

SUBJECT

INSPIRE Connections Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

INSPIRE Connections Academy (INSPIRE) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). Based in Boise, INSPIRE began operations in 2006 and currently serves approximately 820 students statewide in grades K-12.

DISCUSSION

INSPIRE has provided a written annual update.

INSPIRE received a Star Rating of 3 out of 5 for both [2012](#) and [2013](#). The school's performance improved slightly between the two school years. Reading and math proficiency rates made a noticeable increase (reading from 88.9% to 93.8%; math from 70.4% to 76.7%), while language arts proficiency held relatively steady (71.4% in 2012 and 72.9% in 2013). INSPIRE's performance in the growth categories was similar. In 2012 and 2013, the school met AGP in all academic areas in both the growth to achievement category and received 66.7% of points. The school also met AGP in both years for all academic areas in the growth to achievement Subgroups category, receiving slightly higher points overall in the category in 2013 (66.7%) than in 2012 (60%).

INSPIRE is financially stable. The school's contract with Connections Education includes a deficit protection clause; if INSPIRE is facing a deficit, Connections adjusts their fees to ensure the school remains balanced. Despite this, INSPIRE's budget report shows that the school ended FY13 with a deficit of approximately \$11,300. INSPIRE's Financial Consultant from Connections Education, Brenda Little, explained that the school's financial situation was positive at the end of FY13 (this is confirmed by the school's audit) but that the modifications done in the auditing process to account for capital outlay resulted in the final negative number. INSPIRE currently projects ending FY14 with a deficit of approximately \$200. However, Ms. Little has confirmed that Connections Education will ensure that the school will end the year balanced.

INSPIRE is working with the SDE to take corrective action in response to a special education complaint. PCSC staff is working with INSPIRE to ensure that the school's processes for withdrawing habitually truant students are compliant with state and federal law.

In October 2013, Gerald Chouinard resigned his position at INSPIRE. Jennifer Dudek, a Connections Education staff member and consultant to INSPIRE, became acting Principal while the school's board began a hiring process. In

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January 2014, Karen Glassman began her tenure as the school's new administrator.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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

School	INSPIRE Connections Academy
Address	600 N. Steelhead Way, Suite 164, Boise, ID 83704
Date of Site Visit	January 7, 2014
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Marcia Rowe, Board Secretary
Administrator(s) Interviewed	Karen Glassman, Administrator
Business Manager / Clerk Interviewed	Jennifer Dudek, Connections Education Consultant
Other Stakeholder(s) Interviewed	Teachers (4)

Board Member(s) Interview

Marcia Rowe, Board Secretary, participated in the interview. Ms. Rowe has been a member of the board since September 2013. She reported on some of the changes that have occurred at INSPIRE in the past few months. The school is working to expand their services for gifted and talented students and doing separate activities and field trips for elementary, middle, and high school to improve student interaction with their peers. The school's most significant changes have been staffing adjustments, including an administrative transition. The school's previous administrator, Gerald Chouinard, left INSPIRE in October and the new administrator, Karen Glassman, began on January 2, 2014. Jennifer Dudek, a Connections Academies staff member and consultant to INSPIRE was the acting administrator in the interim and is continuing to support the school and new administrator while she gets up to speed. Because Ms. Glassman started only a few days before the visit, Ms. Rowe was not able to report on the relationship between the board and administrator. However, she expressed that the board is looking forward to working with Ms. Glassman, who they believe has the ability to communicate ideas and seems interested in keeping the board well-informed.

New board training for INSPIRE is provided through the school's contract with Connections Education. New members attend a week long training session in Baltimore (where Connections has their headquarters), and board members have the option to go again every three years. Ms. Rowe was uncertain about ongoing training, but expressed an interest in continuing to learn and stay informed. As far as she knows, the INSPIRE board has not yet conducted a self-evaluation (at least not since she joined the board this fall).

