

SUBJECT

Kootenai Bridge Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Kootenai Bridge Academy (KBA) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). KBA offers extensive, in-person support to its largely at-risk population of Coeur d' Alene area students in grades 9-12. KBA is currently in its fourth year of operations.

DISCUSSION

KBA has provided a written update regarding the status of the school.

This year, KBA has adjusted how it reports grade levels for the students served by the school. Students are now reported based on the number of credit hours they have completed, rather than based on their age or other educational history. As a result, while KBA continues to serve students ages 16 and up, some students are classified at ninth or tenth grade status.

KBA's 2011-2012 ISAT and Star Ratings data is limited. The school's [Star Rating](#) is 1 out of 5. However, due to KBA's structure, the rating does not reflect achievement or growth based on ISAT results. Instead, it is limited to the post-secondary and career-readiness accountability area, in addition to participation. While KBA's graduation rate was included in the school's Star Rating (KBA received 2/10 points), the SDE has recently notified PCSC staff that the school's graduation rate should not have been a consideration for the 2011-2012 Star Rating calculation.

At this time, the Star Rating System's assessment model is difficult to apply to KBA given the minimal data points that are included in KBA's analysis. Because the school is designed to offer credit recovery, a high percentage of KBA's students are at-risk and unlikely to pursue honors or advanced placement classes or graduate on time. KBA is currently applying for alternative school status and communicating with the SDE regarding how the Star Rating System will be used in the future to assess academics at alternative schools.

Review of KBA's Measurable Student Educational Standards (MSES) indicates that the school should consider further revisions to this section of the charter, as data to measure most of the standards is inconsistent or unavailable. The board will need to identify the school's definition of academic success and research the best means by which to evaluate progress accordingly.

KBA's facility lease expires in July 2013, and the board is moving forward with a plan to purchase the existing facility and a nearby lot. To prepare for the

April 11, 2013

possibility that the board may determine that purchasing is not in the best interest of KBA at this time, they are also considering extending the lease or locating a new facility. The school's solid fiscal position contributes to the range of viable possibilities.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct KBA's board to develop its academic goals for the school and determine how such goals will be measured, as it is unlikely any state-mandated reporting system will be well-matched to KBA's unique structure.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

April 11, 2013



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Idaho Public Charter School Commission
P. O. Box 83720
Boise, ID 83729-0037

RE: Kootenai Bridge Academy Star Rating

Chairman Reed and Commissioners,

Kootenai Bridge Academy is one of the charter schools that defies classification and doesn't fit into a neat box or category. With their unique program and non-traditional configuration they have presented several challenges to the State Department of Education and the way schools are classified and held accountable. In particular this presented challenges for the 2011-2012 AYP status and Star Rating. Unfortunately for the school, the graduation data for the school was inaccurately applied for the 2011-12 school year.

Under the current system, high schools use graduation rate as an indicator for their AYP status and Post-secondary accountability. There are several factors that are used to figure the graduation rate. First of all it is based on the previous year's data. For 2011-12, the data used would have been the graduation rate for 2010-11. Second, the school must have four years of historical data in order to calculate the data for the year in question. In the case of KBA, they would have needed data from before they were even open. Unfortunately, KBA's AYP status and Star rating were based on a graduation rate determined by partial data.

In an effort to try and fit all of the schools in neat boxes and categories, the Department made an error with Kootenai Bridge when the graduation data was used. They should not have been assigned a "School Improvement Year 1" status for their AYP designation based on the graduation rate. Additionally, they should not have had points for their graduation rate in the Star rating. Ultimately removing the graduation rate would not have improved their Star rating, but it does have an impact on the School Improvement Status.

KBA's staff has been very proactive in working with the Department on this issue. They have adapted their reporting of the students to reflect what is occurring with their program and students. Hopefully the changes they have instituted will improve their Star rating and achievement status for this year and in the future, as well as demonstrate the successes of their students.

