



**Spero Academy
District 4113**

**2017-2018
Annual Report
World's Best Workforce Report**

October 1, 2018

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Academic Elements

A. Mission and Vision

Our mission is 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 develop our **Strategic Intents:**

- Create *differentiated programs* that integrate academics with social and emotional 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 environments with *small student-to-teacher ratios*
- *Assess student progress* across all learning areas

Spero Academy is uniquely focused on reaching the desired population of children with disabilities. While Spero Academy does not discriminate against neurotypical students, all programs are designed to benefit children with all forms of disabilities. The mission and vision reflects this focus and is consistently reviewed within the context of all programs. The Board has created an Accountability Committee and Governance Committee, both of which work to ensure missional connections to all programs and overall school direction.

Additionally, Spero Academy recognizes the intent of Charter Schools to be an institution of education that reaches underserved student populations or creative approaches that reach unique students. Spero's intent is to address the gap in special education programs with specialized educational opportunities and individualized plans for every students to help all students reach their potential.

B. Accountability Plan Goals

The Spero Academy assessment calendar can be found on our website at: <https://campussuite-storage.s3.amazonaws.com/prod/1073180/9fdb683-34cf-11e7-9e05-124f7febbf4a/1815438/cc4984d4-a583-11e8-ba6f-122006621f00/file/2018-2019%20State%20&%20District%20testing%20schedule.pdf>

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. In previous years, Spero Academy has applied for and received a waiver related to the 1% of students permitted to take the MTAS. However, the latest iteration of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act or ESSA, does not set a limit on the number of students that are able to take alternate assessments. In order to determine the appropriateness of state testing, 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. This process follows the guidelines set forth by the Minnesota Department of Education for appropriately selecting assessments for students with Individual Education Plans (IEPs). Decisions regarding which test a student will take is determined annually by the IEP team and documented accordingly.

Despite the availability of alternate assessments, 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. The results from state tests for 2017-2018 indicate an increase in students meeting or exceeding expectations in MCA reading, a decrease in students meeting or exceeding expectations in MCA math, and similar MTAS scores for both reading and math from the 2016-2017 assessment results.

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

Percent Meeting or Exceeding on MCA Reading 2017-2018 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	12	42%	8%
Grade 4	8	13%	0%
Grade 5	12	33%	17%
Grade 6	4	25%	0%
Overall	36	31%	8%

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

Percent Meeting or Exceeding on MTAS Reading 2017-2018 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	7	14%	29%
Grade 4	9	33%	11%
Grade 5	10	30%	10%
Grade 6	7	0%	14%
Overall	33	21%	15%

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

Percent Meeting or Exceeding on MCA Math 2017-2018 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	12	25%	8%
Grade 4	8	13%	13%
Grade 5	12	8%	0%
Grade 6	4	0%	0%
Overall	36	14%	6%

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

Percent Meeting or Exceeding on MTAS Math 2017-2018 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	7	71%	14%
Grade 4	9	89%	0%
Grade 5	10	40%	0%
Grade 6	7	71%	0%
Overall	33	67%	3%

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-6 for the Spring 2018 testing session.

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

NWEA % At or Above National Median – Math				
		<u># of Students Tested, Spring</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>
	Grade K	4	75%	3
	Grade 1	10	30%	3
	Grade 2	9	11%	1
	Grade 3	14	21%	3
	Grade 4	14	14%	2
	Grade 5	14	7%	1
	Grade 6	5	0%	0
	Overall	70	19%	13

Source: Spero Academy

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

NWEA % Meeting RIT Growth Goals – Math*				
		<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># Meeting Goal</u>
	Grade 1	10	20%	2
	Grade 2	9	44%	4
	Grade 3	12	33%	4
	Grade 4	15	20%	3
	Grade 5	13	15%	2
	Grade 6	4	25%	1
	Overall	63	25%	16

Source: Spero Academy

*Only students with two valid test events during the fall and spring testing windows in the are included in this report. Kindergarten students did not take the NWEA in the fall and therefore are not included in this growth report.

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	32%	68%
Math	0%	100%
Social/Emotional/Behavioral	10%	90%

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	7%	93%
Math	12%	88%
Social/Emotional/Behavioral	17%	83%

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

	Percent not meeting goals	Percent meeting goals
Reading	3%	97%
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 2017-2018 school year. Only students assessed with the same assessment in both the fall and spring have results reported.

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.

Twenty students’ reading progress was assessed using the Bridge with data gathered in September and June. The results for 2017-2018 are noted in the charts that follow. Students showed growth from not meeting standards to approaching standards. While none of the students assessed using the Bridge scored as meeting or exceeding standards, 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 2017-2018

Spero Academy 2017-2018 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	86%	14%	0%	0%
June Score	64%	36%	0%	0%

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. 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 kindergarten and 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.

Table 11. ERSI Scores, Spero Academy 2017-2018

Spero Academy 2017-2018 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	44%	21%	21%	14%
June Score	16%	26%	21%	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 2017-2018, 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 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 2017-2018

Spero Academy Whole-to Part Reading Assessment 2017-2018 Beginning and End of Year Total Score Comparison (n=47) By Fall and Spring			
Word Identification Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	42%	14%	44%
June Score	26%	2%	72%

Table 13. Whole-To-Part Language Comprehension, Spero Academy 2017-2018

Spero Academy Whole-to Part Reading Assessment 2017-2018 Beginning and End of Year Total Score Comparison (n=47) By Fall and Spring			
Language Comprehension Strand	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	42%	23%	35%
June Score	30%	16%	53%

Source: Spero Academy

Table 14. Whole-To-Part Reading Comprehension, Spero Academy 2017-2018

Spero Academy Whole-to Part Reading Assessment 2017-2018 Beginning and End of Year Total Score Comparison (n=47) By Fall and Spring			
Silent Reading Comprehension	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
September Score	44%	21%	35%
June Score	30%	11%	56%

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 2017-2018 school year, with almost 100% of students making progress in both areas.

