Academy
Budget Projection Model
Long Range Budget Projection Model**

		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>	<i>Projections</i>					
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
	51%	46%	46%	46%	46%	46%	46%
Compensatory Revenue	<u>actual</u>	<u>actual</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr.	83	93	116	132	140	148	156
B: Number of Free Lunch Students prior yr.	36	30	41	46	49	52	55
C: Number of Reduced Lunch Students prior yr.	6	13	13	15	15	16	17
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	39.00	36.50	46.98	53.46	56.70	59.94	63.18
E: Concentration Portion	0.4699	0.3925	0.4050	0.4050	0.4050	0.4050	0.4050
F: Concentration Factor (lessor of 1 or Conc. portion/.8)	0.5874	0.4906	0.5063	0.5063	0.5063	0.5063	0.5063
G: PU = .6 * D * F	13.75	10.74	14.27	16.24	17.22	18.21	19.19
H: Initial Revenue = aid at per pupil unit *G	71,866	56,169	78,096	89,893	96,439	103,122	109,944
I: Short Year Factor	1	1	1	1	1	1	1
Misc. Rounding	19	20	8	8	8	8	8
Calculated Compensatory State Revenue ((A) x (B))	71,885	56,149	78,088	89,885	96,431	103,114	109,936
Building Lease Aid							
Aid at per pupil unit cap	<u>118,523</u>	<u>152,424</u>	<u>173,448</u>	<u>183,960</u>	<u>194,472</u>	<u>204,984</u>	<u>220,752</u>
Aid at 90% of Lease	<u>138,221</u>	<u>140,986</u>	<u>1,196,078</u>	<u>1,196,078</u>	<u>1,245,578</u>	<u>1,309,489</u>	<u>1,427,006</u>
90% of lease payment - per pupil unit	<u>1,532</u>	<u>1,215</u>	<u>9,061</u>	<u>8,543</u>	<u>8,416</u>	<u>8,394</u>	<u>8,494</u>
Lesser of pupil unit cap or 90% of lease payment	118,523	140,986	173,448	183,960	194,472	204,984	220,752
Estimated Proration of Lease Aid Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	118,523	140,986	173,448	183,960	194,472	204,984	220,752
Lease Aid Revenue per pupil unit (before proration)	<u>1,314</u>	<u>1,215</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>
Long-Term Facilities Maintenance Revenue							
Revenue per Adjusted Pupil Unit	34	85	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	3,067	9,860	17,424	18,480	19,536	20,592	22,176
EL (English Learners) State Aid	1%	1%	1%	1%	1%	1%	1%
Prior Year EL Eligible ADM	0	1	1	1	1	1	1
Current Year EL Eligible ADM	1	1	1	1	1	1	1
ADM Served	90	116	132	140	148	156	168
Adjusted EL ADM	1	1	1	1	1	1	1
EL Marginal Cost Pupils	20	20	20	20	20	20	20
EL Revenue	14,000	14,000	14,000	14,000	14,000	14,000	14,000
Concentration Portion	0.0111	0.0086	0.0076	0.0071	0.0068	0.0064	0.0060
Contraction Factor	0.10	0.07	0.07	0.06	0.06	0.06	0.05
EL Pupil Units	0.10	0.07	0.07	0.06	0.06	0.06	0.05
EL Concentration Revenue	24	19	16	16	15	14	13
Total EL Aid	14,024	14,019	14,016	14,016	14,015	14,014	14,013

