Spero Academy
District 4113
UST Quarterly Report #2
October 1, 2020

Table of Contents

Academic Elements

Governance and Operational Elements

Financial Elements

Tables and Appendices

Tables

Appendices

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 a population of children with disabilities. Spero Academy does not discriminate against neurotypical students and our programs are designed to benefit the needs of all children whether they are on an IEP or not.. All of our students have a personal learning plan. The mission and vision of the school reflect this focus .
Additionally, Spero Academy recognizes that it is the intent of Charter Schools to be institutions of education that reach underserved student populations and to provide creative and innovative educational learning approaches for those students. It is Spero's intent to address the gap in special education programs with specialized educational opportunities and individualized plans for every student 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/1073180/9fdbe683-34cf-11e7-9e05-124f7fe bbf4a/2151230/8e445e9a-e878-11ea-94c0-12e988a7126f/file/State%20and%20District%20Asses sment%20Calendar%20with%20Rationales%202020-2021.pdf

Minnesota Comprehensive Assessments / Minnesota Test of Academic Skills

Due to the ongoing COVID-19 pandemic, Minnesota applied for and received a waiver from the US Department of Education from conducting statewide assessments for the 2019-2020 school year, cancelling testing statewide. As a result, Spero Academy does not have any Minnesota Comprehensive Assessment or Minnesota Test of Academic Skills data 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 utilized the math and reading NWEA assessments to measure student learning levels during the fall semester. Due to the COVID-19 pandemic, spring assessments could not be administered.

Table 1. Percent of students at or above national median - FALL - NWEA math.

		# of Students Tested, Fall	% At or Above National Median	# At or Above National Median
	NWEA % At or Above National Median – Math			
	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 2. Percent of students at or above national median - FALL - NWEA reading.

		# of Students Tested, Fall	% At or Above National Median	# At or Above National Median
	NWEA % At or Above National Median – Reading			
	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

NWEA/MAP growth reporting is not available because students were in distance learning during the spring and the school was unable to conduct district assessments.

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 3. 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 4. 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 5. 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 to assess whether the school is succeeding in meeting its mission and to inform day-to-day instruction.

An explanation of each assessment is provided below together with the results for the 2019-2020 school year. Only fall data is available due to the COVID-19 pandemic.

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 data gathered in September. The results for 2019-2020 are noted in the charts that follow.

Table 6. BRIDGE Results, Spero Academy 2019-2020

Spero Academy 2019-2020 BRIDGE Beginning of Year Scores (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%

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. June and growth scores are not available due to the COVID-19 pandemic.

Table 7. ERSI Scores, Spero Academy 2019-2020

	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
Spero Academy 2019-2020 ERSI Beginning of Year Scores				
September Score	44%	21%	21%	14%

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.

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 8. Whole-To-Part Word ID, Spero Academy 2019-2020

Spero Academy Whole-to Part Reading Assessment 2019-2020 Beginning of Year Scores (n=47)			
Word Identification Strand	**Well Below Grade Level %**	**Below Grade Level %**	**At or Above Grade Level %**
September Score	42%	14%	44%

Table 9. Whole-To-Part Language Comprehension, Spero Academy 2019-2020

Spero Academy Whole-to Part Reading Assessment 2019-2020 Beginning of Year Scores (n=47)			
Language Comprehension Strand	**Well Below Grade Level**	**Below Grade Level**	**At or Above Grade Level**

	%	%	%
September Score	42%	23%	35%

Source: Spero Academy

Table 10. Whole-To-Part Reading Comprehension, Spero Academy 2019-2020

Spero Academy Whole-to Part Reading Assessment 2019-2020 Beginning of Year Scores (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%

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. Only September scores are available due to the COVID-19 pandemic.

Individual Education Plan Goal Progress

An Individual Education Plan (IEP) is developed by educators, service providers, and the child's parent(s)/guardian(s), and guarantees necessary support 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 tracked through progress reporting. Progress on goals and objectives are reported to parents three times per year.

Goal tracking for IEPs was significantly impacted by the COVID-19 pandemic. Teachers did the best they could to continue tracking student progress toward meeting their IEP goals. Results are reported below.

Table 11. IEP Goal Progress, Spero Academy, 2019-2020

Spero Academy 2019-2020 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, one of which being the families.. Families were surveyed in the Spring of 2020 with the intent of measuring family satisfaction in a variety of areas. Questions relating to the mandated distance learning program last spring were also included. Thirty-two surveys were returned from families, which is a response rate of approximately 23%. The results of these items indicate satisfaction for the majority of families..

Items from the survey are noted below. The percentages following each item indicates the percentage of families who reported "satisfaction"or other higher endorsements in these areas. Detailed survey results are reviewed by the school's administrative team and the Board's Accountability Committee and are used for continuous improvement discussions.

- The school's overall approach to student safety and discipline work for your child. (88%)
- The communication you received regarding school information and activities. (81%)
- Satisfied with the learning environment created by the school. (84%)
- The communication you received regarding school information and activities. (81%)
- Preparing your student for social and emotional success. (81%)
- Your child's sense of belonging at the school. (78%)
- Meeting your student's academic needs. (72%)
- The school's ability to meet your student's social and emotional needs. (72%)
- Satisfied with specialist programs. (68%)
- Satisfied with special education programs. (68%)
- The extent to which your child enjoys school. (60%)
- The communication you received about your child's progress. (60%)

Below are the distance learning questions with most frequently given responses to the questions:
- What worked well for your student(s) during distance learning? - *(Connecting with teachers during distance learning., flexibility of staff and in learning times and choices)*
- What did not work well for your student(s) during distance learning? *(Keeping track of passwords, online platforms, student engagement, families overwhelmed with distance learning as a whole.)*
- What worked well for you as a parent/guardian during distance learning? *(Communication was key, check in's with teachers, flexibility)*
- What did not work well for you as a parent/guardian during distance learning? *(Balancing their own work and having to help with their students' learning. Difficult with multiple children in the home)*
- If it is necessary to continue distance learning at the beginning of the 20-21 school year, what would help improve the experience? *(More peer social interactions, social/emotional learning or support, some families wanting more scheduled 1:1 time but others wanting less 1:1 time. Using one platform for learning.)*

E. Curriculum

The School Board's Accountability Committee, made up of school personnel, staff, and community members, assists in determining the school curriculum. The process of determining new curricula is staff driven as opposed to the district only making the decisions. When reviewing curricula, sub-committees, such as the Curriculum Committee, will research and review needs and then report out to the 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 need 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, cultural appropriation, gender-neutral and for its disability sensitivity.

The general/special education curricula adoption schedule is on a rotating review schedule. An individual classroom or specific group of teachers may propose to review curricula out of the rotation in order to meet the current needs of students. If a need is identified and decided upon, 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 professional development. Samples of curricula may be ordered and distributed to teachers for trial. Because teachersmake up the majority representation on the Accountability and curriculum committees, they are actively involvedin making curriculum choices. Training, 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 a 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. Spero Academy also struggles with finding research-based curricula that addresses the needs of students with severe cognitive disabilities. However, the list of Spero's available curriculum options has grown considerably since the school opened. This past year the Accountability Committee reviewed the Science curriculum. The Curriculum Committee researched a variety of Science curricula based on requests from teachers. Several curricula were chosen and trialed by classroom teachers. The Curriculum and Accountability Committees chose curricula that addressed the need for a more systematic curriculum with a scope and sequence that could be used in grade level classrooms as well as adapted for the special education classrooms. A Science curriculum was chosen, McGraw Hill Inspire, and a professional development through the company, was made available to teachers and paraprofessionals. An additional Social and Emotional Learning (SEL) curriculum, Move This World, was researched and added to Spero's curriculum menu as well.

This year the Accountability Committee along with the Curriculum Committee will be reviewing the current Social Studies curriculum. Review of the general education Mathematics curriculum will take place in 2021-2022. However, the Accountability Committee made the decision to review the Special Education Mathematics curriculum this year as this has not specifically been reviewed for some time. The Accountability and Curriculum Committee are also in the process of researching an Anti-Racism curriculum to be added to our social skills/SEL program that will be easily adapted for the differing ability levels of Spero students.

Table 12. Spero Academy Curriculum Review Cycle

2018-2019	2019-2020	2020-2021	2020-2021	2021-2022
English Language Arts	Science/ Art	Mathematics	Social Studies	Mathematics
General and Special Education review of current English Language Arts materials and alignment to Minnesota Standards in ELA. Research additional ELA curriculum based on the needs of the students	General and Special Education review of current Science materials and alignment to Minnesota Standards for Science. Research is needed for Art curriculum and alignment to the MN Standards in the Arts.	Special Education only - review of current mathematics materials and alignment to the Minnesota Standards in Mathematics.	General Education and Special Education Social Studies review of current materials. Research additional curriculum if needed. Insure that current curriculum aligns to MN Standards in Social Studies	General Education only - review of current mathematics materials and alignment to the Minnesota Standards in Mathematics.