I'd be happy to answer any questions you have about the issue at the next Commission meeting, if needed.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Clement Taylor".

Michelle Clement Taylor
School Choice Coordinator

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

School	Kootenai Bridge Academy (KBA)
Address	606 River Avenue, Coeur d'Alene, ID 83814
Date of Site Visit	February 21, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Chad Clifford, Chair Holly Horton, Member Len Crosby, Treasurer (via phone)
Administrator(s) Interviewed	Charles Kenna, Principal
Business Manager / Clerk Interviewed	Dodi Jordan, Director of Finance
Other Stakeholder(s) Interviewed	None

Board Member(s) Interview

Chad Clifford, Board Chair, and Holly Horton, Member, participated in the interview in person, while Len Crosby, Treasurer, participated via phone. The board members described the mission and vision of the school to provide an education for students who don't fit into standard educational models provided by traditional public schools. Kootenai Bridge Academy (KBA) offers students the opportunity to learn in a different manner, regardless of their backgrounds.

The board members described their relationship with the administration as excellent. They feel that they receive the information they need for discussion in a timely manner. They stated that Charles Kenna, Principal, and Dodi Jordan, Director of Finance, do a "fantastic job" and help them to interpret Idaho statutes and apply them to this educational model. The board members demonstrated an understanding of the appropriate division of roles between the board (guidance and oversight, particularly with policies and finances) and the administrator (day-to-day operations). The administrator provides information about the school's academic performance in preparation for the ISATs and at all spring meetings regarding testing results and students' progress towards graduation.

Board training for KBA has included participation in ISBA trainings and state and national conferences. Additionally, some board members have participated in webinars or used resources from Board Source. While the board has filled out surveys for the state and discussed their responses, they have not yet conducted a self-evaluation.

When asked if they have any concerns about the school at this time, the board members identified several key areas of focus. First, they noted that the current facility allows for very limited growth (particularly since it has minimal parking). The KBA board is pursuing a plan to purchase the school's current facility, and to allow for more flexibility as the KBA grows, is also hoping to purchase an additional property nearby. The board also noted that they want to keep the pupil to staff ratio at KBA low enough to ensure that students receive the assistance they need. The greatest area of concern for the board members is academics; specifically, KBA's graduation rate and Star Rating and the school's ability to meet state expectations given the demographic of students they serve. [Based on this discussion, the PCSC staff member recommended that the board members or administrator follow-up with the SDE to discuss eligibility for alternative school status.] On the other hand, the board is proud of the work the school is doing and that students are showing up, feeling successful and gaining confidence and responsibility, and graduating.

Administrator(s) Interview

Charles Kenna, Principal, and Dodi Jordan, Director of Finance, participated in the interview. Mr. Kenna described the mission in a similar manner as the board – that KBA helps students who cannot or do not succeed in traditional school or classroom models. The school serves students over age 16 and has a focus on self-discipline.

Mr. Kenna and Ms. Jordan feel that the administration and board have a strong relationship. They work well as a team and have open communication. Mr. Kenna believes that the balance of roles is well established; the board is careful not to micromanage, leaving daily operational decisions to him. Mr. Kenna stated that he measures success at KBA based on the school climate (particularly with students who come to the facility regularly), ISAT proficiency, and graduation rates.

In regards to their preparation for implementation of the Common Core State Standards, and later, the Smarter Balanced Assessment, Mr. Kenna said that he believes they will be prepared, but they are relying on their curriculum and platform provider, Pearson Education, to be appropriately aligned.

When asked if they have concerns about the school's academics, operations, or finances, Mr. Kenna and Ms. Jordan responded that they feel that operations are going smoothly and the school is solid financially. While they recognize that the purchase of their facility will impact the school's finances, they have adequate reserves saved to be confident that the KBA can afford it. They also feel that academics are going well given the challenges that their students have to overcome to graduate. However, they are concerned about how to manage the Star Rating system since KBA's structure and goals do not seem to fit well with the benchmarks established within the Star Rating data model.