Spero Academy Budget Projection Model Long Range Budget Projection Model							
		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>				<i>Projections</i>		
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
<u>Special Education Revenue</u>							
Special Education Aid (includes tuition billing)	3,520,499	4,399,641	4,937,264	5,467,916	6,034,688	6,534,528	7,042,706
<u>Gen. Ed. to Defray the cost of Special Education</u>							
Total Gen. Ed. Expenditures	565,682	793,526	896,766	928,980	957,308	993,191	1,031,934
Instructional Gen. Ed. Expenditures	101,823	142,835	161,418	167,216	172,315	178,774	185,748
Instructional Expenditure Percentage	18%	18%	18%	18%	18%	18%	18%
Gen. Ed. Revenue per Total Membership Hour	6.53	6.64	6.76	6.82	6.88	6.95	7.01
Instructional Portion of Gen. Ed. Revenue	1.18	1.19	1.22	1.23	1.24	1.25	1.26
Total Gen. Ed. to Defray (Based on Setting 3 or higher Service Hours)	26,709	34,916	40,468	43,318	46,218	49,168	53,442
<u>Special Education Appeal Revenue</u>							
Excess Lease Costs (Lease Cost less Lease Aid Revenue)	35,056	15,665	1,155,527	1,145,015	1,189,503	1,250,004	1,364,811
Lease Appeal Rate (Excess lease costs divided by total membership hours)	0.39	0.13	8.68	8.11	7.97	7.95	8.06
Lease Appeal Revenue (Rate billed on SPED Service Hours)	17,528	7,832	577,764	572,508	594,752	625,002	682,405
Remaining Excess Lease Costs (less Lease Aid Appeal Revenue)	17,528	7,832	577,764	572,508	594,752	625,002	682,405
Excess Gen. Ed. Costs (Gen. Ed. expense less Gen. Ed. revenue)	(96,978)	(34,341)	(79,205)	(120,824)	(161,885)	(196,597)	(257,204)
Gen. Ed. Transportation Costs	82,120	107,721	125,031	135,260	145,849	156,807	172,246
Subtotal (amount eligible for appeal)	2,670	81,212	623,589	586,944	578,716	585,211	597,447
Gen. Ed. Appeal Rate (\$0.00 if negative subtotal (costs are covered))	0.03	0.69	4.69	4.16	3.88	3.72	3.53
Gen. Ed. Appeal Revenue (Rate billed on SPED Membership Hours)	2,376	73,091	561,230	528,250	520,844	526,690	537,703
Additional appeal if SPED 90% or over	0	8,121	62,359	58,694	57,872	58,521	59,745
Total Special Education Appeal Revenue	19,904	89,045	1,201,353	1,159,451	1,173,467	1,210,213	1,279,853

Spero Academy Budget Projection Model Long Range Budget Projection Model							
		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>	<i>Projections</i>					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Budget Projections							
Revenue Summary and Projections							
<u>State Aids</u>							
General Education Revenue	593,531	775,922	899,282	962,620	1,027,061	1,092,622	1,187,595
Compensatory Revenue	71,885	56,149	78,088	89,885	96,431	103,114	109,936
EL Revenue	14,024	14,019	14,016	14,016	14,015	14,014	14,013
Subtotal	679,440	846,090	991,386	1,066,520	1,137,506	1,209,749	1,311,544
Land Endowment Fund	2,807	2,778	3,573	4,066	4,312	4,558	4,805
Literacy Incentive Aid	4,056	4,056	4,056	4,056	4,056	4,056	4,056
Building Lease Aid	118,523	140,986	173,448	183,960	194,472	204,984	220,752
Long-Term Facilities Maintenance Revenue (New in FY17)	3,067	9,860	17,424	18,480	19,536	20,592	22,176
Special Education Aid (includes tuition billing)	3,520,499	4,399,641	4,937,264	5,467,916	6,034,688	6,534,528	7,042,706
<i>Special Education Aid - PY over/under accrual</i>	(70,098)						
Gen Ed Revenue to Defray the Cost of Special Education	(26,709)	(34,916)	(40,468)	(43,318)	(46,218)	(49,168)	(53,442)
Total State Aids	4,231,584	5,368,494	6,086,683	6,701,680	7,348,352	7,929,299	8,552,596
<u>Other Revenue</u>							
Special Education Appeal Revenue	19,904	89,045	1,201,353	1,159,451	1,173,467	1,210,213	1,279,853
MA Billing Revenue	160,000	205,765	234,146	248,337	262,528	276,719	298,005
Federal Title Grants (offset by expenses)	3,761	4,353	4,954	5,254	5,554	5,854	6,304
Federal Special Ed (offset by expenses)	47,166	60,657	69,023	73,206	77,389	81,572	87,847
Donations, Fundraising, Gifts, Fees from Patrons, E-Rate, etc.	10,850	8,000	8,000	8,000	8,000	8,000	8,000
Food Service Program	36,143	47,411	55,029	59,531	64,192	69,014	75,809
Transfer from Fund 01 to Fund 02	12,205	16,010	18,582	20,103	21,677	23,306	25,601
Total Other Revenue	290,030	431,241	1,591,087	1,573,883	1,612,807	1,674,678	1,781,419
Total Revenue	4,521,614	5,799,735	7,677,770	8,275,563	8,961,159	9,603,978	10,334,015

Spero Academy Budget Projection Model Long Range Budget Projection Model

		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>	<i>Projections</i>					
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>

Expenditure Calculations

<u>Inflation Calculations</u>						
Other Costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Payroll	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%