Table 15. IEP Goal Progress, Spero Academy, 2017-2018

Spero Academy 2017-2018 IEP Goal Progress (n=82)		
	Met IEP Goal	Did Not Meet IEP Goal
Math Goal	99%	1%
Reading Goal	96%	4%

Source: Spero Academy

C. After School Programming

Spero Academy does not currently offer any after school programs or opportunities.

D. Parent Involvement

Spero Academy has a long tradition of surveying the school's major stakeholders. This practice continued in the spring of 2018 by surveying students, families, and staff members. Some specific survey items measure an overall gauge of stakeholder satisfaction. Twenty surveys were returned from families, which is a response rate of 18%. 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. (95%)

- The communication you received regarding school information and activities (95%)
- Satisfied with specialist programs (95%)
- Satisfied with learning environment created by the school (95%)
- Satisfied with the special education programs. (90%)
- Confident in the school's ability to meet student's social/emotional needs (90%)

E. Curriculum

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 evaluates the textbooks/curriculum to ensure it is culturally diverse (as well as for any cultural appropriation), gender-neutral and for it's disability sensitivity.

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 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.

Through the above process, Spero Academy offers a wide variety of curricular choices for teachers. The current curriculum in each subject matter attempts to provide curriculum that meets the needs of every student at Spero. This can be a challenge for Spero as there is such a wide range of learning styles in the student population. However, the list of Spero's available curriculum options has grown considerably. This year the Accountability Committee will be reviewing the English Language Arts curriculum. Many of the teachers have expressed the desire for a more comprehensive literacy curriculum along with a curriculum that specifically addresses the needs of students with learning disabilities. The Accountability Committee along with a group of teachers will be researching and reviewing literacy curriculum that will meet all of the above requirements. The Curriculum Review Cycle can be found in Table 16.

Table 16. Curriculum Review Cycle.

2016-2017	2017-2018	2018-2019	2019-2020	2019-2020
Social Studies	Science/ Art	English Language Arts/Visual Arts	Mathematics	Social Studies
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.	General and Special Education review current materials and alignment to Minnesota Standards.

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

F. Scheduling

One of Spero Academy's unique characteristics is its eleven-month academic calendar. During those eleven months, students attend school Monday through Thursday with breaks scheduled throughout the year. With less time in between breaks this calendar has proven to support the continuous progress-learning model. This weekly schedule also leaves the occasional Friday to schedule staff development and trainings. Staff, overall, have been positive about the School schedule as it provides them time to pursue their education or their own professional development opportunities.

G. Professional Development and Teacher Evaluation Systems

Spero Academy continues to establish an annual fund for professional development for all staff employees. Staff are encouraged to seek out development opportunities that align with their professional area and also contribute to the completion of CEU requirements. Additionally, the school has take a very progressive approach to internal professional development days for all staff. Each year, there are five days of professional development at the beginning of the year to help prepare all staff for the level of service required in this school environment. Five additional days are planned throughout the year, which are planned based on needs that arise throughout the year as well as annual trainings that are required.

An additional training has been planned for FY19, which will be offered both in the Fall and Spring seasons. This PD will focus on understanding innate follower habits, learning how to identify personal tendencies of being a follower, learning how to identify leadership styles in those who lead, identifying toxic or bad leadership, and learning how to work or challenge leadership in these environments. Each PD will run for two consecutive Friday's and qualify for 12 hours and CEUs.

Outline of the School's Teacher Evaluation System.

Spero Academy adapted the Teacher Development and Evaluation (TDE) program distributed through MDE three years ago. Over the course of the last three years, Spero Academy has

continued to evaluate the TDE and make tweaks to align the questions to better fit the focus and culture of our school. Our current evolution of the TDE process consists of 15 questions that are relevant to our school. Teachers meet with either the Director or Assistant Director for a PRE-EVALUATION MEETING, EVALUATION, AND POST-EVALUATION RECAP. Depending on the tenure and experience of the teacher, a teacher will have a mentor and either two or three reviews throughout the year. All new teachers will have reviews three times, while existing teachers will received two or three reviews depending on observational needs.

H. Innovative Practices, Initiatives, and Future Plans

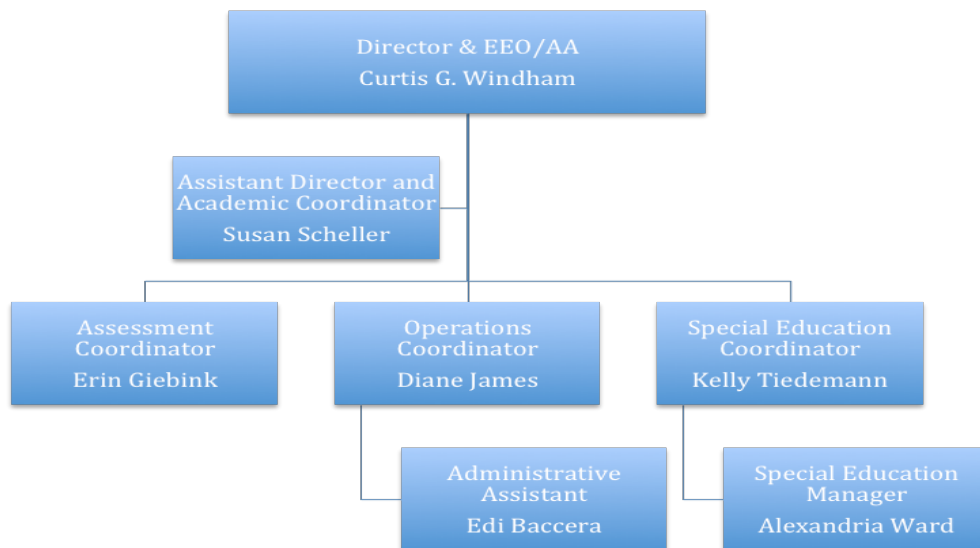
- Spero Academy has recently completed the construction of a new facility. The facility has a planned capacity, considering the programs and space needed for the desired population, of 168 students. There are currently 130 students with a planned increase of approximately 8-9 student annually for the next 5 years before capacity is reached.
- 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, which includes a new Parent Support focus.
 - 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, which will be completed in FY19.
 - 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 to include teacher recruitment.
 - Parent outreach program initiation.
 - Evaluate the Center of Excellence or ROOTS idea.