When asked about concerns she currently has for the school, Ms. Rowe said that she feels the school is moving forward well and that issues are being addressed so she has no big concerns at this time. She wants the transition to happen smoothly. In regards to areas for improvement, Ms. Rowe wishes to focus on communication among stakeholders (with students/families and between the board, administration, and Connections).

Administrator(s) Interview

Karen Glassman, INSPIRE's new Administrator, participated in the interview. Ms. Glassman began at INSPIRE on January 2nd. She described her understanding of INSPIRE's mission and vision to provide individualized and personalized education for every student in order for them to meet their potential.

Due to the timing of the visit, Ms. Glassman did not yet feel prepared to speak about her relationship with the board (since it was just developing), but said that she has met the board and interacted with them a little and believes they are driven to have the school do well. She feels the

board is taking on the challenges the school is facing. Ms. Glassman described what she believes the division of roles and responsibilities between the board and administration should be. She feels the board should ensure the school stays true to its mission, oversee the finances, and hold the administrator accountable to following established policies and procedures. In her view, the administrator's role is to set high expectations for the staff, ensure that the school is in compliance with the law, implement policies and procedures, and ensure the school is providing a high quality education to students.

When asked what indicators she will be looking for in regards the school's success, Ms. Glassman responded that she would like to see INSPIRE resolve any compliance issues, ensure that special education students are getting strong services, and grow the school's enrollment based on word of mouth (that the school is providing strong education to students every day). Ms. Glassman concluded her interview with the PCSC staff member by saying that she recognizes she has a lot to learn and intends to figure out what is working well and what needs to be improved before she figures out systems for change.

Business Manager / Clerk Interview

Jennifer Dudek, Connections Education Consultant, and Karen Glassman, Administrator, participated in the interview about finances in-person, and a financial consultant from Connections Education was available by phone. The contract between INSPIRE and Connections includes a deficit protection clause; if the school is facing a deficit, Connections adjusts their fees to ensure the school remains balanced. As a result, INSPIRE ended FY13 balanced and anticipates ending this year in a similar manner.

Teacher Meeting

The PCSC staff member had the opportunity to meet with four (4) INSPIRE teachers. When asked for open and honest feedback, teachers gave the following responses:

How can INSPIRE improve?

- The organization of processes, policies and procedures could improve; it would help if everything was written down so all staff would know what the process were, what's expected, and what to do next. For instance, our process for addressing truancy has been improved, but could still be streamlined and the middle school credit system needs to become official (with the board) and set.
- We would like for students to be required to attend some live lessons; we feel it's the most enriching part of what we do. Right now, we often make this a part of a participation grade, but we wish it could be fully required.
- Skills for Success (a test prep class) needs to be looked at, particularly since we're changing to a new test and there have been technical issues with it.
- Onboarding could improve; the process hasn't been implemented it to its full advantage, so we've struggled to make online education work with students who aren't prepared for it or for whom it may not be a good fit.

Describe your professional development. Do strategies and ideas learned through professional development get applied?

- We've had 7 professional development seminars; they're usually 1 hour (in a virtual classroom) and we usually have to do some reading / activity ahead of time to prepare.

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- We're expected to apply what we learn in professional development and send an artifact to show our implementation.
- I think our professional development is good and pretty effective.
- There could be more practical, rather than theoretical, trainings, especially for specific or supplementary programs (but also for the general education sessions)
- Sometimes it feels like the trainings are more tailored to brick and mortar schools (based on the strategies and research presented), so at those times, it's not as practical or applicable to this setting.

How prepared to you feel for Common Core implementation (CCSS) this year, and later, for the transition to the Smarter Balanced Assessment (SBA)?

- We feel pretty good about CCSS; we can implement live lessons in ways that align (but sometimes students don't attend); with the online courses, it varies – science feels like it's there but social studies isn't.
- It's going to be very interesting to see how we can implement / proctor SBA; we're still figuring things out logistically with the test; we feel we understand the basics of the test (more critical thinking and writing) but not a lot of specifics; the field test will be when we get up to speed.

What is going well at INSPIRE? What do you like about working here?