<u>New Staff Calculations</u>						
Added Gen. Ed. Positions	0.0	1.0	0.0	0.0	0.0	0.0
Projected (1 FTE) Salary cost	44,000	45,000	46,000	47,000	48,000	49,000
Added Salary Cost (100% Gen. Ed.)	0	45,000	0	0	0	0
Added Split Positions	1.0	2.0	2.0	0.0	1.0	1.0
Projected (1 FTE) Salary cost	44,000	45,000	46,000	47,000	48,000	49,000
Added Salary Cost (90% SPED / 10% Gen. Ed.)	44,000	90,000	92,000	0	48,000	49,000
Added SPED Teacher/Support Positions	1.0	2.0	2.0	3.0	1.0	0.0
Projected (1 FTE) Salary cost	65,000	45,000	46,000	47,000	48,000	49,000
Added SPED Para FTE's	2.0	7.0	4.0	3.0	2.0	2.0
Projected (1 FTE) Salary cost	21,000	22,000	23,000	24,000	25,000	26,000
Added Salary Cost (100% SPED)	107,000	244,000	184,000	213,000	98,000	52,000
Total Gen. Ed. Staffing Increases	4,840	54,000	9,200	0	4,800	4,900
Total Special Ed. Staff Increases	146,160	325,000	266,800	213,000	141,200	96,100

<u>Budget Calculations</u>						
Salaries	162,306	180,980	240,409	256,822	264,526	277,262
Benefits	44,332	51,900	72,400	81,200	87,800	96,600
Contracted Services	117,997	214,088	248,369	253,337	258,403	263,571
Communications Services	5,556	6,960	10,099	10,301	10,507	10,717
Postage	60	61	62	64	65	66
Utilities	188,196	191,960	220,000	224,400	228,888	233,466
Property & Liability Insurance	7,733	7,888	20,000	20,400	20,808	21,224
Repairs and Maintenance	1,905	2,733	8,288	8,453	8,622	8,795
Contracted Transportation	82,120	107,721	125,031	135,260	145,849	156,807
Travel, conferences and staff training	3,550	11,265	11,490	11,720	11,955	12,194
Field Trip Registrations	275	550	639	691	745	801

<u>Building Lease</u>						
2017 Bonds Issued - Principal and Interest			1,173,950	1,173,950	1,228,950	1,300,100
Annual fees for Issuer			45,025	45,025	45,025	44,888
Annual fees for trustee, accounting and audit, rating fee, other			30,000	30,000	30,000	30,000
Capital Improvement Account funding			80,000	80,000	80,000	80,000
Total Building Lease Amount	153,579	156,651	1,328,975	1,328,975	1,383,975	1,454,988
Other Rentals and Operating Leases	1,926	3,027	4,087	4,169	4,252	4,337
Non Instructional Supplies, Software, and Licensing	11,826	15,512	18,005	19,478	21,003	22,581
Supplies - Maintenance	500	510	5,520	5,631	5,743	5,858
Instructional Supplies, Textbooks, Testing, Media	4,637	6,318	7,333	7,933	8,554	9,196
Other Equipment (Furniture)	920	16,207	8,050	1,457	1,571	1,689