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 leaves the occasional Friday to schedule professional development. Staff, overall, has been positive about the school schedule as it provides them time to pursue their education or their own professional development opportunities. This past year Spero Academy added an extra week to the summer break giving staff a 5 week break and students a 6 week break during the summer months. Spero Academy determined that with growing enrollment the administration required more time to complete the enrollment process and special education new student intakes.

G. Professional Development and Teacher Evaluation Systems

Spero Academy continues to establish an annual fund for the professional development of all staff employees. Staff are encouraged to seek out development opportunities that align with their professional area and also contribute to the required CEUs needed to renew licenses through MDE. Additionally, the school has taken 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 school year to help all staff prepare for the level of service required in this school environment. Five additional days professional development days are planned throughout the year. The additional days are planned based on needs that

arise throughout the year as well as for the annual workshops that are required by MDE. This year another five days have been added to the calendar for Teachers and Therapists only. These days are designated primarily for teachers and therapists to work on due process but may be used when needed to plan for additional training for teachers and therapists.

The Spero Academy Accountability Committee formed a subcommittee for the planning of professional development for all staff. The Professional Development Committee members include at least one of the following staff stakeholders of the school; teachers, paraprofessionals, therapists and an administrator. By having a committee made up of these stakeholders, Spero Academy ensures that training is relevant and reflects the training needs for all staff. The Professional Development Committee meets regularly to plan training activities for each of the designated days.

Outline of the School's Teacher Evaluation System:
Spero Academy adopted the Teacher Development and Evaluation (TDE) program distributed through MDE in 2013. Over the years, Spero Academy has continued to evaluate the TDE, making relevant changes and aligning the questions to better fit the focus of our school. This coming year Spero Academy will be making more changes to the format and the process. These changes are outlined as follows:
- The Principal and the Academic Director will be responsible for the summative evaluations. (as opposed to the Executive Director and Academic Director in years past)
- Teachers will be asked to complete an *Individual Growth and Development Plan* where they will set goals for themselves based on self-assessment, using the *Spero Academy Performance Standards for Teacher Practice Rubric* and, if applicable, any summative reviews they have received previous to this year.
- Due to COVID-19 and the learning model Spero is in at the time, classroom observations may look different. Virtual live observations, submitting pre-recorded lessons, and in-person observations are all options for the evaluations. The in-person sessions are a choice only if the school has returned to a fully in person learning model.
- 90 day Teacher Development Evaluations (TDE) with the newly hired teachers will take place in November 2020. The 90 day review for newly hired teachers was implemented two years ago but some changes have been made. As outlined above, the review will consist of a virtual observation or pre-recorded lesson, a teacher self-reflection, goal setting using the *Individual Growth and Development Plan,* and a post-observation meeting. These fall evaluations are considered formal but not summative. Newly hired teachers will receive one more formal observation in February and a summative evaluation in the spring.
- The TDE process for continuing/tenured teachers will be evaluated this year by the Principal and Academic Director. In the last 5 years all teachers have received a summative evaluation in the spring of that year with informal observations throughout the year. This process will be changed to follow the three-year cycle as outlined in *The Teacher Development, Evaluation, and Peer Support Model: Implementation Handbook (MDE)*. Spero Academy has been implementing components of this three-year cycle, summative evaluations, informal observations, self-assessments, curriculum and professional development committees, and student learning goals in the form of the Personalized Learning Plans. Spero is looking to implement other aspects of the three-year cycle by adding a more formalized individual growth plan, peer reviewers, Professional Learning Communities, and change the summative evaluation to year 3 of the professional review cycle.
- The teacher mentoring program is in place for probationary teachers. Changes were made to this program during the 2019-2020 school year by asking for more accountability from mentors in the form of scheduling three formal meetings each trimester with the mentee, filling out a mentoring log, and completing an informal observation of the mentee in the fall.

H. Innovative Practices, Initiatives, and Future Plans

- Spero Academy has completed its second year in the new facility, which has a planned capacity of 168 students, considering the programs and space needed for the population served. We will need to adjust our planned annual increase of approximately eight to nine students for the next five years in order to reach capacity.

  In FY20, contingency funds were used to improve safety measures on the raised track by installing a safety net around the track. In FY21, Spero plans to install an ionizer system which will improve the air quality in the building, thus enhancing COVID-19 safety protocols and reducing transmission of airborne illness.

- Expand and/or enhance programs to help meet the needs of Spero Academy students and families
  - Work with the AccountabilityCommittee and Academic department to research, supply, and train staff on effective and proven curriculum to support our students. Add a new anti-racism curriculum and review anti-bias curriculum to ascertain whether or not they can incorporate it into their Social Skills program.
  - Collect and monitor data to support curriculum.
  - Research and implement a data dashboard to share with stakeholders and community; highlighting achievements and goals.
  - Collaborate with the tech department and staff to utilize current and updated technology during Distance Learning and In-Person learning.
  - Develop protocols making sure all students are receiving FAPE during distance learning.
  - Add a social worker to serve as a liaison between families and resources available to students.

- Monitor and enhance workplace conditions for attracting and retaining the highest quality staff.
  - Continue working to monitor competitive compensation structure.
    - Provide competitive and cost effective benefit programs.
    - Work with the Marketing Committee to develop a virtual recruitment fair.
    - Ensure safety protocols are in place to mitigate the spread of Covid-19 and assure staff of their wellbeing.
    - Create forums for staff to express their ideas and share productive ideas for student and staff development.
    - Survey staff to define supports needed to enhance their professional development
    - Work with the Professional Development Committee to research opportunities for staff development.
    - Continue work on personnel policies and handbook.
    - Create a staffing and structure model to support the future growth of Spero Academy.

  - Become more visible and connected to our community
    - Continue to utilize social media voice with up to date postings, pictures, relevant links, and creative blogs enhancing Spero's attributes.

- Create new private portals on the website for staff and families communication.
- Marketing plan implementation to include teacher recruitment.
- Collaborate with the University of St.Thomas and other charter schools to promote the Charter School Teacher Residency Program.
- Develop positive relationships with Minnesota Association of Charter Schools (MACS) including being a member of the Special Education Task Force.
- Partner with MACS and families in upcoming legislation to promote a better understanding of Special Education finance and unique programs charter schools bring to the state.

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.1**

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

Professional Development Plans for Administrative Team

Executive Director
Currently, the Spero Academy Executive Director is finalizing her Bachelors Degree from Capella University. Once completed, she intends to pursue her Masters in Business Administration and Leadership. She will work with a charter school consultant while she transitions into the Executive Director position. She will continue to attend training in special education law, human resources, leadership and school finance. Her focus this year will be on fiscal management due to funding changes brought on by the pandemic and providing leadership and direction to staff and families during these times. In addition, she will work within the departments to develop new staffing positions in the following areas: Instructional leadership, technology, and operations. She will also be working with the Board Chair and Departments heads on a business plan for expansion.

Principal
Our Principal is addressing her professional development by seeking out training opportunities through the Minnesota Department of Education. She is currently participating in a bi-weekly training series on Family and Student Engagement. Further, she attends National Center for Homeless Education training sessions weekly in order to serve the needs of our community. She is also completing CEUs to renew her K-12 administrative license.

Academic Director

Our Academic Director is pursuing professional development in several different ways. She subscribes to *Education Next*, *Edutopia*, *Teaching Tolerance*, *NEA EdJustice* online teacher resources and newsletters to stay abreast of current trends in education. During this school year, she has participated in two training series with MDE; *Teaching and Learning by Evidence* and *Coaching and Feedback for Distance Learning*. She will continue to attend workshops in person and online to keep updated on various topics relevant to her position and the current times; distance learning techniques, culturally responsive teaching, teacher mentoring and evaluation, team building, reviewing and researching curriculum, and topics related to special education.

Special Education Director
Our Special Education Director's professional development plan includes obtaining continuing education credits to renew her administrative licensure by June 2021. This school year the Director will focus on expanding her skills and knowledge by attending training through the Minnesota Department of Education (MDE) as well as the Minnesota Administrators for Special Education (MASE). She attends a new leaders cohort through MASE which meets on a monthly basis with a focus on leadership and networking. In addition, she plans on attending training through Indigo education, Minnesota Association for Children's Mental Health and School Law and Leadership conferences.

Operations Coordinator
Our Operations Coordinator will be addressing his professional development through participation in webinars offered by Associated Benefits and Risk Consulting focusing on leadership goals and processes. He continues to refresh hisSpanish vocabulary to help families understand educational terms, particularly those terms related to due process. He is also on the s
Special Education Coordinator
Our Special Education Coordinator plans to continue her professional development by completing her Masters in Education degree from Bethel University, by acquiring the CEU's necessary to
maintain her teaching license, and by attending various MDE trainings on due process, special education reforms and initiatives, and special education assessments.