Governance and Operational Elements

A. Teacher Licensure Verification

Please see **APPENDIX B** for the teacher licensure verification table.

B. Management and Administration



File numbers for licensed administrators can be found in **APPENDIX B**.

Administrative roles and responsibilities can be found in **APPENDIX C**.

Professional Development Plans for Administrative Team

Director

Currently, the Spero Academy Director is working on his Principal licenses from Bethel University. Additionally, the program includes Doctoral work toward an Ed.D Degree. The coursework 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, which means that all of FY19 will be spent working on the dissertation topic of “Burnout of Charter School Leadership”. The licensure portion of this program will be completed after that.

Assistant Director/Academic Coordinator

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 subscribes to Education Next, Edutopia and Teaching Tolerance online teacher resources and newsletters. 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, such as teacher mentoring, team building, reviewing and researching curriculum, and topics related to Special Education.

Special Education Coordinator

Our Special Education Coordinator’s professional development plan includes continuing her administrative licensure in the area of Special education director. This school year will focus on expanding her skills in the area of Special education resource allocation, special education organizational management, and human resources. She will do this by taking two Special

education leadership classes as well as a class on human resources. She will also work with our special education director on meeting specific competencies in each of those area. In addition, She plans on attending a mental health conference and a school law conference.

Operations Coordinator

Our Operations Coordinator is seeking to further her professional development by continuing to attend Webinars offered by Medica and Associated Benefits and Risk Consulting in order to remain current on health care reform, benefit management, and leadership skills. She will continue to serve on both the Marketing, Facilities, and Finance Committee in order to develop leadership skills within the school board. She is also interested in pursuing new systems to streamline payroll, billing, and safety.

Accountability Coordinator

Our Accountability Coordinator is addressing her professional development by continuing to work on her doctorate in Educational Policy and Leadership through the University of Minnesota. She continues to attend seminars, workshops and trainings through MDE and Indigo Education in order to maintain an understanding of current student information system, policy, and reporting requirements and tools.

Special Education Manager

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 completing CEUs to renew her general education and special education teaching licenses. Additionally, she is taking courses to complete the administrative licensure program at Hamline University.

Administrative Assistant

Our Administrative Assistant will be 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 a language barrier. Being a member of the Marketing Committee has helped him get out of his comfort zone to reach out to families and other community members and helping them understand our mission at Spero Academy. Going forward, he would like to pursue a degree in Business Administration.

C. Organizational Strengths, Challenges, and Plans

As has been mentioned previously, Spero Academy has completed the construction of our new facility. There are a number of outstanding punch-list items still to be resolved, however, the overall process has been successful and completed. With the new facility comes a myriad of challenges ranging from attendance, to desired ratio management, to financial considerations and plans. The school is currently positioned well and continues to outpace financial expectations. Additionally, the approved budgetary ratios have been outpaced, reaching over 90% special education students on the current roles. Enrollment has also been successful, initially reaching our desired threshold of 132 students. The school typically loses a number of students in the fall due to the schedule of the school and parents moving students back to traditional schools. This year, however, we still maintain a waiting list of 80 students, which would be available to fill all open slots when appropriate.

The Board has gone through a healthy transition over the past year. Currently, the board has eight members with an additional member coming on in November. The maximum number allowed on the Board is 11, so there are still two openings for appropriate members. The Board continues to be diligent in seeking out qualified candidates that add expertise in desired fields.

Finally, 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.

D. School Enrollment and Attrition Trends

Spero Academy 2017-2018 Enrollment Trends

- We enrolled 26 new students.
 - 13 Kindergartners
 - 0 First graders
 - 6 Second graders
 - 2 Third graders
 - 3 Fourth graders
 - 2 Fifth graders
- 50% of the new students are from Minneapolis
 - 50% students are from 5 other districts
- 3 students un-enrolled by 09/30/2017
 - 1 transferring to school with sibling
 - 1 to continue homeschooling
 - 1 due to high SPED population
- 2 students un-enrolled after 10/01/2016
 - 1 due to length of commute
 - 1 unenrolled but re-enrolled due to family emergency
- Staff worked to increase enrollment by:
 - By rolling out a major marketing campaign (geared for 18-19 enrollment) focusing on increasing name awareness and social media
 - 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
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
2018-2019	16	19	21	18	18	19	18	129

Table 18. Student Attrition.

Grade	Students enrolled in the school on or before Oct 1	Students enrolled after Oct 1	Students who left after Oct 1	Students enrolled at the close of the school year	Students that remained enrolled in the school for the full year
K	13	1	1	12	11
1	14	0	0	14	14
2	13	1	0	14	13
3	19	1	1	19	18
4	18	0	0	17	17
5	22	1	0	23	22
6	11	0	0	11	11
Total	110	4	2	110	106

Spero Academy complies with Minnesota Statutes 124E.11 subd. 9 by reviewing and approving an annual enrollment preferences and lottery policy.

Spero Academy's Enrollment policy was updated December 2018 and follows requirements from MDE and Minnesota state statute. The current Enrollment Policy can be found in **APPENDIX D**. Spero Academy's current application form can be found in **APPENDIX E**.

E. Community Partnerships

Over the last year, Spero Academy has made great strides in connecting to the larger community. Currently, Spero Academy is working with Paul's Pals, an organization founded to raise money for projects that directly relate to Autism. A grant proposal has been submitted at their request and should be determined in late October with the purpose of expanding the adaptive portions of the new playground.

Spero Academy has begun a relationship with HDR, the architect firm that designed the new facility. Along with HDR, selected members from the Administration team travel to conferences, sharing the design of the building, focus of the school, and connections to facilities designed to support both spaces that support children with special needs and neurotypical children. From this partnership, many from the AIA community have reached out to learn about our school, and this year, we are thrilled to host a tour of the building during the AIA conference in November.