Spero Academy Budget Projection Model Long Range Budget Projection Model							
		<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	90	116	132	140	148	156	168
SPED Percentage	89%	90%	90%	90%	90%	90%	90%
	<i>Revised</i>	<i>Projections</i>					
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Technology Equipment	2,150	69,464	7,628	8,252	8,897	9,566	10,507
Capital Lease - Principal (Apple)	1,395	2,975	3,034	3,095	3,157	3,220	3,284
Capital Lease - Interest (Apple)	0	504	515	525	535	546	557
Dues and memberships	10,417	10,625	10,838	11,055	11,276	11,501	11,731
Funds Transfer to Fund 02	12,205	16,010	18,582	20,103	21,677	23,306	25,601
Federal Title Funds	3,761	4,353	4,954	5,254	5,554	5,854	6,304
MA Billing Expenditures	19,607	23,761	24,474	25,208	25,964	26,743	27,545
Federal Special Ed	47,166	60,657	69,023	73,206	77,389	81,572	87,847
Food Service Expenses	48,348	63,421	73,611	79,634	85,869	92,320	101,410
Total General Fund Expenditures excluding State Special Ed	932,469	1,226,100	2,541,416	2,596,620	2,703,584	2,834,780	3,038,451
Special Education - State							
01-740-100's Special Ed Salaries	2,098,750	2,307,505	2,701,730	3,049,582	3,354,069	3,595,891	3,799,868
01-740-200's Special Ed Benefits	586,106	636,600	782,600	927,500	1,071,100	1,205,700	1,337,800
01-740-350 Special Education Repairs & Maintenance	21,535	27,837	32,893	33,551	34,222	34,907	35,605
01-740-360 Special Education/Homeless Transportation	429,560	563,476	654,020	707,530	762,919	820,241	901,004
01-740-394 Special Ed Contracted Services	288,641	422,735	490,664	530,809	572,364	615,368	675,958
01-740-433 Special Ed Instructional Supplies	57,126	72,646	84,319	91,219	98,360	105,750	116,162
01-740-533 Special Ed Other Equipment & Furniture	8,000	145,506	92,635	12,648	13,668	14,688	16,116
01-740-556 Technology Equipment	12,248	195,188	69,690	85,791	98,114	111,514	129,115
01-000-582 Capital Lease Principal/Interest	18,534	28,149	28,712	29,287	29,872	30,470	31,079
Total State Special Ed Expenditures	3,520,499	4,399,641	4,937,264	5,467,916	6,034,688	6,534,528	7,042,706
Total Expenditures	4,452,967	5,625,741	7,478,680	8,064,537	8,738,272	9,369,308	10,081,156
Total Revenue	4,521,614	5,799,735	7,677,770	8,275,563	8,961,159	9,603,978	10,334,015
Total Expenditures	4,452,967	5,625,741	7,478,680	8,064,537	8,738,272	9,369,308	10,081,156
Cost per Student	49,368	48,498	56,657	57,604	59,042	60,060	60,007
Annual Surplus (Deficit)	68,647	173,994	199,090	211,026	222,887	234,670	252,859
Beginning Fund Balance	821,435	890,082	1,064,076	1,263,166	1,474,192	1,697,079	1,931,749
Projected Ending Fund Balance	890,082	1,064,076	1,263,166	1,474,192	1,697,079	1,931,749	2,184,608
<i>per audit</i>							
Fund Balance Percentage of Annual Total Expenditures	20.0%	18.9%	16.9%	18.3%	19.4%	20.6%	21.7%
Days Cash on Hand (Bonds require 20 Days)			23	28	32	36	40



Spero Academy
Minneapolis, MN
District 4113

June 2017
Preliminary Financial Statements

Unaudited Data

Prepared by:
Jenny Abbs
Finance Manager
9/15/2017





Spero Academy June 30, 2017 - Preliminary Executive Summary

Budgeted ADM: 90
Current ADM: 90.77

Balance Sheet

The audited 6/30/16 balances shown on the Balance Sheet are based on the year-end information as of June 30, 2016. The 6/30/17 balances are preliminary unaudited information.

Assets

The Cash balance at June 30th was \$487,284.

The Due from Building Company amount represents \$40,850 for the land purchase agreement earnest money and Friends of Spero Academy IRS application. These expenditures were paid by the school as of June 30th and were reimbursed in August 2017 through the bond closing.

The Current Year State Aids Receivable represents the amount due from MDE to Spero for the 10% holdback. ADM counts are still preliminary so this number is subject to change.

Due from Other Govt Units is the amount of Third Party Billing revenue paid to Spero after June 30th but relating to the 16-17 school year.

Federal Aids Receivable is the amount due to Spero from federal funds which are reimbursed after June 30th.

The Prepaid expenditure balance consists of the building security deposit and subscriptions, memberships, and lease payments made in advance for the next school year.

Liabilities

The Salaries and Wages Payable is the amount paid to staff in July for work done in June.

The Accounts Payable balance represents the amount due for invoices paid after June 30th but relating back to the 16-17 school year.

Payroll Deductions and Contributions represents the benefits paid to staff in July for work done in June.

Fund Balance

The Fund Balance as of June 30, 2016 was \$821,435. This fund balance includes a \$50,000 donation from 2012-2013 with intent to be spent as need arises. There are no donor requested restrictions on how Spero utilizes these funds, and the Board will approve each use at the appropriate time.

The preliminary year-to-date net income is \$72,843 which is a result of revenues exceeding expenditures.

The total preliminary fund balance of \$894,278 represents the beginning of year fund balance and preliminary net income combined.

Income Statement

This report shows the approved revised budget based on 90 ADM, the preliminary year-end results, and an indication of the percentage of the revised budget to actual.