Data and Policy Coordinator
The Data and Policy Coordinator will pursue professional development in the areas of education policy, state statute monitoring, and student reporting. They will continue to consult with the previous coordinator as they transition into the role, and will attend additional training to develop proficiency in the use of student information systems and databases.

C. Organizational Strengths, Challenges, and Plans

C. Organizational Strengths and Challenges

The school is well positioned financially and continues to outpace its own financial expectations. The approved budgetary ratios have been met:

Total general fund revenues are at 102% of the year-to-date expected budget. Total expenditures overall are at 95% of the year-to date budget.

The federal title program expenditures equal revenues.

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

Total State Special Ed. revenues are 95% of our year-to-date budget. Total State Special Ed. expenditures are 97% of the year- to-date budget.

Total State Special Ed. revenues are 95% of our year-to-date budget. Total State Special Ed. expenditures are 97% of the year- to-date budget.

MA Billing revenue is 128% of our year-to-date budget. MA billing expenditures were 90% of the year-to-date budget.

Spero's total revenues are 98% of the year-to-date budget and total expenditures are 96% of the year- to-date budget.

Our special education population is over 90%. This qualifies Spero Academy for 100% reimbursement of all special education related expenses. Enrollment was positive at the beginning of the 2019/2020 school year which started on August 5, 2019. Our initial enrollment was 143 students which was above the floor threshold of 140 students approved by the Board. We began the 2019/2020 school year with a wait list of 135 students which has now grown to 153 students.

Spero typically loses students in the fall due to the school schedule and parents moving students back to traditional schools. Spero lost one student initially. In the fall we lost two fourth graders due to the amazing progress made by both students. The families left on a positive note which included thank you emails to Spero and our staff. Both families continue to be strong supporters of Spero in social media.

> *"Spero Academy was a lifesaver. It really was the perfect place for him to transition back to going to school with other kids. I did not expect that last year would have gone so well. You all are amazing and the school and environment that you have built is amazing. It really is life changing for so many people including [Student] and our family."*

> *"We are incredibly grateful to everyone who has worked with [Student] at Spero over the past 2 1/2 years and helped him learn and grow so much. Thanks to the safe and supportive environment he has had at Spero since 2nd grade, he is now feeling ready to spread his wings and take on a new challenge."*

Until the close of Spero Academy due to the COVID 19 pandemic, the student enrollment remained steady. The transition to Distance Learning in March 2020 was difficult for some of our students. Our families were surveyed regarding what worked and what did not work for their family during this time. Most families struggled with the technology, schedules, staying on task, and missing friends. The following two comments from families sums up some of the issues:

> *"Our son has ASD, and although he worked on some of the projects sent home, he in general needed far more attention and support than either my partner and I could provide to help him learn. With two other younger siblings, it was challenging to create the environment for him to stay engaged with the materials."*

> *"Adjusting to a new schedule abruptly- and having his trusted teacher go away in the last few weeks. That couldn't be helped at all. But it added to his stress."*

On the positive side, families felt supported by teachers, liked the flexibility they offered, and the combination of 1:1 time as well as small group learning with peers. Eighty four percent of families served felt staff did extremely well with creating an environment to help their child learn.

In addition, our administration and staff worked diligently to meet the needs of our students and families. We were able to get technology out to all of our students and staff. Staff were creative in finding interactive ways to teach students including the use of video libraries, virtual field trips, virtual calming rooms with different options for sensory breaks, movement, and visual breaks. One example of a virtual field trip was provided by a paraprofessional at Spero. who lives close to Como Zoo and would take the students over to visit the animals via their Ipad. Overall teachers and therapists created flexibility in delivery of instruction and services - working closely with families to determine what worked best for them as well as the class. We also had a Town Hall meeting to answer questions from families.

We were able to deliver food and curriculum to families weekly as well as provide child care for Tier 1 and Tier II families. We used Covide Relief Funding (CRF) to add a stipend to the paraprofessionals willing to work on-site and support childcare.

We lost 7 students by the end of the year due to issues related to Covid. A couple were dissatisfied with the level of support offered by the school while others moved to be closer to other family members.

Despite the losses, the majority of our families were satisfied with what we were able to provide via Distance Learning;

> *"This is just a note of gratitude for Allie, Ms. Corbin, Mr. Derik, and Mr. Brandon. Their organization, their attitudes, their cohesiveness as a team -- it should be commended. None of this is easy, but if I felt alone, I'd feel like I was drowning at this point. I never feel alone. They are tremendous educators and professionals and you should feel so proud to have them carry the Spero Academy name."*

Our plan for the future is to continue to improve our Distance Learning and to develop a sound Hybrid Plan for the 2020-2021 school year. We used the information from staff and family surveys to help improve our Distance Learning problems. We delayed the start of the school year by an additional week to allow staff to prepare for FY21. The Academic and Special Education department created a slow rollout Hybrid plan to help students transition back to school. The Operations department, in conjunction with the health services department, created a business plan to help staff and students feel safe when entering the building. We follow all state guidelines to help mitigate the spread of Covid at Spero. We utilize CRF funds to provide PPE, disinfectant, thermometers, and health screening stations.

We lost a few staff in the 2019-2020 school year due to moves or education. Two paraprofessionals in our Teacher Assistant program were promoted to teacher status. One started off the 2019-2020 school year and the other moved into a teaching position to accommodate the need for an additional classroom during Distance Learning. Three teacher assistants were promoted to teacher status for the 2020-2021 school year. We will continue to use our grow your own Teacher Assistant program both as a recruiting tool and as an opportunity to vet future teacher candidates.

At the start of the 2020-2021 school year, Spero's Executive Director (ED) resigned. Diane Pangal, the former Operations Director, was appointed the new Executive Director. The new ED made additional changes to the organizational structure which included working with the

administrative team to create a new Principal position focused on Instructional leadership within the organization. The new administration team is focused on collaborative leadership and providing a foundation for a positive and productive environment in which to work and learn.

D. School Enrollment and Attrition Trends

Spero Academy 2019-2020 Enrollment Trends

- We enrolled 36 new students.
  - 14 Kindergartners
  - 6 First graders
  - 4 Second graders
  - 5 Third graders
  - 4 Fourth graders
  - 3 Fifth graders
- 27% of the new students are from Minneapolis
  - 73% students are from 12 other districts
- 2 students un-enrolled by 09/30/2019
  - 1 Neighborhood School
  - 1 to not the right fit
- 10 students un-enrolled after 10/01/2019
  - 3 to closer to home
  - 1 move to another state
  - 2 Neighborhood school
  - 2 to not the right fit
  - 1 medical reasons
- Staff worked to increase enrollment by:
  - By rolling out a major marketing campaign (geared for 20-21 enrollment) focusing on increasing name awareness and social media
  - Attending jobs fairs and hosting a job fair at Spero Academy
  - Conducting information sessions via zoom.

Table 13. 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

| 2019-2020 | 14 | 19 | 26 | 24 | 21 | 22 | 16 | 142 |

Table 14. 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	14	0	1	1	13
1	19	0	4	15	15
2	26	0	0	26	26
3	24	0	2	22	2
4	21	0	4	17	17
5	22	0	1	21	21
6	16	0	0	16	16
Total	142	0	12	128	130

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

Spero Academy has maintained an ongoing relationship with HDR, the architectural firm that designed the school. In the past, members from the administration team traveled with HDR to conferences for the purpose of sharing the design of the building, the focus of the school and connections to other facilities that are designed to support both the spaces needed and used by children with special needs and those spaces needed by neurotypical children. As a result of this relationship, Spero Academy received an architectural award from MN Architecture Magazine.

In 2019 Spero began a partnership with the Special Olympics program. Special Olympics offers a Unified Champion Schools model. This is an education and sports based program. Special Olympics program literature states that their purpose is to break down "the barriers that separate students with and without intellectual disabilities." Its goal is to promote "school communities of acceptance and inclusion where all young people are agents of change." Spero Academy staff participated in the Special Olympic Polar Plunge fundraiser held in February 2020 at Bde Maka Ska. Spero also began discussions with Blake School about partnering to begin a unified champion school program. Although the pandemic stopped any exchanges of students from occurring, it is hoped that once schools fully reopen, Spero can begin working on this relationship. In the future Spero would like to expand its school age population to include middle school students who would greatly benefit from the type of program Special Olympics offers.

During June, in response to food, toiletry and cleaning supply shortages in our school and the community at large due to the events following the death of George Floyd, the Spero Pantry was born. Staff members organized the Spero Pantry to support our families, staff and the greater community. After Spero needs were met, the supplies were given to other permanent community organizations.

