

SUBJECT

Richard McKenna Charter High School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Richard McKenna Charter High School (RMCHS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Mountain Home since 2002. RMCHS serves approximately 300 students through its brick-and-mortar school and virtual high school combined.

DISCUSSION

RMCHS has provided a written annual update.

RMCHS received a [2012 Star Rating](#) of 3 out of 5. The school received two 2013 Star Ratings, a 3 out of 5 for the [school's general program](#) and a 1 out of 5 for the [school's alternative program](#).

The Star Rating for RMCHS's general population was similar in 2012 and 2013. However, math proficiency decreased from 82% in 2012 to 70.2% in 2013. Additionally, the school received 4 of 10 of the available points for graduation rate in 2013, though it had received 8 out of 10 in the previous year. Notably, RMCHS's 2013 Star Rating calculation did not include growth data, as there was not an adequate sample. RMCHS did not submit an appeal to the SDE regarding the Star Rating for the general school.

Though the school's 2013 Star Rating of 1 out of 5 for its alternative program appears concerning, the school had limited data available for review and, therefore, received a rating based on only one measure. RMCHS participated in the appeals process for the alternative school.

RMCHS continues to operate with a substantial fiscal reserve. In FY13, the school had a single-year loss of approximately \$260,000, resulting from board decisions to spend some of the school's savings to purchase property and pay for courses to be aligned with the Common Core State Standards. Despite this, the school ended FY13 with a carryover of over \$740,000. Having purchased property, the school is in the planning stages to construct new buildings (in one to two fiscal years) on the site while maintaining their current facility. The board is currently considering applying for a charter revision to expand RMCHS to a K-12 program.

RMCHS's administration projects a surplus of over \$140,000 in FY14, which will result in a carryover of approximately \$886,000.

April 17, 2014

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	Richard McKenna Charter High School (RMCHS)
Address	675 S. Haskett Street, Mountain Home, ID 83647
Date of Site Visit	February 26, 2014
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Melody Landis, Secretary Maralee Smith, Member
Administrator(s) Interviewed	Larry Slade
Business Manager / Clerk Interviewed	Chantel Durrence
Other Stakeholder(s) Interviewed	Students (6); Teachers (4)

Board Member(s) Interview

Melody Landis, Secretary, and Maralee Smith participated in the interview. Ms. Landis has been a board member for approximately three years; Ms. Smith joined the board approximately a year and a half ago. The board members described the school’s mission to “pick up kids” who are “going through the cracks” (emotionally, scholastically) in the traditional school system and get them on their feet. They believe that all students learn differently, and that RMCHS should help give students “their worth” and then send them into the world.

The board members feel they have a very good relationship with the administrator, Larry Slade. They stated that the board has a great amount of respect for Mr. Slade and they believe there is a good give and take communication between the board and administrator. The board members described their understanding of the division of roles between the board and administrator at RMCHS – the board is responsible for monitoring the school and assessing its success, and has the final say on what takes place at the school; the administrator gives the school vision and direction, proposes things to the board, and relies on the board to give balance and feedback.

To the knowledge of the board members who participated in the interview, though the RMCHS board has discussed their role informally, they have never conducted a formal self-evaluation. Similarly, the board stated that they haven’t really had any formal training, but that they feel comfortable asking any question of the Board Chair or Administrator. The board members stated that they would like to get more training, but that it’s challenging for board members to find time to do it (externally, at conferences, etc.). They stated that they feel that the board doesn’t have to be “super active” since they have a good administrator and trust him.

When asked about concerns they have related to the school’s academics, operations, or finances, the board members responded that they had none. They hope to continue to serve more students. The PCSC staff member then asked if they could identify areas of improvement for the school. The board members stated that they have talked about having more activities for students, such a sports or arts.

The PCSC staff member asked how the board feels about the school’s Star Ratings (3 Star for the general student population; 1 Star for the alternative school population). The board members stated that they hadn’t heard about it and didn’t know about the Star Rating, but that they weren’t concerned about it because students are struggling when they come to RMCHS and what happens in the workforce when they’re done at the school matters more to them. The PCSC staff member offered to provide training for the school’s board about the Star Rating system, so the board could have a better understanding of the system and how to work within it.