The preliminary June 2017 report shows General Ed revenues exceeded expenditures by \$32,486. Total preliminary Gen Ed revenues were 101.17% of the revised budget. This was mainly caused by donations exceeding our projected budget. Total preliminary expenditures were 98.02% of the revised budget. The difference stems mostly from a savings in our Other Fees for Service budget. JB Vang Realty was budgeted there although the invoice was paid from Building Company bond proceeds.

Year-to-date MA Billing revenues exceeded expenditures by \$118,892. Total preliminary MA Billing revenues were 86.64% of the revised budget. MA Billing expenditures were 100.65% of the revised budget.

Year-to-date State Special Ed expenditures exceeded revenues by -\$78,535. This loss is caused by our prior year adjustment to revenue for the transportation appeal. Total preliminary State Special Ed revenues are 98.07% of the revised budget. Total preliminary expenditures are 98.15% of the revised budget. This is primarily due to our instructional supplies line being under budget.

Year-to-date Federal Special Ed expenditures equal revenues.

Our total preliminary revenues are 98.18% of our revised budget and total preliminary expenditures are 98.06% of our revised budget.

Please contact Jenny Abbs at jenny.abbs@bergankdv.com or 651-463-2233 ext. 216 should you have questions related to the financial statements.

Spero Academy
Balance Sheet
As of June 30, 2017 - Preliminary

	Audited Balance 6/30/2016	Ending Balance 6/30/2017
<u>Assets</u>		
Current Assets		
Cash and Investments	395,297	487,284
Accounts Receivable	735	0
Due from Building Company	0	40,850
Current Year State Aids Receivable		439,101
Prior Year State Aids Receivable	425,336	0
Due from Other Govt Units	37,380	26,976
Federal Aids Receivable	6,714	7,177
Prepaid Expenses	35,130	65,032
Total Current Assets	900,592	1,066,420
Total All Assets	900,592	1,066,420
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable	18,741	37,055
Accounts Payable	48,688	113,260
Payroll Deductions and Contributions	11,729	21,827
Total Current Liabilities	79,157	172,142
Fund Balance		
Fund Balance 7-1-2016	821,435	821,435
Net Income To Date		72,843
Total Fund Balance	821,435	894,278
Total Liabilities and Fund Balance	900,592	1,066,420

Spero Academy Charter School #4113
June 2017 Income Statement - Preliminary

	16-17 Revised Budget	16-17 YTD Activity	100.00% % of Actual to Budget
General Fund			
Income			
000-000-050 Fees from Patrons	550	539	98.00%
000-000-092 Interest Income	500	498	99.59%
000-000-096 Gifts and Bequests, Donations	6,200	8,530	137.59%
000-000-099 Misc Rev	1,500	4,159	277.30%
000-150-099 E-Rate Rev	2,100	3,761	179.11%
000-000-201 Land Endowment Fund	2,807	3,008	107.15%
000-000-211 General Ed Aid	679,440	683,731	100.63%
000-000-212 Literacy Incentive Aid	4,056	4,056	100.01%
005-000-317 Long Term Facilities Maintenance	3,067	2,992	97.56%
005-000-348-300 School Lease Aid	118,523	118,675	100.13%
PY Adjustments		65	0.00%
000-000-414-400 Federal Title Funds	3,761	1,972	52.43%
Nutrition Program	36,143	33,766	93.42%
Transfer from Fund 01 to Fund 02	12,205	15,307	125.41%
Total Income	870,852	881,060	101.17%
Expense			
General Ed Personnel Salaries	162,306	170,210	104.87%
General Ed Personnel Benefits	44,332	44,452	100.27%
01-000-305 Other Fees For Service	117,997	96,459	81.75%
01-000-320 Communication Services	5,556	5,793	104.27%
01-000-329 Postage & Parcel	60	51	84.77%
01-000-330 Utility Expense	188,196	188,221	100.01%
01-000-340 Property/Liability Insurance Expense	7,733	9,545	123.44%
01-000-350 Repairs & Maint Serv	1,905	1,247	65.44%
01-000-360 Transportation Contracts	82,120	79,956	97.37%
01-000-366 Travel, Conv & Conferences	3,550	900	25.35%
01-000-369 Student Registration Fees (incl Field Trips)	275	530	192.73%
01-348-370 Rent/Lease	153,579	153,580	100.00%
01-000-380 Copier and Other Leases	1,926	1,486	77.15%
01-000-401/405/490 Non Instructional Supplies and Software	11,826	13,186	111.50%
01-810-401 Supplies-Maintenance	500	273	54.69%
01-000-406/430/460/461/470 Instructional Supplies, Textbooks, Testing, Media	4,637	3,070	66.21%
01-000-530 Other Equipment/Furniture	920	117	12.68%
01-000-455/466/555/556 Technology Equipment/Computers	2,150	1,459	67.85%
01-000-580 Capital Lease	1,395	1,395	100.00%
01-000-820 Dues & Memberships	10,417	10,293	98.80%
Transfer from Fund 01 to Fund 02	12,205	15,307	125.41%
01-414-140 Title Programs	3,761	1,972	52.43%
02-000-490/495 Nutrition Program	48,348	49,072	101.50%
Total Expense	865,696	848,574	98.02%
	5,156	32,486	