A deeper partnership with MDE is also being established through a new program to design and support leadership needs in Charter Schools throughout Minnesota. Recently, MDE has received a grant from the Federal Government, designed to develop programs that enhance the training and success of charter school leadership. Spero Academy's Director has been asked to be a part of

this commission. As this commission begins to unwrap the needs of charter school leaders, more information will become available as to the connection and promotion of Spero Academy's Administrative and Board Leadership.

Finally, Spero Academy has always had a relationship with Indigo, however, Spero Academy has recently been asked again to address the idea of a Center of Excellence. This idea would allow for Spero Academy experts in designated fields of study to be available for other charter schools or districts that are in need of special education, OT, or SLP work. Indigo will be the point of contact and will make the connections to Spero Academy where a contract will be agreed upon if this plan is approved.

F. Board Member Orientation and 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.

Donna Piazza, Spero Academy Board Chair and the Director track this information. Each training and purpose of training are now included in the agenda for historical reference as well.

G. Board Member Information

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

Financial Elements

A. Fiscal Health

The financial health of the school is good. PRELIMINARY reports from year end FY18 show a .5% increase, from 18.7% (budget) to 19.2% (actual) in fund balance. Actual year end information will not be available until December after the audit in November has been completed. The proposed budget for FY19 dropped the fund balance to 13.8% given the amount of funds needed for new furnishings, however, a preliminary revised budget has increased this to 15.9%, allowing for 27 days of cash on hand to be maintained, also allowed for the Bond Covenant of 20 days to be met.

Current enrollment figures (ADM).

Current ADM is 130 with 90.3% Special Education Students.

Comparison of previous year target ADM to actual ADM.

Last year's Target ADM was 109 with a Sped percentage of 88%. Both were reached.

Average cash on hand for previous year

Spero Academy ended the year with 63 days of cash on hand. This figure will drop with the construction of the new facility and the equipment and cost associated with entering a new facility.

The current Spero Academy Budget including Budget Projections can be found in **APPENDIX G**.

B. Internal Controls and Board Oversight

The following narrative outlines certain critical financial processes and procedures for Spero Academy, BerganKDV, and the school's Board of Directors, which include 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 27 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 A133 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.

Spero Academy does have a finance committee that meets the third Tuesday of each month with the exception of July. The finance committee is made up of the Board Treasurer, Special Education Coordinator, School Director, and Operations Coordinator. Additional Board members will be assigned when expertise matches the need.

C. Awards

Spero Academy has not received any new awards or honors at this time.

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://healthworldeducation.org/	Brainpop - online cross-categorical curriculum
Learning A-Z (Reading a-z, Headsprout, Writing, Raz Kids, Science, Vocabulary)	EQUALS/Able net	Scholastic News and Science Spin	Harcourt Social Studies K-6		District Created Lessons	Zones of Regulation	Proloquo2Go (iPad-based AAC software)	Mad Hatter Wellness (Sexuality curriculum for all abilities)	Tumblebooks online story books
Edmark Kits (alternative reading program)			News2you online current events for students with special needs		Special Events from outside artists	S.M.A.R.T Brain-based movements	1-to-1 devices in all PLS and ASR rooms, most grade level rooms		education.com
Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	Supplements:	
Edmark Kits	Ablenet Focus on Math	Ablenet Focus on Science	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources	Online Device Resources		Class Dojo
Scholastic News/Storytime/Storyworks	Touchmath	IXL online science resources	Social Studies Kits and Learning Games	Wet Dry Try App	Fun Music Company	MeVille to WeVille (Literacy & Communication)	Tynker-online coding for kids		GoNoodle Plus
IXL online ELA resources	IXL online math practice	Engineering is Elementary	IXL online social studies resources	Don Johnston Co-Writer Universal					Seesaw - online Parent communication
MeVille to WeVille (Literacy & Communication)		Science A-Z							
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	Spero Academy Math Inventory (K-2)	MCA 5 th Grade				Spero Academy Skills Inventory	Spero Academy Skills Inventory		
Whole to Part	NWEA (MAPS)	MTAS 5 th 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								
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Appendix B: Licensure Verification

District #	School Name	Teacher	File Folder #1	Subject Taught	Grade Taught	SY 2018	Status: Yes-Returning No-Not Returning New SY 2018	Additional Notes
4113	Spero Academy	Ann Bakeman	447269	Special Education Teacher/ Behavior Specialist	K-6	Yes	Yes	
4113	Spero Academy	Brittany Crouse	499260	Special Education Teacher ASR 2	2	Yes	Yes	
4113	Spero Academy	Brittany Enslin	491158	Special Education Teacher PLS 1	1, 2	Yes	Yes	
4113	Spero Academy	Maureen Fink	488213	English Language Teacher	K-6	Yes	New Hire SY 2018	
4113	Spero Academy	Timothy Geer	433866	6th Grade Teacher	6	Yes	Yes	
4113	Spero Academy	Katie Hansen	449679	Speech and Language Therapist	K-6	Yes	Yes	
4113	Spero Academy	Hassan Hassan	504755	Special Education Teacher ASR 1	1	Yes	New Hire SY 2018	
4113	Spero Academy	Elizabeth Hatt	432787	3rd Grade Teacher	3	Yes	Yes	
4113	Spero Academy	James Hepner	475802	School Social Worker	K-6	Yes	Yes	
4113	Spero Academy	Stephanie Horton	387254	School Psychologist	K-6	Yes	Yes	
4113	Spero Academy	Chris Hugo	509700	Physical Education/ DAPE	K-6	Yes	New Hire SY 2018	
4113	Spero Academy	Katherine Kammerude	489510	Special Education Teacher ASR 6	6	Yes	Yes	
4113	Spero Academy	Lucy Kanaventi	461393	Special Education Teacher PLS 3	3, 4	Yes	Yes	
4113	Spero	Erica Kirsch	455708	Special	4, 5, 6	Yes	Yes	