F. Board Member Orientation and Training Plan

Newly appointed Board Members receive an orientation meeting that is conducted by the Governance Committee. The orientation includes training on charter school statutes, Board and school policies, corporate By Laws which govern the school, Board responsibilities and procedures, committee expectations, meeting protocols and strategic planning goals. Each new Board member is partnered with an existing Board member who will act as a Mentor. The expectation is for the Mentor and Mentee to meet at least twice, virtually or in person, outside of Board meetings during the new member's initial few months on the Board. The Mentor and Mentee also meet before Board meetings to discuss the agenda, giving time for the Mentor to answer any questions that the Mentee may have about agenda items.

Each year, quarterly training is provided to the Board on topics that are appropriate and applicable to the issues and ongoing educational needs of the school. Training topics are suggested by the Governance Committee. Board training is part of the Annual Work Plan for the Governance Committee. The Board Chair also asks for input from the whole Board membership on training topics. During the 2019/20 school year, on site training was provided in the areas of Spero's budget and financing process, literacy, school best practices, the value of data collection, its use and analysis for curriculum purposes and a presentation of Spero's academic and behavioral testing assessments.

In addition to on site Board meeting training, Spero has purchased an online Webinar training series through Charter Source. Training topics include State mandated requirements for Governance, Finance and Employment. Additional training topics are New Board Member Basics, the Open Meeting Law and Charter School Budget Basics. These webinars can be viewed wherever and whenever a Board member desires. An additional benefit for Spero is that Charter Source collects user data which makes authorizer reporting easier.

The Board Chair and the Executive Director monitor the training information and the training topics are also included in the Board agendas for use in reporting and historical referencing. The Executive Director monitors mandatory training for new Board members to ensure that training is completed and accurately reported to the Authorizer.

G. Board Member Information

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

Financial Elements

A. Fiscal Heath

The financial health of the school is good. AUDITED reports from year end FY20 show a slight decrease in fund balance percentage, from 17.3% in FY19 to 16.4% in FY20.   The original budget for FY21 dropped the fund balance to 15.3% due to increased expenditures. The finance committee worked through a revised budget scenario, due to lower than projected enrollment and programming changes due to distance learning. The Board approved the revised budget on January 5th. Our FY21 budget will maintain 35 days of cash on hand at year end which is above our Bond Covenant requirement of 20 days.

Current enrollment figures (ADM).
Current ADM is 135.24 with 92.7% Special Education Students.

Comparison of previous year target ADM to actual ADM.
Our revised budget in FY20 projected an ADM of 140, the actual ADM was 139. We ended the year with 91.8% of students with an IEP

Average cash on hand for previous year
Spero Academy ended the year on June 30,2020 with 48 days of cash on hand.

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 Executive 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 Executive 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 Operations Coordinator. The Operations Coordinator logs the check information into the Internal Security Record, copies the checks and cash for backup, and prepares a deposit slip documenting the revenue source. The deposit is transferred to the Executive Director for review and weekly deposit. 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 Executive Director for approval. For those purchase requests, as well as all others, the Operations Coordinator completes a Vendor Payment Request(VPR) form and adds specific information to aid in proper UFARS accounting. The VPR is routed to the Schools' Executive Director. The Executive Director reviews all VPR forms 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 VPR forms are sent to BerganKDV where they are entered for payment into the Skyward. The matched invoice and VPR 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 Operations Coordinator and the Executive Director for review and approval. An affirmative approval is required from the School Executive Director to proceed with payment, while the Operations Coordinator is assumed to approve payment unless an objection is raised.

Once matched, the invoices and accompanying VPR forms are sent to BerganKDV where they are entered for payment into the Skyward. The AP specialist at BerganKDV will review, assign and code invoices within a reasonable time frame to ensure invoices can be paid in a timely manner from within the date they have been received. When reviewing and coding invoices the AP specialist will assign the approver for each invoice as determined by the school's administration, per BKDV and the auditors. If the situation arises that the typical approver is also the recipient of the expense being approved either an alternate approver of appropriate status will be assigned in bill.com or the AP specialist will require a signature from that person on the

expense or other confirmation that the expense is approved such as email confirmation. This will be retained and added to back up with the expense for auditing purposes.

Once invoices are completed, the Executive Director will login and review the invoices; verifying amounts, descriptions and budgetary assignments are in line with the intent of the purchase. Once reviewed the Executive Director will check off and send approval within bill.com, which is retained with each individual approved invoice. If any items are deemed incorrect the Executive Director will deny the invoice and note reason on the form for BKDV to reassess the item. Invoices will be paid within the bill.com platform, after approvals have been received. Invoice payments will be scheduled out as funding allows. Payment may be sent via ACH (preferred method) or paper check.

If a check is necessary, 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.

The AP Specialist will not pay any expenses without approval from authorized school representatives, either by bill.com approval or expressed request and approval in written form from the school representative, in case of an emergency payment situation.

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

BerganKDV prepares monthly financial statements and ensures that the School Executive 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 100-125 payroll checks cut each pay period. Payments made in cash are prohibited. All employees are paid twice each month. The Executive Director and Board establish salaries/rates of pay. Salaried teaching and non-teaching positions are paid based on individual contracts. Timesheets are not maintained, only attendance records are maintained for these positions. Hourly employees submit timesheets via the K-pay system. The Executive Director reviews the time sheets. The approved timesheets are submitted to BerganKDV. The personnel records are maintained at the school. Executive Director approval of vacation, holiday and sick leave compensation is reviewed during each payroll run by the Operations Coordinator to ensure the respective balances are accurate. Employment changes are generated by the Executive 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 Executive 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 Executive Director reviews the direct deposit checks before payment by Western (~90% of staff is paid via direct deposit) and reviews the payroll bank statement for reasonableness before it goes to BerganKDV. Since the School Executive 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 of 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 Executive 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 Executive 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 on the third Tuesday of each month with the exception of July. The finance committee is made up of the Board Treasurer, Special Education Director, and the Executive Director. Additional Board members will be assigned when expertise matches the need.

C. Awards

Spero Academy was recognized at the MACS annual meeting for reaching 15 years. The Certificate awarded is on the wall in the conference room.

Spero Academy was featured in the July/Aug 2019 issue of MN Architecture Magazine as a school "designed for kids"with a full picture layout discussing the relationship between autism and design.

"Design For All" documentary premiered on Hulu on May 15, 2020. We are extremely thankful to have been included in this project.

Appendix A: Licensure Verification - 2020-2021

District #	School Name	Teacher	File Folder #	Subject Taught	Grade Taught	SY 2019-2020	Status: Yes-Returning No-Not Returning New SY 2020-2021
4113-07	Spero Academy	Ann Bakeman	447269	Special Education Teacher/ Behavior Specialist	K-6	Yes	Yes
4113-07	Spero Academy	Jordan Bennett	498530	Special Education Teacher ASR 6	6	New SY 2019-2020	Yes
4113-07	Spero Academy	Margaret Corbin	1005973	Grade Level Teacher	2	No	New SY 2020-2021
4113-07	Spero Academy	Sheila Crabbe	517844	Special Education Teacher ASR 3	3	No	New SY 2020-2021
4113-07	Spero Academy	Brittany Crouse	499260	TOSA	K-6	Yes	Yes
4113-07	Spero Academy	Brittany Enslin	491158	Special Education Teacher PLS 1	1, 2	Yes	Yes
4113-07	Spero Academy	Maureen Fink	488213	English Language Teacher	K-6	Yes	Yes
4113-07	Spero Academy	Timothy Geer	433866	Grade Level Teacher	6	Yes	Yes
4113-07	Spero Academy	Amy Hansen	512159	Special Education Teacher ASR 3/4	3, 4	Yes	Yes
4113-07	Spero Academy	Jeanne Hodgdon	1004935	Special Education Teacher ASR 4	4	No	New SY 2020-2021
4113-07	Spero Academy	Stephanie Horton	387254	School Psychologist	K-6	Yes	Yes
4113-0	Spero	Deeqa	511665	Special Education	5, 6	No	New SY

7	Academy	Hussein		Teacher PLS 5			2020-2021
4113-07	Spero Academy	Katherine Kammerude	489510	Special Education Teacher ASR 6	4, 5, 6	Yes	Yes
4113-07	Spero Academy	Erica Kirsch	455708	Special Education Teacher PLS 6	5, 6	Yes	No
4113-07	Spero Academy	Katherine Kohorst	441267	Special Education Teacher PLS 3	3	New SY 2019-2020	New SY 2019-2020
4113-07	Spero Academy	Trevor Krahn	504058	Special Education Teacher PLS 4	4, 5	Yes	Yes
4113-07	Spero Academy	Matthew Lee	514373	Grade Level Teacher	K	Yes	Yes
4113-07	Spero Academy	Lindsey Levorson	483815	Special Education KPLS	K	New SY 2019-2020	Yes
4113-07	Spero Academy	Timothy McCarren	1001109	Speech and Language Therapist	K-6	New SY 2019-2020	Yes
4113-07	Spero Academy	Morgan McGarry	515814	Physical Education/ DAPE	K-6	New SY 2019-2020 Hired Oct. 16, 2019	Yes
4113-07	Spero Academy	Taryn McGovern	471626	Special Education Teacher ASR 1	K-1	Yes	Yes Resigned October 1, 2020
4113-07	Spero Academy	Sharla McIntosh-Ziegler	440694	Speech and Language Therapist	K-6	Yes	Yes
4113-07	Spero Academy	Margaret McKenna	1006573	Special Education Teacher ASR 1	K-6	No	Yes Hired October 1, 2020