Administrator(s) Interview

Larry Slade, Administrator, participated in the interview. Mr. Slade described changes at the school within the past year, including the development of a revised version of the charter to propose expansion for RMCHS to include kindergarten through 8th grade (the amendments have not yet been submitted to the SDE for a Sufficiency Review). The school purchased property and finished and paid for architectural plans to add facilities, but is currently planning to wait at least one to two fiscal years before building to ensure the school has the appropriate financial resources for the project. RMCHS is also currently dealing with and preparing for staffing changes; one teacher retired mid-year this year and another has announced that he will be retiring at the end of the school year.

Mr. Slade believes he has a good relationship with the RMCHS board. He appreciates them and feels they are supportive of him and ask good questions. He described the division of roles and responsibilities between the administrator and the board, with the administrator running the school and the board providing oversight for finances and policies.

In considering whether RMCHS is successful, Mr. Slade looks to the number of students who have come back and thanked the school for what they've done and whether the school is financially stable.

When the Common Core State Standards (CCSS) came out, Mr. Slade felt the intent of the new standards aligned well with the approach used at RMCHS. He noted that the school still has some work to do on the specifics of alignment (particularly in math), but he is happy with where they are. He feels that the Smarter Balanced Assessment (SBA) will be hard to implement and informed the PCSC staff member that RMCHS is not planning to do the field test this year, since it is not required. Rather, he intends to learn from other schools to prepare RMCHS for testing in spring 2015.

When asked about his concerns for the school, Mr. Slade responded that he is concerned broadly with the apathy and complacency of some students. He feels that they sometimes seek to just get by, while RMCHS wants them to self-directed and take their learning to heart. He also voiced concerns about regulations from the state; Mr. Slade feels that there are too many rules and regulations and that charter schools are expected to be like traditional schools and are held accountable to things they cannot control. The PCSC staff member and Mr. Slade ended their conversation with a discussion about accountability and the PCSC's role.

Business Manager / Clerk Interview

Chantel Durrence, Business Manager, participated in the interview. When asked about how she feels the school is doing financially, Ms. Durrence responded that they are doing well; she anticipates that RMCHS will add to their carryover in FY14.

Ms. Durrence monitors the schools finances, including invoices and bank statements, and the school has an accountant on contract to process payroll. Ms. Durrence makes sure she's aware of where she expects the school to be financially (both with revenue and expenses) and checks on any things that "jump out" as possibly being incorrect. Mr. Slade approves any big unplanned or unusual expenditures, and the Board Treasurer reviews bills and checks. The board receives quarterly financial reports at their regular meetings.

Student Meeting

The PCSC staff member had the opportunity to meet with six (6) RMCHS students in grades nine through eleven. The students were open and honest during the discussion and clearly have an

understanding of the schools strengths and weaknesses. Below are the questions presented to the students and their summarized responses:

What can the school do better?

- The subjects (core) and electives options are limited.
- We'd like to have more opportunities to learn about specific careers – for instance, I'm interested in a medical career, but there is no biology offered here (other students expressed interests in mechanics, welding, etc.).
- We could do more book learning; sometimes book learning is better than technology learning, because when we read it in a book we process it more than online; we don't think we should stop using technology, but we could use more books, maps, and hands-on tangible objects in addition to the technology.
- Our technology is outdated; there are some newer computers, but it would be good to have more; many websites are blocked and sometimes we do need some of them for research.
- More opportunities for physical activity – maybe a gym or weight training.
- More extra-curricular activities like sports or prom.
- There are issues with cliques at the school; the school says we need to put our differences aside while we're here, but kids don't listen to that, and it's not enforced – we think it should be (students also noted that the clique issue has been worse this year).
- There is some bullying; sometimes it's well hidden, but overall, we don't feel the no bullying policy is fully enforced.
- Rules aren't enforced consistently.
- It seems like new students are given an easy ride and are not really challenged.

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Yes (thumb up): 3
- Sort of / not so much (thumb to the middle): 2
- No (thumb down): 1

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- It's just not that hard.
- I was kind of struggling at my previous school and now I'm passing every class without training; I'm not learning much.
- How challenging courses are depends on how you look at it; it depends on how mature you are and how much you challenge yourself.
- At my previous school, I had a hard time keeping up with my classes; here I can focus more (since I take 2 classes at a time) and keep up.
- I'm not sure if the classes here are harder or easier than those at other high schools, but here you have fewer classes so you can focus more and it may make it seem easier.