	Academy			Education Teacher PLS 6				
4113	Spero Academy	Trevor Krahn	504058	Special Education Teacher PLS 5	4, 5, 6	Yes	New Hire SY 2017	
4113	Spero Academy	Taryn McGovern	471626	Special Education Teacher KPLS	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	Jared Mickelson	476146	Physical Education/ DAPE	K-6	Yes	New Hire SY 2018	
4113	Spero Academy	Hannah Miller	467314	2nd Grade Teacher	2	Yes	Yes	
4113	Spero Academy	Davonte Robertson	508735	4th Grade Teacher	4	Yes	New Hire 2018	
4113	Spero Academy	Katelyn Ruprecht	509012	5th Grade Teacher	5	Yes	New Hire 2018	
4113	Spero Academy	Mya Russell	508306	1st Grade Teacher	1	Yes	New Hire 2018	
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	Special Education Teacher ASR 5	4, 5	Yes	Yes	
4113	Spero Academy	Kelly Tiedemann	454493	Special Education Coordinator	Administration	Yes	Yes	
4113	Spero Academy	Jennell Walker	489772	Kindergarten	Kindergarten	Yes	New Hire SY 2018	
4113	Spero Academy	Alexandria Ward	465290	Special Education	Administration	Yes	Yes	

				Manager				
4113	Spero Academy	Susan Zondlo-Seiple	418924	Special Education Teacher ASR 4	3, 4	Yes	Yes	

Appendix C. Administrative Roles and Responsibilities.

School Director

Human Resources	Employee Agreements	Corrective Action	Interviews for Staff	Direct Supervision of Admin, Health Services, Social Work, Teachers, Therapists	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					
Marketing Committee						

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)						

School Nurse

[illegible]

Social Worker

IEP	Prepair for and provide service minutes related to SW goals in IEP	Attend IEP meetings as determined necessary by team		
Behavior	Provide student deescalation, problem solving and emotional support not related to IEP goals.	Attendance monitoring and reporting		
Caregiver contact	Point of contact for caregivers related to concerns or new non academic support services.			
Liaison	Maintain communication between outside social support agencies and school personnel	Provide resources for faculty, parents and community agencies in response to recommendations or requests for support	District Homeless Liaison	
Faculty	Provide support and consultation to teachers about challenged children	Provide outreach to parents and agencies based on faculty observations		
Program	Assist in Program development related to improving student outcomes in biophysical, psychological and social environment.	Collection point for resources related to psychological or social needs in the family, student, or faculty system.	Participate in planning and or implementation of supplimental programing for families, students and faculty.	Research Evidenced Based Practice methods for use in school programming
Meetings	Attend therapy team meetings as requested	Attend professional development CEU's		
Office Admin	Keep and maintain Social Work Service files			
Other Duties	Participate in Bus arrival and departure unless otherwise occupied with student or family needs.	Participate in lunch and recess duty		

Adopted: December 20, 2001

Revised / Renewed: December 8, 2017



900 ENROLLMENT

I. PURPOSE

The purpose of this policy is to ensure the practice of a fair and equitable enrollment process and procedures at Spero Academy that follows all Minnesota state guidelines.

II. GENERAL STATEMENT OF POLICY

- a. Spero Academy is a public charter school. Enrollment policies comply with Minn. Stat § 124E.11, or successor statute. 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 grade level cannot be based on student intellectual ability or disability.

- b. Definition of Enrollment:

A student is considered enrolled in Spero Academy when the student's name has been selected as set forth in this policy.

- c. Enrollment Process:

- i. Available Enrollment Capacity:

The Board will determine the enrollment capacity for the following year based on anticipated capacity within each grade level.

- ii. Application for Admission:

Spero Academy allows for on-line enrollment or paper enrollment application for potential students. All applications are date stamped.

Applicants to Spero Academy must apply for a specific grade, and must supply information requested on the Admission Application during the Open Enrollment Period. The Open Enrollment Period for a school year falls between July 1 and the last day of February of the prior school year. Admission Applications may be submitted via electronic submission, in person, or by mail. Open enrollment closes at midnight the last day of February.

- iii. Enrollment Preferences:

Spero Academy will comply with Minn. Stat § 124E. 11(c) and shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents.

iv. Enrollment Eligibility:

Spero Academy follows Minn. Stat § 120A.20(b) and

- a. will not accept students into a Kindergarten class unless they are at least five years of age on September 1 of the calendar year in which the school year for the pupil seeks admission commences;
- b. or as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten.

v. Enrollment Limitations:

Enrollment limitations comply with Minn. Stat § 124E.11 subd 3(c). The Spero Academy Board of Directors has determined that only current residents of Minnesota may be included in the lottery.

d. Lottery Procedures:

If the number of applications received during the open enrollment period exceeds available enrollment capacity established by the Board, and all Preferred Applicants have been admitted then a general lottery will be held 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. Applicants may only apply for admission into the one grade 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 § 124E.11(b).

e. Waiting List:

There are two waiting lists: (a) a waiting list for Preferred Applicants, and (b) a general applicant waiting list. Preferred Applicants are admitted to available spaces in the order in which applications were received by Spero Academy. If there are no applicants on the Preferred Applicant waiting list, students from the general waiting list are admitted to available spaces in the order in which the application was received by the school.

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.

Applications received after the open enrollment period expires are automatically accepted for enrollment if there are available seats in that grade. If there are no available seats in the grade, applications received after the open enrollment period expires are added to the waiting list for that grade, in the order received.

The school board reserves the right to close admission in accordance with Minn. Stat § 124E.11.

f. Accepting and Confirming Enrollment:

Students are offered admission or notified of their 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 must return the Spero Academy enrollment form. Once the form is received, the 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 wait list.

g. Declining Enrollment:

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.