- The climate is great; it's relaxed and casual and we're given autonomy.
- They have hired good, responsible people, and we have mix of experienced and new teachers from different backgrounds who bring new ideas.
- Individual instruction with students – we have the opportunity to do a lot of one-on-ones with students and it's cool to experience the "Aha" moments; these individual interactions help students feel comfortable asking questions, so they can learn more.
- For the students for whom virtual learning is a good fit, it's fantastic.
- This is the first job I've had where I'm not wondering "what's next?" in terms of my career.
- I feel like things are going pretty good and that issues / challenges are being addressed.

Documents Review

Finances

The FY12 year-end and FY13 year-to-date finances were reviewed. Jennifer Dudek, Connections Education Consultant, and Karen Glassman, Administrator, participated in the interview about finances in-person, and a financial consultant from Connections was available by phone. INSPIRE ended FY13 balanced and they anticipate ending FY13 in a similar manner, since INSPIRE's contract with Connections Education includes a deficit protection clause. Financial documentation appeared to be appropriate. At this time, there are no concerns about the documents reviewed or the school's financial situation.

Special Education Files

Three (3) special education (SpEd) files were selected at random for review. Mont Hibbard, Special Education Consultant, was available to answer questions. One (1) of three (3) SpEd files was fully complete, including an up-to-date eligibility report and current IEP with clear accommodation and LRE documentation. The other two hard copy files were partially complete.

The first did not include an updated eligibility form, however, Mr. Hibbard provided information confirming that the student's parents refused further testing and electronically signed the previous eligibility report for further use. The third file is a student who is on an IEP. The file included a current eligibility report and 504 plan, but no IEP. Mr. Hibbard stated that the school's special education teacher is currently working to draft a complete, compliant secondary IEP for the student.

The Special Education Director position at INSPIRE Connections Academy is currently vacant. The school currently has two (2) special education teachers, a long-term substitute, and a Special Education Consultant (Mont Hibbard). Mr. Hibbard, who has significant experience / background in special education, is working with the school to bring the school to SpEd compliance, review and draft IEPs, improve the quality of the SpEd program, and assist in hiring.

Mr. Hibbard reported that he believes the school is currently 85% to 90% compliant, and he doesn't know where they stand with the state. He believes the school's biggest challenge is figuring out how to do provide some aspects of special education through virtual services. This is particularly true with probes to identify the current level of performance, especially with students whose families haven't installed a web cam. Additionally, he has had limited time to ensure that students' IEPs are being implemented appropriately, as his focus has been on getting them up-to-date.

Classroom Observations

Since INSPIRE is a virtual school, observations entailed watching teachers as they interacted with students and/or parents online or via phone. One teacher was observed conducting a one-on-one lesson with a student who has an IEP. The system allowed them to communicate verbally and see each other's work. The teacher began by instructing the student, then practicing with her, and then asking her to demonstrate. The student was clearly engaged and the instruction seemed appropriate. Other teachers were speaking with parents or students on the phone or entering grades or comments on student work into the online system. Though the school's interactive platform appears relatively strong, given the very limited number of interactive work taking place at the time of the visit, it is difficult to make any judgment statements regarding the quality of instruction or level of learning taking place at INSPIRE.

Summary

Strengths

- The school is financially stable.
- Teachers provided positive feedback about the school's climate and their ability to provide regular individualized (one-on-one) instruction to students.
- The online platform allows direct instruction and interaction between students and teachers.

Challenges or Areas for Improvement

- Special education (SpEd) files were not fully complete / compliant; it is clear that SpEd compliance / services can be improved.

Concerns

- The PCSC staff member who conducted the visit has concerns about the school's special education services, but notes that the board is working with a consultant to improve them.

Possible Charter or Performance Certificate Amendments

- The INSPIRE board has not communicated an intention to propose any charter or performance certificate amendments at this time.