What do you like about your school? What's going well here?

- With fewer classes, we can learn more; we like it.
- It's a smaller school, so we have more interaction with teachers and are taught more; we can understand the courses we're in.
- Even though we have cliques, we still mostly get along; not everyone likes each other, but there isn't a lot of bullying or as much drama as there is at bigger schools.
- The teachers really help you; they're willing to hear your opinion and they work with you.
- The teachers bring personality to the classrooms and make learning interesting.

Teacher Meeting

The PCSC staff member had the opportunity to meet with four (4) RMCHS teachers and staff. Below are the questions presented to the staff and their summarized responses:

How can this school improve?

- We need a bigger staff; we could do that with more money, and then we could offer more class options and curriculum (especially for the on-site program).
- We could have students take more math, spread it out, and give more time and assistance to the students who are struggling.
- We think teachers should be paid more.

Describe the professional development (ideally in three words or less). How frequent, effective, and applicable is it?

- We have in-services with online and in-person staff twice a year and can do outside workshops and sessions.
- It's sufficient, useful, and interesting.
- Would like to do more, but not because I don't have opportunities.
- I'm willing; it's integral.
- It's relevant, collaborative, timely.

What do you like about working at this school? What's going well?

- Working together with this staff to help students and send the same messages; we're a small staff, so communication is pretty frequent and clear and we all get along.
- We feel like we have the freedom / license to create classes and teach different types of classes based on our interests and skills; the administrator trusts us and treats us like professionals and encourages us to teach our passions.
- Having one or two courses at a time improves continuity.
- With the small classes, we get to know students as individuals and once we get to know them, we can really differentiate and create things specifically for those students; after students have been with us for a couple years, we become like family.
- I like having students all day; we can go in-depth.
- I like that students and staff get a 1 week break in between sessions- it's rejuvenating.
- The workplace model and character education is universally applied for students and applicable for later in life; the small size of the school creates greater continuity of expectations across classes.

Documents Review

Finances

The FY13 year-end and FY14 year-to-date finances were reviewed in person. Chantel Durrence, Business Manager, was available to answer questions. RMCHS had a single-year loss of approximately \$260,000 in FY13. This was due to the purchase of property to allow the school to expand in the future and re-designing of courses to align to the Common Core State Standard (particularly online courses). The school ended FY13 with a carryover of over \$740,000. Currently, RMCHS projects that they will have a surplus this year of \$150,000 to \$250,000 (thus increasing the school's carryover). At this time, there are no concerns about the documents reviewed or the school's financial situation.

Special Education Files

The PCSC staff member pulled three (3) files at random for review. RMCHS currently has four (4) students with IEPs and twenty-one (21) students on 504 plans. All of the files pulled were students with active IEPs. The Special Education Director, Kim Flick, was available to answer questions. All IEPs were up-to-date, including accommodations and LRE documentation. Two (2) of the files included current eligibility reports. The third file did not include an eligibility report; Ms. Flick explained that the student enrolled at RMCHS approximately three (3) weeks before the visit and the district did not send the student's eligibility report with the IEP. Ms. Flick provided documentation demonstrating that the school had followed up with the district that day about sending the eligibility report. All of the files were relatively organized, and there are no significant concerns about the files reviewed at this time.

Ms. Flick was available for a brief interview. She stated that one of the challenges with special education at RMCHS is that turnover in special education is very high for the school, especially with their online students. She believes it is because students enroll to make up credits (online) and then go back to their previous high school. When asked how she ensures that IEPs (and 504 plans) are implemented appropriately (especially for online students), Ms. Flick responded that the school usually amends IEPs for online students to fit that environment. A few of the online students come in-person for services. Additionally, Ms. Flick provides teachers with access to students' IEPs via an online (password protected) system, including a summary of the accommodations that should be made for each student. Finally, Ms. Flick noted that the school has many students with study skills goals, so they have created an organization / study skills class and she ensures students are enrolled if needed.