Business Manager / Clerk Interview

Dodi Jordan, Director of Finance, participated in the interview. Ms. Jordan has been with KBA since the school began operations.

When asked how she feels the school is doing financially, Ms. Jordan stated that the school has strong finances. They have significant carryover from previous years, which they anticipate using to purchase their facility this spring. As a result, Ms. Jordan projects that KBA will still end FY13 with a strong carryover, particularly since revenue and expenditures are tracking well when compared to the budget. The only long-term concern that Ms. Jordan expressed is the potential of shifting state funding.

Documents Review

Finances

The FY12 end-year finances and FY13 year-to-date finances were reviewed in person. Questions were answered by Dodi Jordan, Director of Finance. Kootenai Bridge Academy added approximately \$290,000 to the school's carryover in FY12, ending the year with a total carryover of approximately \$990,000. While some of these funds will likely be used for a facility purchase, the school's revenue and expenditures are tracking well and it is likely that KBA will end FY13 with a strong carryover. Appropriate budgeting and monitoring seem to be taking place, and at this time, there are no concerns about the school's finances or the documentation that was reviewed.

Special Education Files

Three (3) special education files were selected at random for review by the PCSC staff member. The files were complete and organized including separate tabs making it easy to identify the included documentation. All IEPs were up-to-date, including LRE documentation and clear accommodations. Eligibility reports were included in all files, and two of the files had documentation that demonstrated communication between KBA and other schools or agencies. While one of the files was for a student who had been recently enrolled at the school, KBA already held a meeting to update the IEP. At this time, there are no concerns about the files reviewed.

The PCSC staff member also had the opportunity to speak with the Special Education Director, Marcia Dettman, who has been working at KBA for four years. While school records help to identify most students for services, KBA also reviews students' ISAT scores and observations from teachers to identify other students for further assessment as needed. To ensure that students receive appropriate services, they are encouraged to come to the KBA facility regularly. Additionally, all students are contacted weekly and are encouraged to contact Ms. Dettman at any time if they are struggling.

Classroom Observations

Though KBA is a virtual school, the PCSC staff member did have the opportunity to observe students working in the computer lab at the facility. There were approximately 15 to 25 students in the lab at varying times during the visit. Students were observed up close and from a distance, and all appeared to be fully engaged in learning. Two teachers were available in the lab to assist students, and they were regularly engaged, either by students who had requested help, or as the result of the occasional check-ins they were doing with students who were present. While the nature of virtual schooling makes it difficult to confidently judge the quality of teaching at learning taking place at KBA, the PCSC staff member has no concerns at this time.

Summary

Strengths

- The school is financially stable.
- The board and administrator report having a strong working relationship.
- The large on-site lab and available teachers ensure that KBA students have access to the support they need. Many students seem to take advantage of this, coming to KBA frequently. This blended model is backed by research as a strong way to facilitate virtual learning.
- Observations of the lab indicate that students who are coming to the facility are engaged in learning, an indication that KBA may be successful at reaching students who have struggled (or even dropped out of) traditional public schools.

Challenges or Areas for Improvement

- Assessing the strength of KBA's academic outcomes is difficult given the school's model and student demographics. The school received a 1 Star Rating for 2011-2012. However, KBA did meet AYP in both reading and math and other indicators do not seem to fit well with the school's model and demographic of students.
- The MSES could be updated to align with the Star Rating system or to establish stronger, clearer benchmarks for analyzing KBA's academic outcomes.

Concerns

- The difficulty of assessing KBA's academics is of concern.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- Future amendments could include updated MSES to align with the Star Rating system and/or to establish clearer and stronger academic benchmarks (identified by PCSC staff, not the KBA staff or board).