Recommendations

- PCSC staff recommends that the INSPIRE board continue to ensure that the school's new administrator is given appropriate information, training, and support so that negative impacts of the staffing transition can be minimized.
- PCSC staff recommends that the INSPIRE board and administrator continue to work to improve the school's special education services, ensure compliance, and identify and hire a qualified, effective Special Education Director.

Materials or Follow-up Requested of the School

There was no follow-up requested of the school.

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CHARTER SCHOOL DASHBOARD

Date: March 18, 2014

School Name: INSPIRE Connections Academy

School Address: 600 N. Steelhead Way, Suite 164, Boise, Idaho 83704

School Phone: 208-322-4002

Current School Year: 2013-2014

School Mission: INSPIRE will help each student maximize his or her potential and meet the highest performance standards. INSPIRE Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Jill Hamilton	Board President Term Ending: 2014	Parent	jillhamilton@connectionseducation.com	208-761-8970
Diana Plane	Board Treasurer Term Ending: 2014	Parent	dianaplane@connectionseducation.com	208-365-6285
Marcia Rowe	Board Secretary Term Ending: 2016	Parent	marciarowe@connectionseducation.com	208-392-9572
Tanya Deyo Barlow	Board Member Term Ending: 2016	Business Representative	tanyabarlow@connectionseducation.com	208-362-5149
Petra Juaregui	Board Member Term Ending: 2016	Education	petrajuaregui@connectionseducation.com	434-249-7523
Eric Miner	Board Member Term Ending: 2016	Education	ericminer@connectionseducation.com	208-866-7852
Amy Peterson	Board Member Term Ending: 2016	Business Representative	amypeterson@connectionseducation.com	208-608-9233

*All board member terms end at the annual meeting in the year listed.

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	37.2	34	31.06	N/A	33	31.53
1	28.5	34	30.87	N/A	22	24.07
2	39.7	40	35.19	N/A	31.75	33.51
3	33.5	40	40.57	N/A	23	27.60
4	43.6	47	42.44	N/A	33.25	36.91
5	42.5	57	48.66	N/A	32	35.93
6	52.6	71	58.94	N/A	39	44.18
7	69.4	76	66.21	N/A	52	56.46
8	85.1	88	77.20	N/A	65.5	69.94
9	87.1	127	98.76	N/A	52.75	66.34
10	74.2	79	72.68	N/A	59.25	60.96
11	68.7	76	69.01	N/A	51	57.20
12	52.3	54	51.76	N/A	37.75	45.80
TOTAL	714.3	823	723.37	N/A	529.25	590.42

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	63 or 8%	24 or 3%	786 or 96%	23 or 3%	25 or 3%	19 or 2%	457 or 56%	82 or 10%
Previous	42 or 8%	14 or 3%	533 or 97%	10 or 2%	15 or 3%	6 or 1%	264 or 49%	40 or 7%

FACULTY AND STAFF

Administrator Name(s): Karen Glassman
Administrator's Hire Date: 1/2/2014
Administrator Email(s): kglassman@connectionseducation.com

Current Classified Staff (# FTE): 3.0
Current Faculty (# FTE): 22.00

EDUCATIONAL PROGRAM

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

COMMENTS (optional)

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

A new administrator was hired when the former principal left mid-year. In addition, we lost the Manager of Special Education and have an Interim Manager of Special Education that will remain in place until the end of the school year. A new Manager of Special of Education has been hired and will start July 1, 2014.

This is the first year our enrollment process has been open through the end of February. This required much more attention on the part of our teachers to get students caught up who may have had gaps in enrollment in any school. This required more assessments to determine achievement levels and course placement.

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

Our staff members worked tirelessly in their Professional Learning Communities to support students at-risk. We added an advisory position in February to assist students struggling with participation, engagement and attendance. This individual works with every teacher to develop Student Success Plans in an effort to outline expectations and strategies for improving achievement.

Please describe any challenges you anticipate during the upcoming year:

The implementation of the Smarter Balanced Assessment Consortium requirements presents certain challenges as we move throughout the state to ensure we test all our students. We are trying to be very proactive and positive in our approach to the assessments in order to meet our participation targets.