Classroom Observations

The PCSC staff member had the opportunity to visit four (4) classes at RMCHS. In two (2) of these classes, students interacted with the teacher as a full group (via discussion or lecture); in the remaining two (2) classes, students worked independently or in small groups. In one (1) classroom, students were watching a video; in two (2) classrooms were engaged in lecture, discussion, and/or practice. In one (1) classroom, students were working on a project. Students were identified as engaged (with most students participating) in three (3) classes. In the remaining (1) class, the PCSC staff member identified students as partially engaged, as some students were sitting quietly but not paying attention or were quietly socializing with other students. Behavior management was unnecessary or strong in two (2) of four (4) classes; the remaining two (2) classes had students whose behavior (usually talking / socializing) was not addressed during the observation. In both classes, the level/ type of behavioral issues did not cause significant interruption or distraction. In two (2) classes, pacing felt a little slow (particularly during transition) and led to some minor behavioral challenges. Overall, classroom observations were quite positive; however, it appears that

some teachers could benefit from additional training and support, particularly in regards to pacing and classroom management, especially during transitions.

Summary

Strengths

- The school is fiscally stable.
- Classroom observations of the on-site program, though limited, were generally positive and revealed some students that were highly engaged in learning.
- Students and teachers report liking the block (2 classes at a time) model used by RMCHS; they feel it allows them to go into more depth and learn more.
- Teacher feedback was positive; teachers report feeling supported by the school's administrator.

Challenges or Areas for Improvement

- Classroom observations and student feedback revealed that consistency of implementation and enforcement of rules and behavior management techniques could be improved
- Some students reported feeling that the school / courses are too easy or that newer students are not held to high expectations or challenged
- Board training and evaluation could be improved- board members have participated in minimal facilitated trainings (either internally or externally) and have not conducted a formal self-evaluation to date

Concerns

- There are no significant concerns about the school at this time.

Possible Charter Amendments

- The administrator informed the PCSC staff that a revised charter is prepared but has not been submitted to the SDE for Sufficiency Review; this amendment could include a proposal for RMCHS to expand to serve grades K-8.

Recommendations

- PCSC staff recommends that the administrator work with the teachers to identify and implement methods to ensure that all students are appropriately challenged academically, regardless of their academic level, with a particular focus on students who may come to RMCHS at or above grade level.
- PCSC staff recommends that board and administration consider identifying and implementing strategies to improve the consistency of behavior management and accountability (of rules) for students.
- PCSC staff recommends that the board consider developing and implementing a board training and self-evaluation plan.

Materials or Follow-up Requested of the School

- No additional follow-up was requested of the school.

April 17, 2014

CHARTER SCHOOL DASHBOARD

Date: 3/11/2014

School Name: Richard McKenna Charter High School

School Address: 675 South Haskett Street

School Phone: 208-580-2449

Current School Year: 2013/14

School Mission: Our mission is to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop the academic skills and workplace behaviors necessary for post-secondary education, training, and employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Meg Warren	Chair (7/19/05)	Parent	megwarren@aol.com	208-587-2291
Don Dow	Vice Chair (2/20/07)	Financial Planner	judyannadow@msn.com	208-587-9521
Melody Landis	Director (10/9/07)	Parent	n/a	208-845-2865
Doug Mayne	Treasurer	Businessman	Dmayne51@aol.com	208-587-2066
Maralee Smith	Director (6/9/2010)	Educator/Businesswoman	meadowlarkhealth@gmail.com	208-283-3773

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	32	74	74	0	32	32
10	45	80	80	0	45	45
11	61	75	75	0	61	61
12	97	65	65	0	97	97
TOTAL	235	294	294	0	235	235

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	38/13	2/1	251/86	0/0	1/.3	16/5	106/36	10/3
Previous	35/15	4/2	179/76	1/.4	1/.4	4/2	80/34	9/4

FACULTY AND STAFF

Administrator Name(s): Larry Slade
 Administrator's Hire Date: 2002
 Administrator Email(s): lslade@rmckenna.org

Current Classified Staff (# FTE): 4
 Current Faculty (# FTE): 17.6

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:

Our online enrollment has dropped each year for the last three years. However, this year we are experiencing an increase in online enrollment which is very encouraging.

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

Since we have required that every new student complete a student orientation course with a "C" or better before taking any other online courses with us, we have experienced a more stable enrollment.

Please describe any challenges you anticipate during the upcoming year:

Three of our onsite teachers will retire by the end of next year. Our challenge will be to train and support our new onsite teachers.

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

Our intention is to include grades K-8 in our charter. We are waiting one or two more fiscal years before seeking financing for constructing a new K-8 building.

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.