Spero Academy Charter School #4113
June 2017 Income Statement - Preliminary

	16-17 Revised Budget	16-17 YTD Activity	100.00% % of Actual to Budget
MA Billing			
Income			
005-372-071 MA Billing Revenue	160,000	138,627	86.64% (3)
Total Income	160,000	138,627	86.64%
Expense			
005-372-100/200 Salaries & Benefits	19,607	19,734	100.65%
Total Expense	19,607	19,734	100.65%
	140,393	118,892	
State Special Education			
Income			
005-740-360 Special Education	3,520,499	3,455,500	98.15%
005-999-740-360 Special Ed Aid <i>(Prior Year Adjustment)</i>	(70,098)	(70,118)	100.03%
Gen Ed Revenue to Defray Sped Costs	(26,709)	(22,943)	85.90%
005-740-360 Special Education (with defrayal adjust)	3,423,692	3,362,439	98.21%
005-740-360 Special Education Appeal Revenue	19,904	14,526	72.98%
Total Income	3,443,596	3,376,965	98.07%
Expense			
State Sped Salaries	2,098,750	2,073,747	98.81%
State Sped Benefits	586,106	558,546	95.30%
01-740-350 Repairs & Maintenance	21,535	23,961	111.26%
01-723-360 State Sped Transportation	429,560	430,869	100.30%
01-740-394 State Sped Contracted Services to Students	288,641	290,510	100.65%
01-740-433 Special Ed Instructional Supplies	57,126	43,367	75.92%
01-740-533 Special Ed Equipment/Furniture	8,000	5,439	67.99%
01-740-556 Technology Equipment	12,248	10,527	85.95%
01-740-582 Capital Lease	18,534	18,534	100.00%
Total Expense	3,520,499	3,455,500	98.15%
	(76,903)	(78,535)	

Spero Academy Charter School #4113
June 2017 Income Statement - Preliminary

	16-17 Revised Budget	16-17 YTD Activity	100.00% % of Actual to Budget
Federal Special Education			
Income			
01-000-419/420-400 Fed Flow Thru	47,166	42,847	90.84%
Total Income	47,166	42,847	90.84%
Expense			
01-000-419-303 SPED Director & Coordinator	15,850	15,225	96.06%
01-000-419-329 Postage	700	535	76.43%
01-640-419-366 Conferences/Staff Development	7,561	6,891	91.15%
01-000-419-369 Field Trips	1,160	1,160	100.00%
01-000-419-370 Rentals & Leases	5,000	4,902	98.05%
01-000-419/420-401/433 Supplies	16,520	13,759	83.28%
01-640-419-820 Dues/Memberships	375	375	100.00%
Total Expense	47,166	42,848	90.84%
	-	(0)	
Totals			
Revenues	4,521,614	4,439,498	98.18%
Expenditures	4,452,967	4,366,655	98.06%
Total Net Income/Loss	68,647	72,843	
Beginning Fund Balance 7-1-16	821,435	821,435	(2)
Projected Ending Fund Balance	890,082	894,278	(2)
Projected Ending Fund Balance Percentage	20.00%	20.49%	(2)
Expenditures per Student	49,368	49,369	

Footnotes:

- (1) This variance is related to prepaying for the month or months subsequent to the current operating month.
- (2) This fund balance includes a \$50,000 donation from 12-13 with intent to be spent as need arises. There are no donor requested restrictions on how Spero utilizes these funds, and the Board will approve each use at the appropriate time.
- (3) MA Billing Revenue historically lags behind due to the reimbursement nature of the funds. We expect to meet our budgeted projections.

The projections shown on this report are prepared using both the school's estimates and consultant estimates and are prepared for internal use only.

This report has not been compiled, reviewed or audited and should not be relied upon for other uses.