Recommendations

- PCSC recommends that the KBA board and/or administrator communicate with the SDE regarding whether KBA is eligible to be designated as an alternative school.
- PCSC staff recommends that the KBA board consider amending the charter to revise the Measureable Student Educational Standards (MSES) to be aligned with the ID Five-Star Rating System and/or to establish strong, clear academic benchmarks that set high standards while being aligned to KBA's model.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school. However, after the site visit, KBA did follow-up with SDE regarding whether the school is eligible to be identified as an alternative school, and as a result, KBA is now in the process of applying for alternative school designation.

CHARTER SCHOOL DASHBOARD

Date: 3/6/12

School Name: Kootenai Bridge Academy

School Address: 637 N. Park Ave

School Phone: 208-930-4515

Current School Year: SY 12-13

School Mission: Providing bridges to success through education, self-motivation, community responsibility

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Chad Clifford	Chairman, 2009-2015	CFO, Simplot Corp	pugcda@yahoo.com	660-0366
Buck FitzPatrick	Vice-Chairman, 2009-2015	Principal, ret	Bfitz178@yahoo.com	664-6759
Doug Grace	Secretary, 2009-2015	Principal, ret	dkgrace1969@verizon.net	772-7940
Len Crosby	Finance, 2012-2015	banker and financial consultant	crosbylenmary @frontier.com	651-0697
Holly Horton	Parent Liasion,2011-2014	Businesswoman	mihohorton @roadrunner.com	660-3530

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
9	22	13		0*	
10	78	45		0*	
11	107	61	0	158	117
12	82	47	0	75	57
TOTAL	289	166		233	168

Student Attrition Rate: The following statement from previous Dashboard Reports will remain a ground truth for the foreseeable future:

"It is hard to put a percent on this. We have lots of kids who sign up for a couple weeks and then vanish. We don't count them as enrolled in this situation. Anecdotally, I would say about a third of the kids who apply and have GradPoint accounts created for them disappear. This is just an unfortunate reality given the clientele our school is designed to reach. Every new kid I interview is full of good intentions and brave talk, but many do not follow through."

However, we are refining our data and our grade level designation more carefully this year as necessitated by the Star system. We never before classified students as 9th or 10th grade since we take

only 16 year olds or older; biologically, all of our students are 11th or 12th grade (or 13th or 14th grade) but we are now categorizing students based on earned credits for class designation as opposed to their actual age. We are hopeful this will more accurately represent the progress that is actually being made at KBA and will allow a corresponding rise in our Star rating.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? While we naturally anticipate some fluctuation in enrollment year to year, we believe the figures represented above will remain more or less our baseline. It is worthy of note that while our enrollment has increased this year, our ADA remains almost identical. This is again the result of students who enroll and then disappear on us.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: As above.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	13 4%	4 1.3%	260 89.9%	4 1.3%	8 2.7%	0	*174 60%	22 7.6%
Previous	7 3%	3 1.2%	214 91.8%	4 1.7%	5 2.1%	0	*130 56%	13 5.5%

FACULTY AND STAFF

Administrator Name(s): Charles Kenna
 Administrator's Hire Date: 8/25/09
 Administrator Email(s): kootenaibridgeacademy@gmail.com
 Current Classified Staff (# FTE): 4
 Classified Attrition Rate: NA
 Current Faculty (# FTE): 5.45
 Faculty Attrition Rate: Mike Baum has moved from Certified to Classified. Nathan Clute has been hired as a full time Certified teacher.

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? NA
 If no, please specify indicator and status:
 If no, please describe plan for addressing need:
 Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? 1/29/13 (Accreditation)
 Date submitted to authorizer? Report not yet completed; the preliminary report will be attached.
 Who performed your most recent programmatic audit? Chuck Kinsey/AdvancedEd
 Date of most recent fiscal audit? 8/15/12
 Date submitted to authorizer? 10/16/12

COMMENTS

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

We hired a new certificated FTE this Fall. We have also made significant strides toward the purchase of our Building and the adjacent plot that will be converted into a parking lot.