Legal References: *Minnesota Statute Section 124E.11*
Minnesota Statute Section 120A.20(b)



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 ☐ 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 ☐ 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:



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

Updated As Of: 9/27/2018

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	18-19 Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Donna Piazza	2011	2017	Chair	Education	Education, Special Education, Legislation, Policy, Law, Strategic Planning	dpiazza@spero.academy	612.387.3615	2/2	3/8/12 MACS	3/8/12 MACS	2/25/12 MACS	Board Governance – 9/25/18
Curtis Windham			School Director (Non-Voting)	School Director		cwindham@spero.academy	612.770.6913	2/2	11/11/15 MACS	12/2/15 MACS	11/13/15 MACS	Board Governance – 9/25/18
Katie Rose Kammerude	2016	2019	Member	Teacher	Special Education, Instruction, Marketing	kkammerude@spero.academy	651.335.0979	2/2	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	Board Governance – 9/25/18
Taryn McGovern	2016	2019	Secretary	Teacher	Special Education, Instruction, CPI	tmcgovern@spero.academy	612.280.0856	2/2	11/29/16 The Wilder Center	11/10/16 The Wilder Center	11/18/16 Online Training	Board Governance – 9/25/18
JoAnna Hicks	2017	2020	Vice-Chair	Parent	Facilities, Real Estate, Marketing	jhicks@spero.academy	612.201.7598	2/2	2/24/18 MACS	2/24/18 MACS	In Progress	Board Governance – 9/25/18
Shannan Paul	2018	2021	Member	Parent	Marketing, Development	spaul@spero.academy	512.417.8493	1/2	In Progress	In Progress	In Progress	Board Governance – 9/25/18
Karen Marshall	2017	2020	Treasurer	Community	Nonprofits, Finance	kmarshall@spero.academy	763.370.3068	2/2	In Progress	In Progress	In Progress	Board Governance – 9/25/18
Sarah Carlson-Wallrath	2018	2021	Member	Parent	Development, Leadership, Finance	scarlsonwallrath@spero.academy		2/2	In Progress	In Progress	In Progress	Board Governance – 9/25/18
Amy Wood	2018	2021	Member	Education	Special Education	awood@spero.academy		1/2	In Progress	In Progress	In Progress	Board Governance – 9/25/18

Spero Academy Budget Projection Model Long Range Budget Projection Model						
5/16/2018						
	<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	91	110	132	140	148	156
SPED Percentage	87%	89%	87%	87%	87%	87%
	<i>Actuals</i>	<i>Revised</i>	<i>Projections</i>			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment Projections						
Number Students Grade K	14.87	12	18	19	20	20
Number Students Grade 1	9.27	15	18	20	21	22
Number Students Grade 2	19.12	15	18	20	22	23
Number Students Grade 3	15.74	18	15	20	22	24
Number Students Grade 4	19.77	17	21	17	22	24
Number Students Grade 5	12.00	22	22	22	19	24
Number Students Grade 6	0.00	11	20	22	22	19
Enrollment totals by state pupil unit weighting category						
Total Number of Students Grade K	14.87	12	18	19	20	20
Total Number of Students Grades 1-3	44.13	48	51	60	65	69
Total Number of Students Grades 4-6	31.77	50	63	61	63	67
Total Number of Students	90.77	110	132	140	148	156
Percentage of Special Education Students	87%	89%	87%	87%	87%	87%
Total Number of Current Year Pupil Units	90.77	109.99	132.00	140.00	148.00	156.00
Membership Hours	102,180	123,629	144,144	157,430	166,426	175,422
Students with IEPs Membership Hours	88,765	110,030	125,405	136,964	144,791	152,617
Setting 3 and above Service Hours	22,487	28,435	31,712	34,635	36,614	38,593
Special Education Service Hours	41,114	61,814				
State Revenue Assumptions and Calculations						
General Education Revenue						
State Averages Per Pupil Unit	\$6,067	\$6,188	\$6,312	\$6,406	\$6,502	\$6,600
Inflation Rate Assumption - Basic only	2.0%	2.0%	2.0%	1.5%	1.5%	1.5%
Basic Excluding Transportation	\$5,784.28	\$5,899.54	\$6,023.30	\$6,117.98	\$6,214.07	\$6,311.61
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.14	29.21	29.56	29.56	29.56	29.56
Operating Capital	226.27	226.21	226.41	226.41	226.41	226.41
Equity	120.06	120.97	120.96	120.96	120.96	120.96
Referendum	126.96	113.12	113.15	113.15	113.15	113.15
Transportation	282.72	288.36	288.36	288.36	288.36	288.36
Per Pupil Unit State Revenue	6,582.43	6,690.41	6,814.74	6,909.42	7,005.51	7,103.05
Total Per Pupil Unit State Revenue	\$6,582.43	\$6,690.41	\$6,814.74	\$6,909.42	\$7,005.51	\$7,103.05
Total General Education State Revenue	597,487	735,879	899,546	967,318	1,036,816	1,108,076