April 17, 2014

RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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	1,500.00	900.00	625.00	275.00	69%	900.00	
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	-	-	-	-		-	
431100 Base Support Program	1,120,449.00	1,340,440.00	1,166,183.00	174,257.00	87%	1,340,440.00	
431200 Transportation Support	-	-	-	-		-	
431400 Exceptional Child Support	-	-	-	-		-	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	154,197.00	185,307.00	161,217.00	24,090.00	87%	185,307.00	
431900 Other State Support	-	-	33,941.00	(33,941.00)		33,941.00	
437000 Lottery / Addtl State Maintenance	-	-	-	-		-	
439000 Other State Revenue	-	-	-	-		-	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	-	-	-	-		-	
445500 Child Nutrition Reimbursement	-	-	-	-		-	
445600 Title VI-B IDEA	-	-	-	-		-	
445900 Other Indirect Restricted Federal	-	-	-	-		-	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	-	-	-		-	
TOTAL REVENUE	\$1,276,146.00	\$1,526,647.00	\$1,361,966.00	\$164,681.00	89%	\$1,560,588.00	

April 17, 2014

RICHARD MCKENNA CHARTER HIGH SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	844,041.00	844,041.00	661,150.00	182,891.00	78%	807,895.00	
200 EMPLOYEE BENEFITS	154,555.00	154,555.00	125,980.00	28,575.00	82%	162,481.00	
300 PURCHASED SERVICES	178,278.00	385,778.00	345,033.00	40,745.00	89%	421,808.00	
400 SUPPLIES	27,881.00	29,580.00	17,346.00	12,234.00	59%	23,233.00	
500 CAPITAL OUTLAY	2,860.00	2,860.00	-	2,860.00	0%	1,000.00	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	-	-	-	-		-	
920000 TRANSFERS OUT	-	-	-	-		-	
TOTAL EXPENDITURES	\$1,207,615.00	\$1,416,814.00	\$1,149,509.00	\$267,305.00	81%	\$1,416,417.00	
TOTAL FUND REVENUES OVER EXPENDITURES	\$68,531.00	\$109,833.00	\$212,457.00			\$144,171.00	
TOTAL BEGINNING BALANCE (All Funds)	\$742,540.00	\$742,540.00	\$742,540.00			\$742,540.00	
TOTAL CHANGES (All Funds)	\$68,531.00	\$109,833.00	\$212,457.00			\$144,171.00	
ENDING BALANCE (All Funds)	\$811,071.00	\$852,373.00	\$954,997.00			\$886,711.00	
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$742,540.00	\$742,540.00	\$742,540.00			\$742,540.00	
100 Changes in Fund Balance	\$68,531.00	\$109,833.00	\$212,457.00			\$144,171.00	
100 Ending Fund Balance	\$811,071.00	\$852,373.00	\$954,997.00			\$886,711.00	

April 17, 2014

RICHARD MCKENNA CHARTER HIGH SCHOOL --- 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	1,500.00	900.00	625.00	275.00	69%	900.00	interest on LGIP acct.
100.417100	Admissions / Activities				-			
100.417200	Bookstore Sales				-			
100.417300	Clubs / Organization Dues, etc.				-			
100.417400	School Fees & Charges				-			
100.417900	Other Student Revenue				-			
100.419100	Rentals				-			
100.419200	Contributions/Donations				-			
100.419900	Other Local Revenue				-			
100.431100	Base Support	1,120,449.00	1,340,440.00	1,166,183.00	174,257.00	87%	1,340,440.00	
100.431200	Transportation Support				-			
100.431400	Exceptional Child Support				-			
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	154,197.00	185,307.00	161,217.00	24,090.00	87%	185,307.00	
100.431900	Other State Support			33,941.00	(33,941.00)		33,941.00	
100.437000	Lottery / Addtl State Maintenance				-			
100.439000	Other State Revenue				-			
100.442000	Indirect Unrestricted Federal				-			
100.443000	Direct Restricted Federal				-			
100.445900	Other Indirect Restricted Federal				-			
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		\$1,276,146.00	\$1,526,647.00	\$1,361,966.00	164,681.00	89%	\$1,560,588.00	
EXPENDITURES								
100.515100	Secondary Salaries	238,857.00	238,857.00	167,426.00	71,431.00	70%	202,711.00	
100.515200	Secondary Benefits	43,664.00	43,664.00	27,579.00	16,085.00	63%	37,922.00	
100.515300	Secondary Purchased Services	37,696.00	37,696.00	17,977.00	19,719.00	48%	37,000.00	
100.515400	Secondary Supplies	8,961.00	8,961.00	4,234.00	4,727.00	47%	6,234.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