Please describe the greatest successes experienced by your school in the past year: We successfully transitioned from NovaNet to GradPoint as our primary online instructional delivery platform. While both systems are produced by Pearson Education, NovaNet was 20 years old and GradPoint was 20 months old. As a result, we have a far more dynamic and user friendly curriculum which has also been specifically aligned with the Common Core Standards.

Please describe any challenges you anticipate during the upcoming year:

Without a doubt our main challenge for the upcoming year will remain our Star rating and making what is actually happening here at KBA accurately appear in the State reporting data. Even though we have spent tremendous amounts of time and energy trying to amend and appeal our Graduation rate and other Star indicators, we are sadly still in much the same situation we were last August in that we are still classified as a one Star school. In discussions with Alison Henken and Michelle Clement Taylor, we believe we have a strategy to address this issue moving forward. We cannot emphasize enough that we do not regard our program as a "failing school" in any way shape or form

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

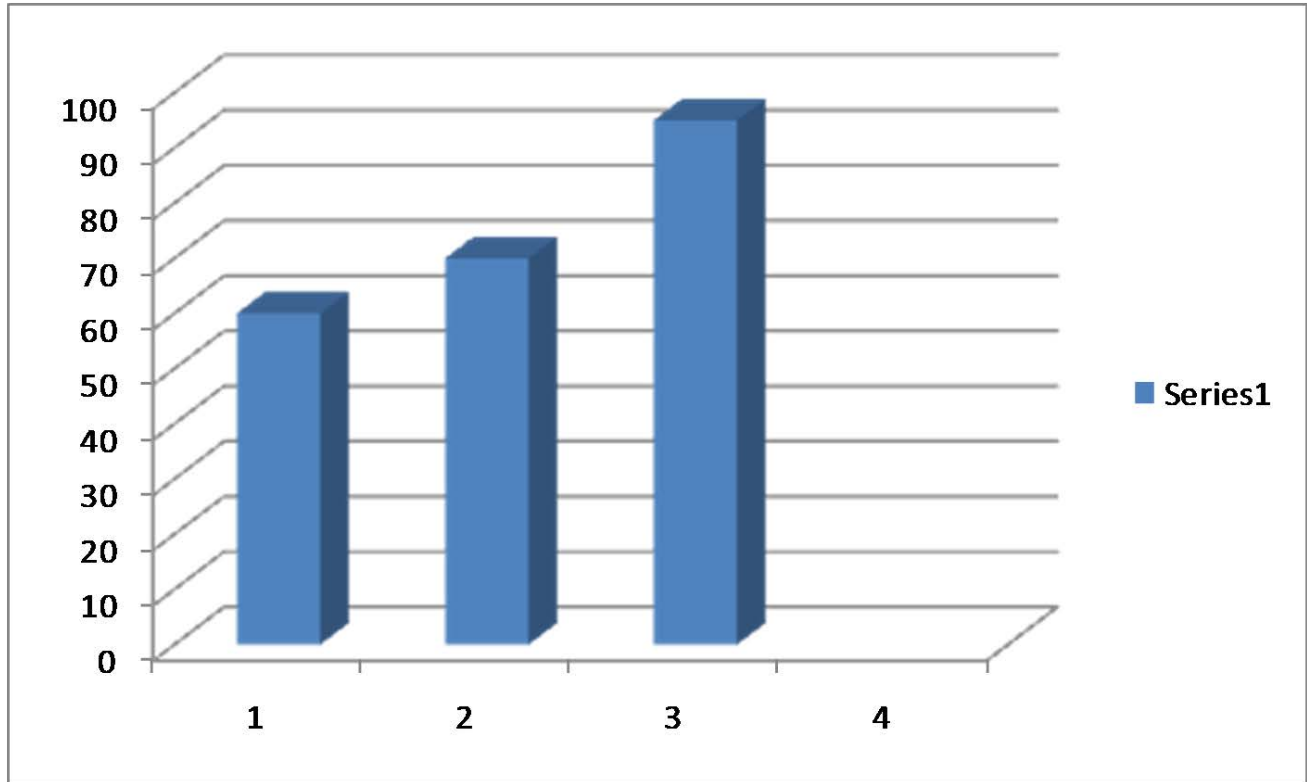
With the construction project by the City adjacent to our building complete, we are in the process of negotiating the purchase of our building with the owner. We are also in the process of investigating other properties to compare their prices. The owner invested significant funds into upgrading the building when he purchased it 10 years or so ago, but real estate prices have since declined and he is "into" the building for around \$80-\$100K more than it is currently assessed at. However, the location of the building is such that there is an inherent value in it's geographic location alone on the Education Corridor, to say nothing of our established presence here, the costs that would be associated with moving and the apparent lack of a suitable replacement location. Our lease expires in July of 2013, so it will be the primary focus of the Board over the next 6 months to study this issue in depth and make a judgement on the wisdom of purchasing the building, extending the lease or re-locating.