Our demographics have changed considerably over the last year. Through the work in our Professional Learning Communities, staff members requested Sheltered Instruction Observation Protocol training in an effort to support the various learning styles by incorporating new instructional strategies to their lessons and supports.

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

We are working collaboratively with our stakeholders to ensure we have high levels of engagement and achievement for all our students. Communication with our families is a priority as we continue to attain our goals and provide relevant and rigorous learning opportunities.

The mission at INSPIRE is to leverage technology to help each of our students maximize his or her potential and meet the highest performance standards. The mission is accomplished through an individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Each student has a Personalized Learning Plan and an entire team of adults (including a parent or other learning coach and an Idaho certified teacher) who are committed to the student's successful fulfillment of that plan. INSPIRE is a high-quality, high-tech virtual charter school without walls that brings out the best in every student through Personalized Performance Learning. At INSPIRE, our technology is inextricably linked to our school mission and vision. Our vision is focused on what we can do to further improve and ensure student learning.

Studies show that greater parent participation in education can lead to higher student grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. Parents at INSPIRE generally serve as personal, face-to-face learning coaches responsible for their children's day-to-day education. Parents may also get involved as local community coordinators who create opportunities for special projects, field trips, and group meetings with other students and parents. INSPIRE also provides an orientation program along with access to discussion groups to help learning coaches who are new to the challenges and responsibilities of this important role.

Studies have shown that in conventional classrooms many tasks are mismatched to students' skill levels. At INSPIRE, each student receives individualized instruction, including lessons tailored to the student's academic strengths and weaknesses. Our school year begins with the development of a Personalized Learning Plan (PLP), a blue print for the student's lessons that year. Throughout the year, the learning coach and teacher can adjust the lessons to emphasize areas where the student is deficient or step up instruction in a subject where a student has a particular strength or interest.

INSPIRE uses a proprietary curriculum accredited by AdvancED and the Northwest Accreditation Commission that combines online synchronous and asynchronous instruction, multimedia and traditional printed textbooks and supplementary materials, including science supplies. INSPIRE also emphasizes the direct involvement and responsibility of the instructional staff in assuring that students have mastered required skills, and INSPIRE uses an innovative assessment engine to increase teacher productivity by auto-grading objective answers to permit teachers to devote their expertise to subjective measures. The school's learning management system also provides innovative tools to deliver instruction, measure progress, enhance teacher productivity and meet regulatory requirements.

REQUIRED ATTACHMENT

- PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

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INSPIRE CONNECTIONS ACADEMY --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	-	840.00	635.66	204.34	76%	840.00	
416100 School Food Service	-	-	-	-		-	
416200 Meal sales: non-reimbursable	-	-	-	-		-	
416900 Other Food Sales	-	-	-	-		-	
417100 Admissions / Activities	-	-	-	-		-	
417200 Bookstore Sales	-	-	-	-		-	
417300 Clubs / Organization Fees, etc.	-	-	-	-		-	
417400 School Fees & Charges/Fundraising	-	-	-	-		-	
417900 Other Student Revenue	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	-	-	-	-		-	
419900 Other Local Revenue	-	836.77	836.77	-	100%	836.77	
431100 Base Support Program	3,129,145.56	3,393,387.20	1,941,771.57	1,451,615.63	57%	3,393,387.20	
431200 Transportation Support	339,173.65	320,606.44	183,458.13	137,148.31	57%	320,606.44	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	-	-	-	-		-	
431900 Other State Support	59,400.00	65,000.00	61,533.70	3,466.30	95%	65,000.00	
437000 Lottery / Addtl State Maintenance	-	-	-	-		-	
439000 Other State Revenue	-	-	-	-		-	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	120,416.00	121,873.00	84,607.67	37,265.33	69%	121,873.00	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	99,939.00	99,939.00	26,180.11	73,758.89	26%	99,939.00	
445900 Other Indirect Restricted Federal	33,506.50	33,506.00	17,022.64	16,483.36	51%	33,506.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	\$3,781,580.71	\$4,035,988.41	\$2,316,046.25	\$1,719,942.16	57%	\$4,035,988.41	