4113-07	Spero Academy	Hannah Miller	467314	Special Education Coordinator	K-6	Yes	Yes
4113-07	Spero Academy	Sarah Neitzell	1001325	Special Education Teacher PLS 2	2, 3	New SY 2019-2020	Yes
4113-07	Spero Academy	Davonte Robertson	508735	Grade Level Teacher	3	Yes	Yes
4113-07	Spero Academy	Katelyn Ruprecht	509012	Grade Level Teacher	5	Yes	Yes
4113-07	Spero Academy	Mya Russell	508306	Kindergarten Teacher	K	Yes	No
4113-07	Spero Academy	Susan Scheller	308821	Academic Director	Administration	Yes	Yes
4113-07	Spero Academy	Eryn Segar	1002310	Speech and Language Therapist	K-6	New SY 2019-2020	Yes
4113-07	Spero Academy	Ashley Sellwood	475524	Speech and Language Therapist	K-6	Yes	Yes
4113-07	Spero Academy	Allison Stevens	509478	Grade Level Teacher	1	New SY 2019-2020	Yes
4113-07	Spero Academy	Kelly Tiedemann	454493	Special Education Director	Administration	Yes	Yes
4113-07	Spero Academy	William Ryan Toland	1001225	Physical Education/ DAPE	K-6	New SY 2019-2020	Yes
4113-07	Spero Academy	Alexandria Ward	465290	Academic Coordinator	Administration	Yes	Yes
4113-07	Spero Academy	Susan Zondlo-Seiple	418924	Grade Level Teacher	4	Yes	Yes

Appendix B: Administrator Licensure Verification

District #	School	Administrator	File Folder #	Administrative Role		SY 2019-2020	Status: Yes-Returning No-Not Returning New SY 2020-2021
4113-07	Spero Academy	Hannah Miller	467314	Special Education Coordinator	K-6	Yes	Yes
4113-07	Spero Academy	Kelly Tiedemann	454493	Special Education Director	Administration	Yes	Yes
4113-07	Spero Academy	Alexandria Ward	465290	Academic Coordinator	Administration	Yes	Yes

Appendix C: Administrative Roles and Responsibilities

Administration	Business Manager	Strategic Plan Management	Official School Correspondance	Daily School Operation	State	Parent Mediation	Legal	Mission Alignment	Climate / Culture	Procurement practices	
Board	Governance	Finance	Facilities	All Board distribution of	Board Recruitment	Board Files	Board Orientation				
Finance	Development	Insurance	Deposits	Servs	Fiscal Oversight	Budgeting	Investments	Bonding Requirments and	Audits	BergenKDV	MA Billing
Human Resources	Employee Agreements	Action Plan / Coaching	Final Interviews	Admin / Staff Management							
UST	Reporting Oversight	Contract Oversight	Compliance	Reviews							
Facility	Building Oversight	Inventory	Contracts								
MDE	DIRS	Title II	STAR	Policy Questions							
Future Growth	Marketing	Expansion of program									
Evaluations	TDE	Observations/ Conferences/	Para Evals								
Public Relations	MACS	Initial POC	Community Involment	Strategic Partnerships							

Appendix C

Curriculum	Curriculum Adoption Process	**Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)**	**Teacher Lesson Planning Oversight**	**Instructional Management and Interventions**			
Professional Development	**Professional development (all staff & teachers)**	**Professional Learning Committees**	Training requests (teachers)	Teacher Related Services/ Specialist growth & development			
Licensed Teacher Oversight and Support	Relicensure/ Licensing/Working with MACS	Teacher recruitment & retention	**Classroom Support/ New Teacher Support/Teacher Mentoring**	504 Coordinator	ELL (teacher and program support)	**Teacher Development Evaluations (TDE)**	
Asssessment and Accountability	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, Proctor, Trainer, family)	Student Assessment Files (edSpring)	Personal Learning Plans oversight	Accountability (Sections of Annual Report)	Report Cards oversight	
Minnesota Department of Education	ESSA(tracking updates)	Title II (highly qualified teachers)	ELL oversight - WIDA (tracking updates with program and assessment)				
Program Support	Program development and oversight (including Kindergarten Orientation)	Teacher and Paraprofessional Mentoring Program	All School Schedule Monitoring	Parent Teacher Group(PTG)			
Human Resources	**Teacher interest/Teacher Application Interview Process**	**Assist with Teacher Action Plans and Coaching**	Paraprofessional Letter of Agreements - Diane				
Accountability Committee							
Facilities Committee							
Problem solving	Identify and give opportunity to significant issues	Problem solve issues with Leadership team	Collaboratively assessing and improving culture and climate				

Appendix C

Curriculum and Instruction	Curriculum Adoption Process	Curriculum planning oversight(MDE standards, school-wide scope and sequence and unit planning)	Teacher Lesson Planning Oversight	Instructional Management and Interventions	Implementing and oversight of Multi-Tiered Systems of Support (MTSS) for instuctional interventions	
Professional Development	Professional development (all staff & teachers)	Professional Learning Committees	Training requests (teachers) ???	Teacher/Related Services/ Specialist growth & development		
Licensed Teacher Oversight and Support	Relicensure/ Licensing/Working with MACS	Teacher recruitment & retention	Classroom Support/ New Teacher Support/Teacher Mentoring	ELL (teacher and program support)	Teacher Development Evaluations (TDE)	Teacher Mentoring Program
Asssessment and Accountability	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, Proctor, Trainer, family)	Student Assessment Files (edSpring)	Personal Learning Plans oversight	Accountability (Sections of Annual Report)	Report Cards oversight
Minnesota Department of Education	ESSA(tracking updates)	Title II (highly qualified teachers)	ELL oversight - WIDA (tracking updates with program and assessment)	STAR		
Program Support. ????	Assist with program development and oversight (including Kindergarten Orientation)	504 Coordinator	All School Schedule Monitoring	Parent Teacher Group(PTG)		
Human Resources	Teacher interest/Teacher Application Interview Process	Assist with Teacher Action Plans and Coaching				
Accountability Committee	On committee					
Facilities Committee	On committee					

Appendix C

Curriculum	Assist with Curriculum Adoption Process	Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)	Adapt and differentiate curricula across subjects to meet the needs of students who are academically below grade level and/or to use in special education classrooms.	
Professional Development	Assisting with planning and providing Staff Development.	Assisting with Professional Learning Committees		
Asssessment and Accountability	District and State Assessments, scheduling, administering and data analysis.	Personal Learning Plans	Assisting with Report Cards	Student Assessment Files (edSpring)
Teacher and Program Support	Supporting classroom learning and instruction in assigned classrooms (assessments, behavior management, accommodations)	Teacher Mentoring within assigned classrooms	Assist teachers as needed with modifying and implementing curricula across subjects.	Assist Academic Director in implementing MTSS
Special Education Related Support	Supports for the structure and organization of assigned classrooms to support student growth.	Supports for the structure and organization of classrooms to support student growth, especially in the area of Autism Spectrum Disorder.	Case managing and due process paperwork with assigned students.	Serving indirect and direct IEP special education minutes with assigned students.
Accountability Committee	On committee			

Due Process	Incoming Eval / accepting paperwork	Compliance monitoring (oversight	District rep	Student placement setting	Special ed purchases related to IEPs	Transportation related to IEPs	ESY coordination	Exiting student transition (6th)	SETT process	TSES manual updates	SEAC meetings	Conciliation, Facilitation,	Teacher training in due process	Sped assessments Lead on Sped	programming needs and
Behavior	Restrictive procedures -	Oversight Committee	Oversight Behavior Program & BCBA	MDE reporting on behavior and	ACHIEVE and RBT oversite and	PBIS over sight									
Finance	Review tuition billing tie with MARSS	Tuition agreements	Finance Committee	MA billing collaboration											
Human Resources	Assist with Staff Discipline	Teacher interviews and recruitment	Program development	Staff planning	para interviews	teacher due process end of year assessemnt	end of year para evals	Therapist evaluations							
Related Service Providers	Oversight of therapy programs	Program development	Contracts for outside services	Oversight mental health and school psych	Social work over site										
Problem solving	Identify and give opportunity to significant issues	Problem solve issues with Leadership team	Model shared leadership and decision-making strategies	Formulating strategic plans and goals with staff and community	Monitor issues, Federal, State, Local that affect education										