REQUIRED ATTACHMENTS

Most recent ISAT, IRI, DWA, and DMA results (as applicable) [See below](#)

Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

ISAT SCORES BY YEAR % PROFICIENT: Y1=58%, Y2= 66%, Y3= 91%



**Goals Attainment Report
Comparing MSES to Actual Results**

Measurable student education standards

Students at KBA will show annual academic improvement as measured by:

- 90% of Graduating Seniors without IEPs will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT) or in any assessment of the Common Core Standards that succeeds the ISAT.

As above.

- 75% of students will achieve satisfactory or above in core subjects as measured by assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- 90% of all students will attain a proficiency level of 80% or better on all NovaNET curriculum.

Both Goals above are an automatic feature of our system; Students are not awarded a grade of less than a B save only in the rarest of cases amounting to less than 2% of credits awarded.

April 11, 2013

- 80% of all students will complete a minimum of four (4) lessons per regular session.
- 85% of all students will complete a minimum of 3 core classes and 2 elective credits per semester.
- 70% of students will be online a minimum of 10 hours per week with a progress of a minimum of 16 completed lessons per week.

Per the discussion of student attrition rate in the Dashboard report above, generating accurate and verifiable data for these goals is problematic given our set up. We have open enrollment throughout the semester, so data that is semester driven is necessarily skewed. Likewise, students who are not dismissed through lack of attendance will necessarily achieve their required number of lessons, which in turn assures they complete their required core and elective credit requirements. I would seek the guidance of Tamara and/or the Commission on the best path forward; it is possible that these goals need to either have their language amended or struck altogether.

- 100% of all Graduating Seniors will develop and maintain a Senior Project.

No Senior receives a KBA diploma without first completing their Senior Project either here or at another accredited school.

Written response to recommendations from most recent programmatic operations audit.

See additional attachment.

Most recent parent/stakeholder satisfaction survey results

See additional attachment.

PLEASE NOTE: Our parent survey results for 2012 are not yet available as we have switched formats from a paper/mail in format to an online format, the window for which has not yet closed. The new format/provider is an experiment which we hope leads to great things for all stakeholder involvement and for compliance with new laws regarding teacher evaluation.

Budget actuals for most recent month-end

See additional attachment.