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INSPIRE CONNECTIONS ACADEMY --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,189,117.87	1,252,047.07	574,960.97	677,086.10	46%	1,252,047.07	
200 EMPLOYEE BENEFITS	434,828.96	555,537.60	262,817.66	292,719.94	47%	555,537.60	
300 PURCHASED SERVICES	2,120,545.76	2,194,306.87	1,459,103.72	735,203.15	66%	2,194,306.87	
400 SUPPLIES	26,000.00	23,000.00	-	23,000.00	0%	23,000.00	
500 CAPITAL OUTLAY	-	-	-	-		-	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	-	-	-	-		-	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	\$3,770,492.59	\$4,024,891.54	\$2,296,882.35	\$1,728,009.19	57%	\$4,024,891.54	
TOTAL FUND REVENUES OVER EXPENDITURES	\$11,088.12	\$11,096.87	\$19,163.90			\$11,096.87	
TOTAL BEGINNING BALANCE (All Funds)	(\$11,306.00)	(\$11,306.00)	(\$11,306.00)			(\$11,306.00)	
TOTAL CHANGES (All Funds)	\$11,088.12	\$11,096.87	\$19,163.90			\$11,096.87	
ENDING BALANCE (All Funds)	(\$217.88)	(\$209.13)	\$7,857.90			(\$209.13)	

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INSPIRE CONNECTIONS ACADEMY --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	(\$11,306.00)	(\$11,306.00)	(\$11,306.00)			(\$11,306.00)	
100 Changes in Fund Balance	\$11,088.12	\$11,096.87	\$19,163.90			\$11,096.87	
100 Ending Fund Balance	(\$217.88)	(\$209.13)	\$7,857.90			(\$209.13)	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

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INSPIRE CONNECTIONS ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			
100.415000	Earnings on Investments		840.00	635.66	204.34	76%	840.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations				-			
100.419900	Other Local Revenue		836.77	836.77	-	100%	836.77	
100.431100	Base Support	3,129,145.56	3,393,387.20	1,941,771.57	1,451,615.63	57%	3,393,387.20	
100.431200	Transportation Support	339,173.65	320,606.44	183,458.13	137,148.31	57%	320,606.44	
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment				-			
100.431900	Other State Support	59,400.00	65,000.00	61,533.70	3,466.30	95%	65,000.00	
100.437000	Lottery / Adttl State Maintenance				-			
100.439000	Other State Revenue				-			
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal	12,162.50	12,162.00	3,843.06	8,318.94	32%	12,162.00	
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		\$3,539,881.71	\$3,792,832.41	\$2,192,078.89	1,600,753.52	58%	\$3,792,832.41	
EXPENDITURES								
100.512100	Elementary Salaries	173,909.64	234,137.44	111,019.62	123,117.82	47%	234,137.44	
100.512200	Elementary Benefits	64,746.56	110,266.56	52,779.52	57,487.04	48%	110,266.56	
100.512300	Elementary Purchased Services	576,656.57	528,117.85	379,682.56	148,435.29	72%	528,117.85	
100.512400	Elementary Supplies				-			
100.512500	Elementary Capital Outlay				-			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	491,324.47	416,607.04	173,593.94	243,013.10	42%	416,607.04	
100.515200	Secondary Benefits	193,675.87	223,325.15	99,660.10	123,665.05	45%	223,325.15	
100.515300	Secondary Purchased Services	1,113,854.65	1,062,614.47	818,479.30	244,135.17	77%	1,062,614.47	
100.515400	Secondary Supplies				-			
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