Appendix C

Accountability	Data Accountability	District & State assessments (MTAS)	Accountability Committee	District Assessments	PAR Reports/SAC	Progress Report Data oversight				
Due Process	High Quality IEP/ Evaluation Compliance/ IEP review	Child Find	District representative at IEP meetings	Gen Ed./Special Ed. representative at IEP meetings	Due Process check-in updates to case managers	Evaluation planning	Special Education Assessments	Special Education Re-evaluations	Transisiton meetings/ Accepting new students	SpEd Records oversight
Due Process (cont.)	Timeline Managment	Case Manager support with due process	Para interviews	Assessment inventory & tools/supports inventory	Gen Ed./Special Ed. representative for IEP meetings	SEAC	ESY	Teacher and thera	Maintain SpEd for	3rd party/outside paperwork oversight
Special Education Professional Development	Staff Trainings on Due Process									
Program	Behavior program support	Academic intervention support								

Appendix C

Building	Maintenance and utility oversight	Crisis Plan (Development, Drills, Training)	Inventory: Fixed Asset list and depreciation, Audits	Procurement Procedure	Facilities Committee	Oversight Health Services		
Human Resources	Payroll (PTO, time sheets, payroll changes, new hire paperwork, reconcilliation)	Benefits (paperwork, orientation, online enrollment, cobra, reconcilliation, ~~FMLA~~)	First report of injury	Job Fairs				
Marketing	Event planning & coordination (school dance, fundraising, ect)	Video's, materials	Marketing Committee					
Office	Billing (Weekly bills, VPR, tracking, Bergan, Audits	Internal/External Affairs	Erate	Annual school calendar				
Staffing	Hiring - Paraprofessionals (~~Interviews,~~ references, new hire paper work, orientation, folders)	Staffing (daily, request off, subs)						
Students	Enrollment: Information	SYNERGY (family,	Asst with developing					

Appendix C

Transportation	Transportation Bids	Route development	Parent contact	Daily routes	Crisis issues	Training	MDE Reporting	
Finance	Food Service	Audits	Vendor Contracts					
PTG	Coordinating events; attending meetings							
Childcare	Staffing	Student Enrollment	Student transportation					
COVID	All signage	PPE	Safety protocols	Covid-19 co-coordinator				

Appendix C

Office	Transportation -, Daily routes, cancellations, monitoring, end of day. Update Student Info, Parent contact	Maintenance copier, phone system, laminator	Point of contact for all school information	Donations Montary, Letters,	Student files Record request	Records Supply Ordering, Recieving, Billing, File Maintenence	Purchasing Orders Sped, Therapy, Curriculum	Assits with bills Invoices, filing	Deposits
All-Staff Schedules	Maintain updated daily schedules for each staff member								
Marketing	Newletter photos	Marketing materials development	Event planning & coordination(school dance, fundraising, ect)	Mass Emails PTG					
Staffing	Request off, Subbing, PTO Available	Assist with payroll organization	Support team	1st, ASR 1 Gym					
Students	Enrollmen Enrollment paperwork, Letters, Waitlist	Synergy Student Info. Staff info. Report Cards, Attendance, Daily contact with families							
Building	Crisis Plan (coordination, Drills, Training)	Inventory Classrooms, Offices, Kitchen, Assest list, Tracking and Monitoring	Security System Badges, Door schedules.						
Facilities									
Technology	Budget & Planning	Purchasing	School Website	Media Center Lab - Para	Daily IT/Security	Email/Seesaw/Synergy/N WEA/etc. staff accounts	Parent Notifications		
Program	Program survey & development	Asst. with events							

Appendix C

Databases	Synergy	MARSS	CRDC											
Data	Annual report and WBWF	Data analysis and program planning	Data continuity	Policies and procedures (accountability, MDE)										
Policy and Procedures	Policy work for Board	State statute mo	Committee repor	Committee reports - minutes from meetings										
Program Management	Assisting with events	Program surveys and development												
MDE	Data Center Secure Reports	MARSS/EdFi												
UST/Authorizer	Compliation and submission of quarterly reports to school authorizer													
Policy & Proce	State statute mo	Committee/Board	Policy updates/board work											
MA Billing	Para PCA certification	Enter & update student ICD-10 codes in SpEd Forms	Submissions to DHS	Tracking DHS Responses	End of year report	Estimate yearly totals	Track trainings	Compliance double checks	Obtain parent consent	Create Care Plans & facilitate PCA training & supervision	complete monthly eligibility checks and enter/update student MA info in SpEd Forms	Coordinate provider documentation & supervise provider tracking in SpEd Forms	Obtain private insurance denials	Time Studies - train & supervise para tracking
Nutrition Program	Oversight	Clics Reports for Reimbursement	Administrative Review Process	Handle problems with daily orders	Take all meetings with Caterer	Learn about how to improve program	Staff Training	Interface with health deparment	update & maintain food safety plan					
Marketing	Social Media	Blogs	Marketing Committee											

Appendix C

Office	3rd party outside paperwork management	Job Posting	TOC Weekly Invoice	TImeline Managment
Staffing	Subs	Tracking New hire paperwork, Interviews, Folders, Tracking		
HR	Assist payroll	Benefits, Orientation, FROI		
Students	Record Request			

Office	Transportation, Daily routes, cancellations, monitoring, end of day. Update Student Info,	Maintenance copier, phone system, laminator	Point of contact for all school information	Donations Mont	Student files Record request	Records	Supply	Purchasing Orders Sped, Therapy, Curriculum	Assits with bills Invoices, filing	Deposits
All-Staff Schedules	Maintain updated daily schedules for each staff member									
Human Resources	Payroll (PTO, time sheets, payroll	Benefits (paperwork, orientation,	First report of injury	Job Fairs						
Staffing	Request off, Subbing, PTO Available	Assist with payroll organization	Support team							
Students	Enrollmen Enrollment paperwork, Letters, Waitlist	Synergy Student Info. Staff info. Report Cards, Attendance, Daily contact with families								

Office	3rd party outside	Job Posting	TOC Weekly Inv	TImeline Managment
Staffing	Subs	Tracking New hire paperwork, Interviews, Folders, Tracking		
HR	Assist payroll	Benefits, Orientation, FROI		
Students	Record Request			

Nutrition Program	Oversight	Clics Reports for Reimbursement	Administrative Review Process	Handle problems with daily orders	Take all meetings with Caterer	Learn about how to improve program	Staff Training
"Other duties as assigned"	Educational benefits						

Appendix C

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		

900   ENROLLMENT

I.   PURPOSE

The purpose of this policy is to ensure the practice of a fair and equitable enrollment process at Spero Academy that is in accordance with Minnesota State Statutes.

II.   GENERAL STATEMENT OF POLICY

a.   Spero Academy is a public charter school. Enrollment policies comply with the admission requirement of Minn. Stat § 124E.11 or its 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 including intellectual ability or measures of achievement or aptitude.

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 each year based on anticipated capacity within each grade level and within each program.

ii.   Application for Admission:

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

Applicants to Spero Academy must apply for a specific grade, and must supply the information requested on the Admission Application during the enrollment period. The 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. 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. will not accept 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:

Spero Academy Enrollment limitations comply with Minn. Stat § 124E.11 subd.(a)3. 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 the available enrollment capacity as 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 enrollment period. All applications for each such grade(s) from current residents of Minnesota received before the expiration of the enrollment period are included in the general lottery. Applicants may only apply for admission into the one grade/class level and program 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 the school. 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.

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 enrollment until registration is completed. The student's current school will not be notified until Spero Academy receives an acceptance of an offer of admission.

A student must return the Spero Academy enrollment form by the deadline specified in the Offer of Admission letter. Once the acceptance of enrollment form is received by the school, the student is 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.
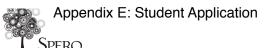
g. Rejection of Enrollment:

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 enrollment period criterion applies and the student will be considered for admission for the next academic year.