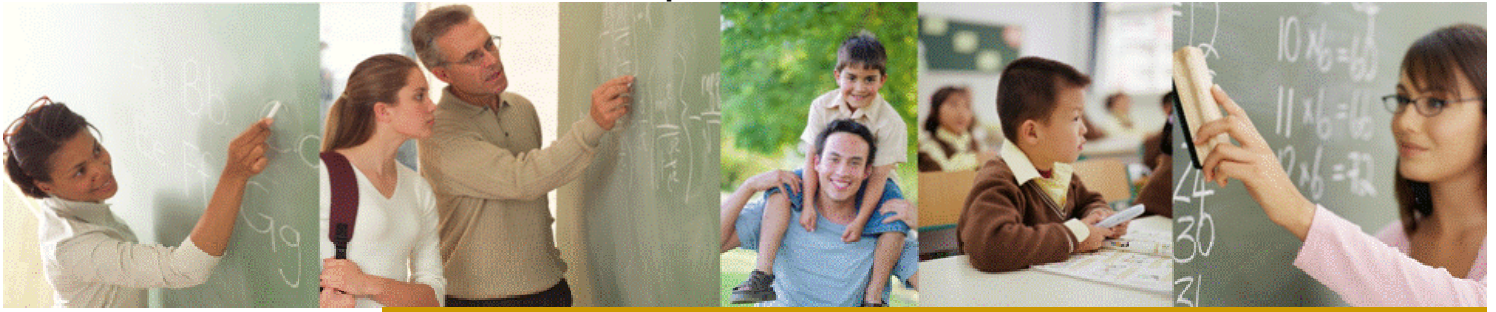
Budget numbers reported on the 2 year Budget Template reflect the most recent month end actuals. Also, a third tab was added that includes our account totals for checking and savings.

Budget estimates for remainder of current year, and fiscal outlook for next year

See additional attachment.

Budget numbers reported on the 2 Year Budget Template include projected fiscal outlook for next year.

April 11, 2013



EDUCATIONAL EFFECTIVENESS SURVEY™

Parent Edition V2.1

Kootenai Bridge Academy

9/5/2012

23



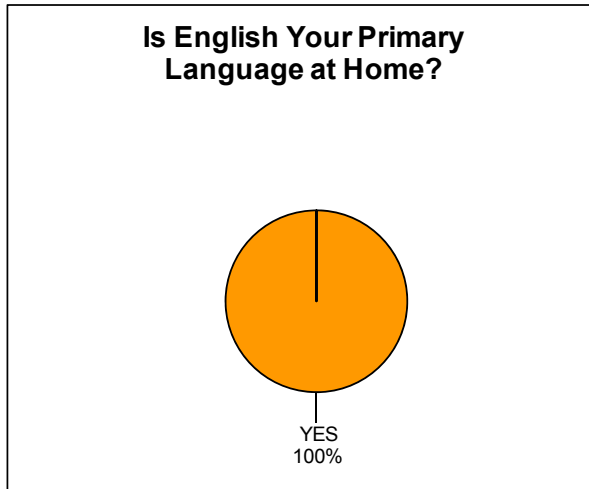
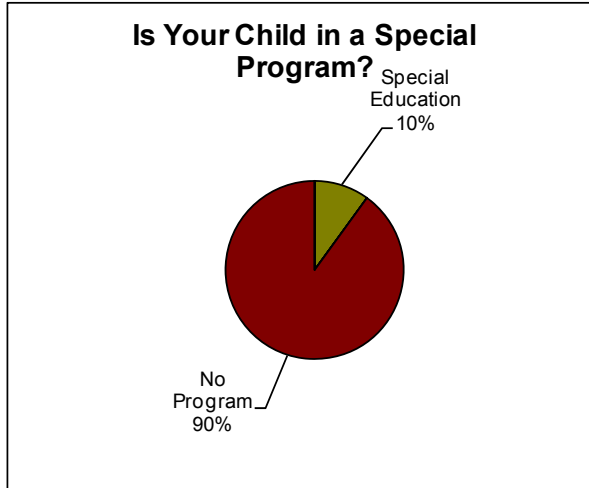
The Center for Educational Effectiveness

Characteristic Definitions

To help schools identify and leverage these drivers and focus on what makes a school successful, the EES quantifies these characteristics. This results report contains a summary of the information your parent community provided on the EES survey form.