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INSPIRE CONNECTIONS ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.521100	Exceptional Child Salaries	47,138.27	29,463.11	-	29,463.11	0%	29,463.11	
100.521200	Exceptional Child Benefits	12,860.61	33,473.38	6,554.88	26,918.50	20%	33,473.38	
100.521300	Exceptional Child Purchased Services				-			
100.521400	Exceptional Child Supplies				-			
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals: Instruction		2,674,166.64	2,638,005.00	1,641,769.92	996,235.08	62%	2,638,005.00	
100.616100	Special Services Program Salaries	7,905.00	37,598.71	36,197.41	1,401.30	96%	37,598.71	
100.616200	Special Services Program Benefits	2,887.70	15,348.57	15,348.57	-	100%	14,528.02	
100.616300	Special Services Program Purchased Services	207,928.21	218,149.63	68,023.62	150,126.01	31%	218,149.63	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.623100	Instruction-Related Technology Salaries				-			
100.623200	Instruction-Related Technology Benefits				-			
100.623300	Instruction-Related Technology Purchased Services	111,142.86	117,013.00	67,968.83	49,044.17	58%	117,013.00	
100.623400	Instruction-Related Technology Supplies				-			
100.623500	Instruction-Related Technology Capital Outlay				-			
100.623600	Instruction-Related Technology Debt Retirement				-			
100.623700	Instruction-Related Technology Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	17,000.00	22,886.69	13,812.05	9,074.64	60%	22,886.69	
100.631400	Board of Education Program Supplies				-			
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries	289,466.49	358,982.92	154,030.02	204,952.90	43%	358,982.92	
100.632200	District Administration Program Benefits	112,289.22	139,209.84	66,227.21	72,982.63	48%	140,030.39	
100.632300	District Administration Program Purchased Services		139,434.54	66,304.64	73,129.90	48%	139,434.54	
100.632400	District Administration Program Supplies	25,699.00	23,000.00	-	23,000.00	0%	23,000.00	
100.632500	District Administration Program Capital Outlay				-			
100.632600	District Administration Program Debt Retirement				-			
100.632700	District Administration Program Insurance				-			

April 17, 2014

INSPIRE CONNECTIONS ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.651100	Business Operation Program Salaries				-			
100.651200	Business Operation Program Benefits				-			
100.651300	Business Operation Program Purchased Services	12,000.00	11,615.00	9,515.16	2,099.84	82%	11,615.00	
100.651400	Business Operation Program Supplies				-			
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.661100	Buildings - Care Program Salaries				-			
100.661200	Buildings - Care Program Benefits				-			
100.661300	Buildings - Care Program Purchased Services	67,308.47	58,839.16	32,815.08	26,024.08	56%	58,839.16	
100.661400	Buildings - Care Program Supplies				-			
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.663100	Maintenance - Non-Student Occupied Salaries				-			
100.663200	Maintenance - Non-Student Occupied Benefits				-			
100.663300	Maintenance - Non-Student Occupied Purchased Services	1,000.00	1,652.48	902.48	750.00	55%	1,652.48	
100.663400	Maintenance - Non-Student Occupied Supplies				-			
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-			
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-			
100.663700	Maintenance - Non-Student Occupied Insurance				-			
Subtotals: Support Services		854,626.95	1,143,730.54	531,145.07	612,585.47	46%	1,143,730.54	
Subtotals: Non-Instruction		-	-	-	-		-	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve				-			
Subtotals: Other		-	-	-	-		-	
TOTAL GENERAL FUND EXPENDITURES		\$3,528,793.59	\$3,781,735.54	\$2,172,914.99	\$1,608,820.55	57%	\$3,781,735.54	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$11,088.12	\$11,096.87	\$19,163.90			\$11,096.87	
BEGINNING FUND BALANCE (July 1, 2013)		(\$11,306.00)	(\$11,306.00)	(\$11,306.00)			(\$11,306.00)	
CHANGES IN FUND BALANCE		\$11,088.12	\$11,096.87	\$19,163.90			\$11,096.87	
ENDING FUND BALANCE AS OF _____		(\$217.88)	(\$209.13)	\$7,857.90			(\$209.13)	