April 17, 2014

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517100	Alternative School Program Salaries	381,557.00	381,557.00	299,320.00	82,237.00	78%	381,557.00	
100.517200	Alternative School Program Benefits	71,241.00	71,241.00	55,994.00	15,247.00	79%	71,241.00	
100.517300	Alternative School Program Purchased Services	61,505.00	61,505.00	36,498.00	25,007.00	59%	60,000.00	
100.517400	Alternative School Program Supplies	14,620.00	14,620.00	8,597.00	6,023.00	59%	11,000.00	
100.517500	Alternative School Program Capital Outlay	1,860.00	1,860.00	-	1,860.00	0%	1,000.00	
100.517600	Alternative School Program Debt Retirement				-			
100.517700	Alternative School Program Insurance				-			
Subtotals: Instruction		859,961.00	859,961.00	617,625.00	242,336.00	72%	808,665.00	
100.623100	Instruction-Related Technology Salaries				-			
100.623200	Instruction-Related Technology Benefits				-			
100.623300	Instruction-Related Technology Purchased Services		7,500.00	4,480.00	3,020.00	60%	7,500.00	
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				-			
100.641100	School Administration Program Salaries	223,627.00	223,627.00	194,404.00	29,223.00	87%	223,627.00	
100.641200	School Administration Program Benefits	39,650.00	39,650.00	42,407.00	(2,757.00)	107%	53,318.00	
100.641300	School Administration Program Purchased Services	33,077.00	33,077.00	68,708.00	(35,631.00)	208%	72,308.00	Advertising expenses
100.641400	School Administration Program Supplies	1,500.00	3,199.00	3,199.00	-	100%	3,199.00	
100.641500	School Administration Program Capital Outlay	1,000.00	1,000.00		1,000.00	0%		
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance				-			
100.661100	Buildings - Care Program Salaries				-			
100.661200	Buildings - Care Program Benefits				-			
100.661300	Buildings - Care Program Purchased Services	16,000.00	16,000.00	10,142.00	5,858.00	63%	16,000.00	Custodian
100.661400	Buildings - Care Program Supplies	2,800.00	2,800.00	1,316.00	1,484.00	47%	2,800.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	8,000.00	8,000.00	3,441.00	4,559.00	43%	7,000.00	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			

April 17, 2014

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services	20,000.00	20,000.00	15,979.00	4,021.00	80%	20,000.00	
100.665400	Maintenance - Grounds Supplies				-			
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.667100	Security Program Salaries				-			
100.667200	Security Program Benefits				-			
100.667300	Security Program Purchased Services	2,000.00	2,000.00	1,235.00	765.00	62%	2,000.00	
100.667400	Security Program Supplies				-			
100.667500	Security Program Capital Outlay				-			
100.667600	Security Program Debt Retirement				-			
100.667700	Security Program Insurance				-			
Subtotals: Support Services		347,654.00	356,853.00	345,311.00	11,542.00	97%	407,752.00	
100.810300	Capital Assets - Student Occupied Purchased Services		200,000.00	186,573.00	13,427.00	93%	200,000.00	Architect Fees for Elementary School
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay				-			
Subtotals: Non-Instruction		-	200,000.00	186,573.00	13,427.00	93%	200,000.00	
100.920000	Transfers Out				-			
100.950000	Contingency Reserve				-			
Subtotals: Other		-	-	-	-		-	
TOTAL GENERAL FUND EXPENDITURES		\$1,207,615.00	\$1,416,814.00	\$1,149,509.00	\$267,305.00	81%	\$1,416,417.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$68,531.00	\$109,833.00	\$212,457.00			\$144,171.00	
BEGINNING FUND BALANCE (July 1, 2013)		\$742,540.00	\$742,540.00	\$742,540.00			\$742,540.00	
CHANGES IN FUND BALANCE		\$68,531.00	\$109,833.00	\$212,457.00			\$144,171.00	
ENDING FUND BALANCE AS OF _____		\$811,071.00	\$852,373.00	\$954,997.00			\$886,711.00	