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

5/16/2018

	<i>Grade Expansion</i>		<i>NEW BUILDING</i>			
Enrollment	91	110	132	140	148	156
SPED Percentage	87%	89%	87%	87%	87%	87%
	<i>Actuals</i>	<i>Revised</i>	<i>Projections</i>			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	51%	46%	48%	47%	47%	47%
Compensatory Revenue	<u>actual</u>	<u>actual</u>	<u>actual</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr.	83	93	108	132	140	148
B: Number of Free Lunch Students prior yr.	36	30	38	47	51	52
C: Number of Reduced Lunch Students prior yr.	6	13	14	15	15	17
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	39.00	36.50	45.00	54.50	58.50	60.50
E: Concentration Portion	0.4699	0.3925	0.4167	0.4129	0.4179	0.4088
F: Concentration Factor (lessor of 1 or Conc. portion/.8)	0.5874	0.4906	0.5208	0.5161	0.5223	0.5110
G: PU = .6 * D * F	13.75	10.74	14.06	16.88	18.33	18.55
H: Initial Revenue = aid at per pupil unit *G	71,866	57,469	76,964	93,957	103,830	106,858
Misc. Rounding	19	20	14	8	8	8
Calculated Compensatory State Revenue ((A) x (B))	71,885	57,449	76,950	93,949	103,822	106,850
Building Lease Aid						
Building Lease Expense	153,580	159,607	1,294,638	1,294,638	1,364,638	1,434,563
Lease Aid at per WADM as per state cap - \$1,314	<u>119,272</u>	<u>144,527</u>	<u>173,448</u>	<u>183,960</u>	<u>194,472</u>	<u>204,984</u>
Aid at 90% of Lease	<u>138,222</u>	<u>143,646</u>	<u>1,165,174</u>	<u>1,165,174</u>	<u>1,228,174</u>	<u>1,291,106</u>
90% of lease payment - per pupil unit	<u>1,523</u>	<u>1,306</u>	<u>8,827</u>	<u>8,323</u>	<u>8,298</u>	<u>8,276</u>
Lesser of pupil unit cap or 90% of lease payment	119,272	143,646	173,448	183,960	194,472	204,984
Estimated Proration of Lease Aid Revenue	<u>99.5%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue	118,676	143,646	173,448	183,960	194,472	204,984
Lease Aid Revenue per pupil unit (before proration)	<u>1,314</u>	<u>1,306</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
Total Long-Term Facilities Maintenance Revenue	3,086	9,349	17,424	18,480	19,536	20,592
EL (English Learners) State Aid						
Prior Year EL Eligible ADM	0	1	4	4	5	5
Current Year EL Eligible ADM	3.36	5	4	5	5	5
ADM Served	91	110	132	140	148	156
Adjusted EL ADM	3	5	4	5	5	5
EL Marginal Cost Pupils	20	20	20	20	20	20
EL Revenue	14,080	14,000	14,000	14,000	14,000	14,000
Concentration Portion	0.0370	0.0455	0.0303	0.0357	0.0338	0.0321
Contraction Factor	0.32	0.40	0.26	0.31	0.29	0.28
EL Pupil Units	1.08	1.98	1.05	1.55	1.47	1.39
EL Concentration Revenue	270	494	264	388	367	348
Total EL Aid	14,350	14,494	14,264	14,388	14,367	14,348

Spero Academy Budget Projection Model Long Range Budget Projection Model						
						5/16/2018
	<i>Enrollment</i>	<i>Grade Expansion</i>	<i>NEW BUILDING</i>			
	91	110	132	140	148	156
	<i>SPED Percentage</i>	<i>89%</i>	<i>87%</i>	<i>87%</i>	<i>87%</i>	<i>87%</i>
	<i>Actuals</i>	<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>Special Education Revenue</u>						
Special Education Aid (includes tuition billing)	3,451,769	4,270,275	4,893,349	5,414,109	5,725,178	6,041,115
<u>Gen. Ed. to Defray the cost of Special Education</u>						
Total Gen. Ed. Expenditures	543,590	809,592	882,004	797,392	819,704	842,550
Instructional Expenditure Percentage	18%	18%	18%	18%	18%	18%
Instructional Gen. Ed. Expenditures	97,846	145,727	158,761	143,531	147,547	151,659
Gen. Ed. Revenue per Total Membership Hour	5.82	5.95	6.24	6.14	6.23	6.32
Instructional Portion of Gen. Ed. Revenue	1.05	1.07	1.12	1.11	1.12	1.14
Total Gen. Ed. to Defray (Based on Setting 3 or higher Service Hours)	23,563	30,465	35,622	38,306	41,058	43,880
<u>Special Education Appeal Revenue</u>						
General Ed. Expenditures including lease and transportation			2,315,198	2,235,272	2,335,768	2,436,725
General Ed. Revenue including Lease Aid			1,192,983	1,290,192	1,381,375	1,467,476
Total Unreimbursed Costs			1,157,837	983,386	995,451	1,013,129
Appeal Rate			8.03	6.25	5.98	5.78
Total Special Education Appeal Revenue	14,044	122,860	1,007,318	855,546	866,043	881,422
Additional Appeal Revenue if SPED 90% or over	0	0	150,519	127,840	129,409	131,707

Spero Academy Budget Projection Model Long Range Budget Projection Model						
						5/16/2018
	<i>Grade Expansion</i>	<i>NEW BUILDING</i>				
Enrollment	91	110	132	140	148	156
SPED Percentage	87%	89%	87%	87%	87%	87%
	<i>Actuals</i>	<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>
Budget Projections						
<u>Revenue Summary and Projections</u>						
<u>State Aids</u>						
General Education Revenue	597,487	735,879	899,546	967,318	1,036,816	1,108,076
Compensatory Revenue	71,885	57,449	76,950	93,949	103,822	106,850
EL Revenue	14,350	14,494	14,264	14,388	14,367	14,348
Subtotal	683,725	807,823	990,760	1,075,655	1,155,006	1,229,274
<i>General Education Revenue - PY over/under accrual</i>	65					
Land Endowment Fund	3,008	3,001	3,618	4,364	4,628	4,893
Literacy Incentive Aid	4,056	7,733	7,733	7,733	7,733	7,733
Building Lease Aid	118,676	143,646	173,448	183,960	194,472	204,984
Long-Term Facilities Maintenance Revenue	2,994	9,349	17,424	18,480	19,536	20,592
Special Education Aid (includes tuition billing)	3,451,769	4,270,275	4,893,349	5,414,109	5,725,178	6,041,115
<i>Special Education Aid - PY over/under accrual</i>	(70,118)					
Gen Ed Revenue to Defray the Cost of Special Education	(24,379)	(30,465)	(35,622)	(38,306)	(41,058)	(43,880)
Total State Aids	4,169,795	5,211,362	6,050,710	6,665,995	7,065,496	7,464,711
<u>Other Revenue</u>						
Special Education Appeal Revenue	14,044	122,860	1,007,318	855,546	866,043	881,422
Additional Special Education Appeal Revenue if SPED 90% or over			0	0	0	0
MA Billing Revenue	138,627	170,000	205,044	217,471	229,898	242,325
Federal Title Grants (offset by expenses)	1,972	4,866	5,869	6,225	6,581	6,937
Federal Special Ed (offset by expenses)	47,234	46,031	66,042	70,045	74,048	78,051
Donations, Fundraising, Gifts, Fees from Patrons, E-Rate, etc.	17,538	8,000	15,000	15,000	15,000	15,000
Food Service Program	35,280	41,196	50,218	54,326	58,580	62,981
Transfer from Fund 01 to Fund 02	13,793	1,636	3,499	2,647	1,649	504
Total Other Revenue	268,488	394,590	1,352,990	1,221,260	1,251,799	1,287,220
Total Revenue	4,438,283	5,605,951	7,403,700	7,887,255	8,317,294	8,751,931