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INSPIRE CONNECTIONS ACADEMY --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	120,416.00	121,873.00	84,607.67	37,265.33	69%	121,873.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		\$120,416.00	\$121,873.00	\$84,607.67	\$37,265.33	69%	\$121,873.00	
EXPENDITURES								
251.515100	Secondary Salaries	87,318.00	100,657.85	70,998.38	29,659.47	71%	100,657.85	
251.515200	Secondary Benefits	24,288.00	13,025.00	8,863.16	4,161.84	68%	13,025.00	
251.515300	Secondary Purchased Services				-			
251.515400	Secondary Supplies				-			
251.515500	Secondary Capital Outlay				-			
251.515600	Secondary Debt Retirement				-			
251.515700	Secondary Insurance				-			
251.632100	District Administration Program Salaries	6,700.00	6,860.00	3,975.30	2,884.70	58%	6,860.00	
251.632200	District Administration Program Benefits	1,809.00	1,330.15	770.83	559.32	58%	1,330.15	
251.632300	District Administration Program Purchased Services				-			
251.632400	District Administration Program Supplies	301.00			-			
251.632500	District Administration Program Capital Outlay				-			
251.632600	District Administration Program Debt Retirement				-			
251.632700	District Administration Program Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		120,416.00	\$121,873.00	\$84,607.67	\$37,265.33	69%	\$121,873.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

April 17, 2014

INSPIRE CONNECTIONS ACADEMY --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	99,939.00	99,939.00	26,180.11	73,758.89	26%	99,939.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		\$99,939.00	\$99,939.00	\$26,180.11	\$73,758.89	26%	\$99,939.00	
EXPENDITURES								
257.521100	Exceptional Child Salaries	16,840.00	61,416.00	21,471.46	39,944.54	35%	61,416.00	
257.521200	Exceptional Child Benefits	4,359.00	9,325.95	3,108.65	6,217.30	33%	9,325.95	
257.521300	Exceptional Child Purchased Services				-			
257.521400	Exceptional Child Supplies				-			
257.521500	Exceptional Child Capital Outlay				-			
257.521600	Exceptional Child Debt Retirement				-			
257.521700	Exceptional Child Insurance				-			
257.616100	Special Services Certified Salaries	62,000.00			-			
257.616200	Special Services Benefits	16,740.00			-			
257.616300	Special Services Purchased Services		29,197.05	1,600.00	27,597.05	5%	29,197.05	
257.616400	Special Services Supplies				-			
257.616500	Special Services Capital Outlay				-			
257.616600	Special Services Debt Retirement				-			
257.616700	Special Services Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$99,939.00	\$99,939.00	\$26,180.11	\$73,758.89	26%	\$99,939.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

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INSPIRE CONNECTIONS ACADEMY --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	21,344.00	21,344.00	13,179.58	8,164.42	62%	21,344.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		\$21,344.00	\$21,344.00	\$13,179.58	\$8,164.42	62%	\$21,344.00	
EXPENDITURES								
271.512100	Elementary Salaries				-			
271.512200	Elementary Benefits				-			
271.512300	Elementary Purchased Services	4,000.00	1,479.18		1,479.18	0%	1,479.18	
271.512400	Elementary Supplies				-			
271.512500	Elementary Capital Outlay				-			
271.512600	Elementary Debt Retirement				-			
271.512700	Elementary Insurance				-			
271.515100	Secondary Salaries	6,516.00	6,324.00	3,674.84	2,649.16	58%	6,324.00	
271.515200	Secondary Benefits	1,173.00	10,233.00	9,504.74	728.26	93%	10,233.00	
271.515300	Secondary Purchased Services	9,655.00	3,307.82		3,307.82	0%	3,307.82	
271.515400	Secondary Supplies				-			
271.515500	Secondary Capital Outlay				-			
271.515600	Secondary Debt Retirement				-			
271.515700	Secondary Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$21,344.00	\$21,344.00	\$13,179.58	\$8,164.42	62%	\$21,344.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$0.00			\$0.00	