Legal References: *Minnesota Statute Section124E.11Amission Requirement and Enrollment*
Minn. Stat. Section 363.13 Human Rights-Educational Institution
Minn. Stat. Section 363A.14 Human Rights-Aiding and Abetting and Obstruction
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)

900 Enrollment Policy, Spero Academy

Spero Academy Student Application Form

Student Information   ☐ **2020- 2021 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

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:

Spero Academy   2701 California Street NE, Minneapolis, Minnesota 55418   Phone: 612-465-8600   Fax: 612-465-8603

	Enrollment	139	148	138	140	148	151	160
	SPED Percentage	92%	90%	90%	90%	90%	90%	90%
		Actual	*Revised*	*Working*		*Projections*		
		2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Enrollment Projections								
Number Students Grade K		13	17	17	13	17	16	20
Number Students Grade 1		18	20	20	19	20	21	25
Number Students Grade 2		26	20	20	26	20	23	25
Number Students Grade 3		23	25	20	24	25	24	25
Number Students Grade 4		20	25	20	20	25	26	23
Number Students Grade 5		21	19	19	20	19	20	20
Number Students Grade 6		18	22	22	18	22	21	22
Enrollment totals by state pupil unit weighting category								
Total Number of Students Grade K		13	17	17	13	17	16	20
Total Number of Students Grades 1-3		67	65	60	69	65	68	75
Total Number of Students Grades 4-6		59	66	61	58	66	67	65
Total Number of Students		**139**	**148**	**138**	**140**	**148**	**151**	**160**
Percentage of Special Education Students		92%	90%	90%	90%	90%	90%	90%
Total Number of Current Year Pupil Units		138.96	148.00	138.00	140.00	148.00	151.00	160.00
Membership Hours		140,905	160,654	134,964	151,970	160,654	163,911	173,680
Students with IEPs Membership Hours		129,330	144,589	121,468	136,773	144,589	147,519	156,312
Setting 3 and above Service Hours		41,484	35,344	29,692	33,433	35,344	36,060	38,210
State Revenue Assumptions and Calculations								
General Education Aid								
State Averages Per Pupil Unit		$6,438	$6,567	$6,567	$6,632	$6,699	$6,766	$6,901
Inflation Rate Assumption - Basic only		2.0%	2.0%	2.0%	1.0%	1.0%	1.0%	2.0%
Basic Excluding Transportation		$6,137.99	$6,266.75	$6,260.74	$6,332.42	$6,398.74	$6,465.73	$6,601.04
Gifted and Talented		13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity		29.91	29.91	30.29	29.91	29.91	29.91	29.91
Operating Capital		226.51	226.51	226.52	226.51	226.51	226.51	226.51
Equity		119.91	119.91	116.27	119.91	119.91	119.91	119.91
Referendum		78.64	78.64	85.43	78.64	78.64	78.64	78.64
Transportation		300.01	300.01	306.02	300.01	300.01	300.01	300.01
Total Per Pupil Unit State Aid		**$6,905.97**	**$7,034.73**	**$7,038.27**	**$7,100.40**	**$7,166.72**	**$7,233.71**	**$7,369.03**
Total General Education State Aid		**959,654**	**1,041,140**	**971,281**	**994,056**	**1,060,675**	**1,092,290**	**1,179,044**

Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements.
No CPA provides any assurance on these financial statements.

Spero Academy
Minneapolis, MN
Long Range Budget Projection Model

Enrollment	139	148	138	140	148	151	160
SPED Percentage	92%	90%	90%	90%	90%	90%	90%
	Actual	*Revised*	*Working*		*Projections*		
	2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Pension Adjustment Revenue							
PY Member Salaries	1,772,412	1,975,603	1,975,603	2,261,713	2,297,521	2,729,346	2,912,433
Pension Adjustment Rate	0.0042	0.0063	0.0063	0.0084	0.0105	0.0105	0.0105
Pension Adjustment Revenue	**7,444**	**12,446**	**12,446**	**18,998**	**24,124**	**28,658**	**30,581**
	40%	42%	42%	40%	57%	71%	86%
Compensatory Revenue	actual	actual	actual	estimate	estimate	estimate	estimate
A: Number of Students prior yr.	127	142	142	148	140	148	151
B: Number of Free Lunch Students prior yr.	36	46	46	46	60	75	80
C: Number of Reduced Lunch Students prior yr.	15	13	13	13	20	30	50
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	43.50	52.50	52.50	52.50	70.00	90.00	105.00
Calculated Compensatory State Revenue ((A) x (B))	**62,547**	**83,383**	**83,399**	**80,920**	**153,818**	**243,277**	**331,958**
EL (English Learners) Revenue	9%	3%	4%	4%	5%	5%	6%
Prior Year EL Eligible ADM	11	5	13	5	5	6	7
Current Year EL Eligible ADM	13	5	5	6	7	8	9
ADM Served	139	148	138	140	148	151	160
Adjusted EL ADM	13	5	7	6	7	8	9
EL Marginal Cost Pupils	20	20	20	20	20	20	20
EL Revenue	**14,080**	**14,080**	**14,080**	**14,080**	**14,080**	**14,080**	**14,080**
EL Concentration Revenue	**2,611**	**367**	**394**	**559**	**720**	**921**	**1,101**
Total EL Aid	**16,691**	**14,447**	**14,474**	**14,639**	**14,800**	**15,001**	**15,181**
Building Lease Aid							
Building Lease Expense	1,294,638	1,364,638	1,364,638	1,434,563	1,559,050	1,563,750	1,563,750
Lease Aid at per WADM as per state cap - $1,314	182,593	194,472	181,332	183,960	194,472	198,414	210,240
Aid at 90% of Lease	1,165,174	1,228,174	1,228,174	1,291,106	1,403,145	1,407,375	1,407,375
90% of lease payment - per pupil unit	8,385	8,298	8,900	9,222	9,481	9,320	8,796
Lesser of pupil unit cap or 90% of lease payment	**182,593**	**194,472**	**181,332**	**183,960**	**194,472**	**198,414**	**210,240**
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	**182,593**	**194,472**	**181,332**	**183,960**	**194,472**	**198,414**	**210,240**
Lease Aid Revenue per pupil unit (before proration)	1,314	1,314	1,314	1,314	1,314	1,314	1,314

		Actual	Revised	Working		Projections		
Enrollment		139	148	138	140	148	151	160
SPED Percentage		92%	90%	90%	90%	90%	90%	90%
		2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Long-Term Facilities Maintenance Revenue								
Revenue per Adjusted Pupil Unit		132	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue		**18,343**	**19,536**	**18,216**	**18,480**	**19,536**	**19,932**	**21,120**
Special Education Revenue								
Special Education Aid (includes tuition billing)		**5,963,610**	**6,779,926**	**6,686,021**	**6,778,123**	**7,931,695**	**8,418,561**	**8,970,932**
Gen. Ed. to Defray the cost of Special Education								
Total Gen. Ed. Expenditures		836,970	1,074,426	1,152,998	1,222,346	1,309,651	1,343,466	1,407,119
Instructional Expenditure Percentage		16%	18%	18%	18%	18%	18%	18%
Instructional Gen. Ed. Expenditures		150,655	193,397	207,540	220,022	235,737	241,824	253,281
Gen. Ed. Revenue per Total Membership Hour		6.81	6.48	7.20	6.54	6.60	6.66	6.79
Instructional Portion of Gen. Ed. Revenue		1.06	1.17	1.30	1.18	1.19	1.20	1.22
Total Gen. Ed. to Defray (Based on Setting 3 or higher Service Hours)		**43,792**	**41,229**	**38,463**	**39,365**	**42,003**	**43,255**	**46,690**
Special Education Appeal Revenue								
General Ed. Expenditures including lease and transportation		2,261,623	2,569,314	2,517,636	2,656,908	2,868,701	2,907,216	2,970,869
General Ed. Revenue including Lease Aid		1,266,022	1,378,322	1,296,205	1,323,178	1,479,845	1,609,697	1,800,543
Total Unreimbursed Costs		**1,039,394**	**1,232,221**	**1,259,894**	**1,373,095**	**1,430,858**	**1,340,773**	**1,217,016**
Appeal Rate		7.38	7.67	9.34	9.04	8.91	8.18	7.01
Total Special Education Appeal Revenue		**954,007**	**1,108,999**	**1,133,904**	**1,235,785**	**1,287,772**	**1,206,696**	**1,095,314**
Additional Appeal Revenue if SPED 90% or over		85,387	123,222	125,989	137,309	143,086	134,077	121,702

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No CPA provides any assurance on these financial statements.

		Actual	Revised	Working		Projections		
		2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Enrollment		139	148	138	140	148	151	160
SPED Percentage		92%	90%	90%	90%	90%	90%	90%