Spero Academy Budget Projection Model Long Range Budget Projection Model						
						5/16/2018
		<i>Grade Expansion</i>	<i>NEW BUILDING</i>			
Enrollment	91	110	132	140	148	156
SPED Percentage	87%	89%	87%	87%	87%	87%
	<i>Actuals</i>	<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>
Expenditure Calculations						
<u>Inflation Calculations</u>						
Other Costs		2.0%	2.0%	2.0%	2.0%	2.0%
Payroll		3.0%	3.0%	3.0%	3.0%	3.0%
<u>Budget Calculations</u>						
Salaries	170,210	214,981	306,262	323,920	333,638	343,647
Benefits	43,898	56,519	74,322	79,400	82,600	85,900
Contracted Services	91,844	194,089	127,303	129,849	132,446	135,095
Communications Services	5,793	6,960	22,860	23,317	23,784	24,259
Postage	51	52	53	54	55	56
Utilities	192,793	220,207	112,604	114,856	117,153	119,496
Property & Liability Insurance	6,440	8,253	20,000	20,400	20,808	21,224
Repairs and Maintenance	1,247	2,788	28,405	28,973	29,553	30,144
Contracted Transportation	79,956	108,945	135,057	143,242	151,427	159,612
Travel, conferences and staff training	900	7,500	5,000	5,000	5,000	5,000
Field Trip Registrations	530	550	650	700	750	800
<u>Building Lease</u>						
2017 Bonds Issued - Principal and Interest			1,139,775	1,139,775	1,209,775	1,279,875
Annual fees for Issuer			44,863	44,863	44,863	44,688
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	153,580	159,607	1,294,638	1,294,638	1,364,638	1,434,563
Other Rentals and Operating Leases	1,486	2,016	8,260	8,425	8,594	8,766
Non Instructional Supplies, Software, and Licensing	13,186	16,298	41,806	16,741	17,698	18,655
Supplies - Maintenance	273	279	6,155	4,528	4,619	4,711
Instructional Supplies, Textbooks, Testing, Media	3,253	5,407	4,443	4,712	4,981	5,250
Other Equipment (Furniture)	117	5,644	44,012	1,684	1,816	1,952
Technology Equipment	1,277	49,251	43,979	2,665	2,817	2,969
Capital Lease - Principal & Interest	0	7,777	16,168	16,491	16,821	17,158
Dues and memberships	10,293	10,498	14,722	15,677	16,573	17,469
Funds Transfer to Fund 02	13,793	1,636	3,499	2,647	1,649	504
Moving Expenses			5,000			

Spero Academy Budget Projection Model Long Range Budget Projection Model						
						5/16/2018
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	SPED Percentage	87%	89%	87%	87%	87%
	<i>Actuals</i>	<i>Revised</i>	<i>Projections</i>			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Federal Title Funds	1,972	4,866	5,869	6,225	6,581	6,937
MA Billing Expenditures	19,734	38,573	40,004	41,204	42,440	43,713
Federal Special Ed	47,234	46,031	66,042	70,045	74,048	78,051
Food Service Expenses	49,072	42,832	53,717	56,973	60,229	63,485
Total General Fund Expenditures excluding State Special Ed	908,931	1,212,084	2,480,829	2,412,366	2,520,716	2,629,415
Special Education - State						
01-740-100's Special Ed Salaries	2,073,747	2,511,368	2,974,666	3,368,436	3,561,489	3,760,334
01-740-200's Special Ed Benefits	561,882	771,063	908,760	1,039,300	1,109,900	1,183,600
01-740-350 Special Education Repairs & Maintenance	19,795	20,191	25,545	26,056	26,577	27,109
01-740-360 Special Education/Homeless Transportation	430,869	529,349	629,977	668,157	706,337	744,517
01-740-394 Special Ed Contracted Services	290,600	246,590	199,950	203,949	208,028	212,189
01-740-433 Special Ed Instructional Supplies	38,981	61,037	58,341	54,947	58,087	61,227
01-740-533 Special Ed Other Equipment & Furniture	5,439	51,232	10,759	8,400	8,900	9,400
01-740-556 Technology Equipment	10,527	12,273	43,979	2,665	2,817	2,969
01-000-582 Capital Lease Principal/Interest	19,929	67,172	41,372	42,199	43,043	39,771
MA Billing Expenditures - Reimbursable						
Total State Special Ed Expenditures	3,451,769	4,270,275	4,893,349	5,414,109	5,725,178	6,041,115
Total Expenditures	4,360,700	5,482,359	7,374,179	7,826,475	8,245,894	8,670,530
Total Revenue	4,438,283	5,605,951	7,403,700	7,887,255	8,317,294	8,751,931
Total Expenditures	4,360,700	5,482,359	7,374,179	7,826,475	8,245,894	8,670,530
Cost per Student	48,041	49,844	55,865	55,903	55,716	55,580
Annual Surplus (Deficit)	77,583	123,592	29,521	60,780	71,400	81,401
Beginning Fund Balance	821,435	899,018	1,022,610	1,052,132	1,112,912	1,184,312
Projected Ending Fund Balance	899,018	1,022,610	1,052,132	1,112,912	1,184,312	1,265,713
<i>per audit</i>	899,017					
Fund Balance Percentage of Annual Total Expenditures	20.6%	18.7%	14.3%	14.2%	14.4%	14.6%
Days Cash on Hand			21	22	22	24
<i>(Bonds require 15 Days FY18 & FY19, 20 Days thereafter)</i>						