Budget Projections

Revenue Summary and Projections

	2019-2020	2020-2021	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
State Aids							
General Education Aid	959,654	1,041,140	971,281	994,056	1,060,675	1,092,290	1,179,044
Pension Adjustment Revenue - begins FY19	7,444	12,446	12,446	18,998	24,124	28,658	30,581
Declining Enrollment Revenue			1,765				
Compensatory Revenue	62,547	83,383	83,399	80,920	153,818	243,277	331,958
EL Revenue	16,691	14,447	14,474	14,639	14,800	15,001	15,181
Subtotal	1,048,359	1,151,416	1,083,366	1,108,613	1,253,417	1,379,226	1,556,763
General Education Revenue - PY over/under accrual	65						
Safe Schools Supplemental Aid - one-time FY20	3,793						
Endowment Aid	5,783	5,517	5,910	5,039	5,039	5,039	5,039
Literacy Aid	7,086	7,381	7,381	7,086	7,381	7,086	7,381
Building Lease Aid	182,593	194,472	181,332	183,960	194,472	198,414	210,240
Long-Term Facilities Maintenance Revenue	18,343	19,536	18,216	18,480	19,536	19,932	21,120
Special Education Aid (includes tuition billing)	5,963,609	6,779,926	6,686,021	6,778,123	7,931,695	8,418,561	8,970,932
Special Education Aid - PY over/under accrual	(107,652)						
Gen Ed Revenue to Defray the Cost of Special Education	(43,164)	(41,229)	(38,463)	(39,365)	(42,003)	(43,255)	(46,690)
Total State Aids	**7,078,815**	**8,117,019**	**7,943,763**	**8,061,936**	**9,369,538**	**9,985,004**	**10,724,785**
Other Revenue							
Special Education Appeal Revenue	932,567	1,108,999	1,133,904	1,235,785	1,287,772	1,206,696	1,095,314
Additional Special Education Appeal Revenue if SPED 90% or over	83,468	123,222	125,989	137,309	143,086	134,077	121,702
Special Education Prior Yr under accrual revenue							
MA Billing Revenue	329,982	200,000	13,000	260,240	248,176	248,176	248,176
Federal Title Grants (offset by expenditures)	18,670	4,474	3,957	5,774	6,104	6,228	6,599
Federal CARES Funding (offset by expenditures)			78,014				
Federal Special Ed (offset by expenditures)	68,816	65,114	67,549	84,032	88,834	90,635	96,037
Billed by Charter, Fees from Patrons and Misc.	2,697						
Donations, Fundraising, Gifts	13,175	0	0	0	0	0	0
Food Service Program Revenues	58,453	55,521	47,500	57,779	56,202	57,326	58,473
Transfer from Fund 01 to Fund 02	48,218	48,107	21,475	12,196	17,772	18,147	21,498
Total Other Revenue	**1,556,045**	**1,605,437**	**1,491,389**	**1,793,116**	**1,847,946**	**1,761,285**	**1,647,799**
Total Revenue	**8,634,861**	**9,722,455**	**9,435,152**	**9,855,052**	**11,217,484**	**11,746,289**	**12,372,584**

Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements.
No CPA provides any assurance on these financial statements.

Enrollment	139	148	138	140	148	151	160
SPED Percentage	92%	90%	90%	90%	90%	90%	90%
	Actual	*Revised*	*Working*		*Projections*		
	2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**

Expenditure Calculations

Inflation Calculations

Other Costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Payroll	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%

Budget Calculations

	2019-2020	2020-2021 Revised	2020-2021 Working	2021-2022	2022-2023	2023-2024	2024-2025
Salaries	320,788	403,574	401,865	409,903	447,351	462,148	477,241
Benefits	84,132	111,100	85,831	125,500	136,100	140,400	144,800
Marketing	8,894	59,000	28,300	28,710	30,351	30,966	32,812
Contracted Services	111,830	114,025	139,863	141,890	149,998	153,039	162,161
Postage	30	63	63	64	68	69	73
Transportation	107,684	107,189	107,189	108,742	114,956	117,286	124,277
Staff Travel and Training	5,234	10,000	14,500	14,710	15,551	15,866	16,812
Field Trips/Student Activities	265	6,000	0	12,000	12,686	12,943	13,714
Non Instructional Supplies	12,957	13,924	13,000	13,188	13,942	14,225	15,073
Dues and memberships	17,085	17,611	19,250	19,529	20,645	21,063	22,318
Instructional Software, Supplies, & Curriculum	8,946	10,344	9,923	10,067	10,642	10,858	11,505
Contracted Technology Services & Repairs	3,737	2,538	2,538	2,574	2,721	2,776	2,941
Copier Lease	6,952	8,160	6,900	7,000	7,400	7,550	8,000
Non Instructional Software	14,802	20,524	20,524	20,821	22,011	22,457	23,795
Technology Equipment & Devices	7,840	12,481	5,809	5,893	6,230	6,356	6,735
Capital Lease - Principal & Interest	4,687	6,120	4,800	4,870	5,148	5,252	5,565
Building Lease							
2017 & 2020 Bonds Issued - Principal and Interest	1,139,775	1,209,775	1,209,775	1,279,875	1,404,725	1,410,125	1,410,125
Annual fees for Issuer	44,863	44,863	44,863	44,688	44,325	43,625	43,625
Annual fees for trustee, accounting and audit, rating fee, other	30,000	30,000	30,000	30,000	30,000	30,000	30,000
Capital Repair & Replacement Account funding	80,000	80,000	80,000	80,000	80,000	80,000	80,000
Total Building Lease Amount	**1,294,638**	**1,364,638**	**1,364,638**	**1,434,563**	**1,559,050**	**1,563,750**	**1,563,750**
Communications Services	35,361	36,720	36,720	37,252	39,381	40,179	42,574
Utilities	130,244	157,488	157,486	159,768	168,898	172,322	182,593
Property & Liability Insurance	19,412	19,800	19,800	20,087	21,235	21,665	22,956
Repairs and Maintenance	34,837	57,885	57,885	58,724	62,080	63,338	67,113
Maintenance Supplies	15,690	20,353	20,353	20,648	21,828	22,270	23,597
Furniture/Equipment	11,787	9,777	400	406	429	438	464
Safe Schools Supplemental Aid - one-time FY20	3,793						
Federal Title Funds	18,670	4,474	3,957	5,774	6,104	6,228	6,599
Food Service Expenditures	106,671	103,628	68,975	69,975	73,974	75,473	79,971
Funds Transfer to Fund 02	48,218	48,107	21,475	12,196	17,772	18,147	21,498
MA Billing Expenditures - nonreimbursable	67,486	74,969	14,211	14,417	77,998	79,557	81,149
Federal CARES Funding			78,014				
Federal Special Ed	68,816	65,114	67,549	84,032	88,834	90,635	96,037
Total General Fund Expenditures excluding State Special Ed	2,571,484	2,865,606	2,771,817	2,843,302	3,138,392	3,182,266	3,261,133

Spero Long Range
Budget Projection Model

Spero Academy
Minneapolis, MN
Long Range Budget Projection Model

		Actual	Revised	Working		Projections		
Enrollment		139	148	138	140	148	151	160
SPED Percentage		92%	90%	90%	90%	90%	90%	90%
		2019-2020	**2020-2021**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Special Education - State								
01-740-100's Special Ed Salaries		3,630,417	4,119,853	4,103,077	4,185,139	5,011,341	5,362,718	5,721,122
01-740-200's Special Ed Benefits		1,108,215	1,366,800	1,286,253	1,277,500	1,529,700	1,637,000	1,746,400
01-723-360 Special Ed Transportation		804,280	835,782	835,782	847,895	896,346	914,515	969,023
01-740-433 Special Ed Instructional Software, Supplies, & Curriculum		117,029	114,722	114,114	115,768	122,383	124,864	132,306
01-740-350 Special Ed Contracted Tech Service & Repairs		25,885	20,599	29,182	29,605	31,297	31,931	33,834
01-740-556 Special Ed Technology Equipment & Devices		23,970	29,835	66,799	67,767	71,639	73,091	77,447
01-000-582 Special Ed Capital Lease Principal/Interest		55,602	35,215	35,214	35,724	37,765	38,531	40,828
01-740-533 Special Ed Furniture & Equipment		6,109	43,320	4,600	4,667	4,934	5,034	5,334
01-740-394 Special Ed Contracted Student Services		192,103	213,800	211,000	214,058	226,290	230,877	244,638
Reclass of MA Billing Expenditures fr. State Special Education		0	(125,031)	0	0	0	0	0
MA Billing Expenditures - Reimburseable		0	125,031	0	0	0	0	0
Total State Special Ed Expenditures		5,963,610	6,779,926	6,686,021	6,778,123	7,931,695	8,418,561	8,970,932
Total Expenditures		**8,535,093**	**9,645,532**	**9,457,838**	**9,621,425**	**11,070,088**	**11,600,827**	**12,232,065**
Total Revenue		**8,634,861**	**9,722,455**	**9,435,152**	**9,855,052**	**11,217,484**	**11,746,289**	**12,372,584**
Total Expenditures		**8,535,093**	**9,645,532**	**9,457,838**	**9,621,425**	**11,070,088**	**11,600,827**	**12,232,065**
Cost per Student		61,421	65,173	68,535	68,724	74,798	76,827	76,450
Annual Surplus (Deficit)		**99,767**	**76,924**	**(22,686)**	**233,627**	**147,396**	**145,462**	**140,519**
Beginning Fund Balance		1,296,289	1,396,057	1,396,057	1,373,371	1,606,998	1,754,394	1,899,856
Projected Ending Fund Balance		**1,396,057**	**1,472,981**	**1,373,371**	**1,606,998**	**1,754,394**	**1,899,856**	**2,040,375**
per audit								
Fund Balance Percentage of Annual Total Expenditures		**16.4%**	**15.3%**	**14.5%**	**16.7%**	**15.8%**	**16.4%**	**16.7%**
Days Cash on Hand		**48**	**35**	**26**	**34**	**31**	**34**	**35**
(Bonds require 20 Days)								