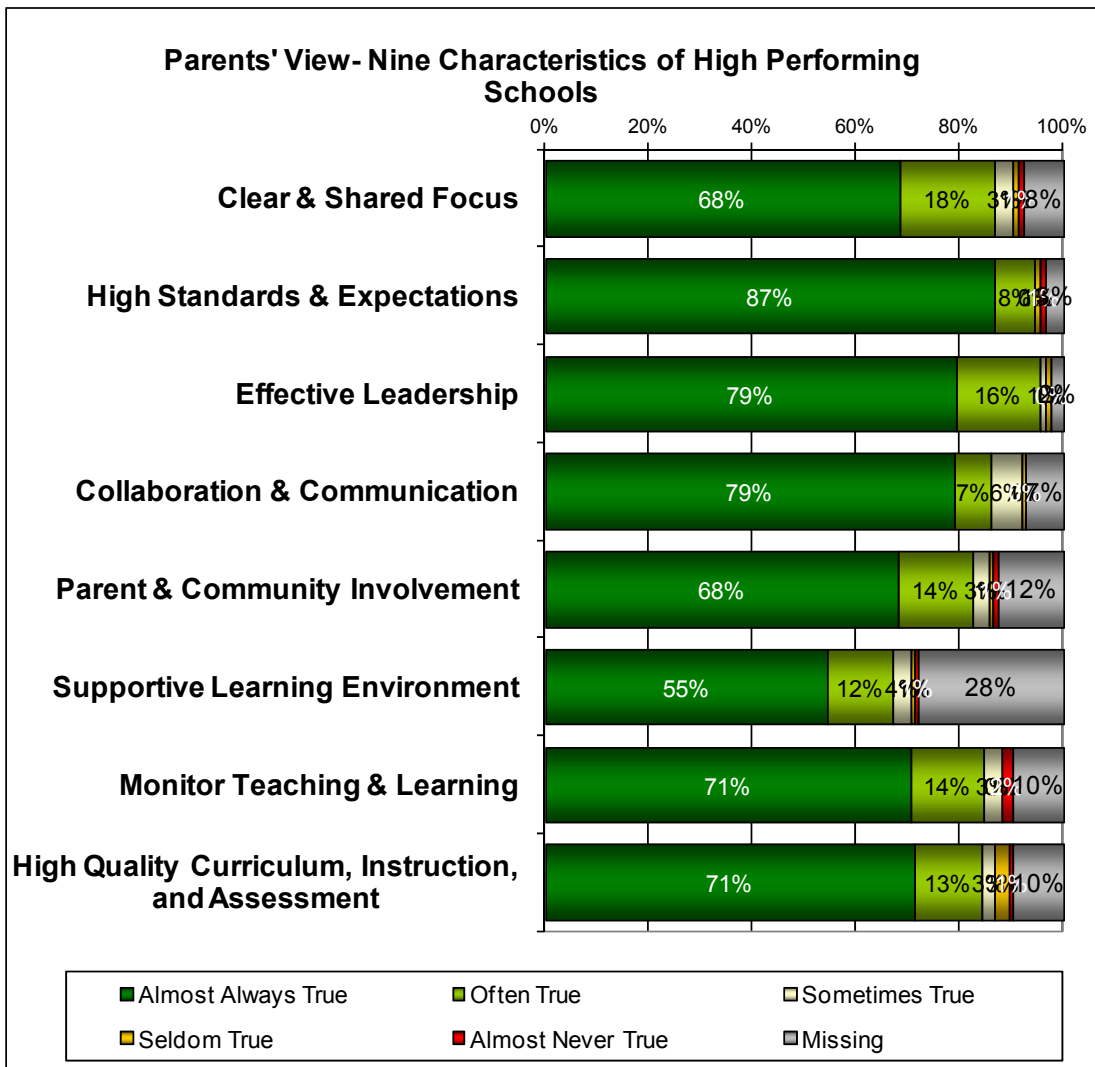
- **Clear & Shared Mission/Vision:** Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- **High Standards and Expectations:** Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- **Effective School Leadership:** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- **High Levels of Parent and Community Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.
- **Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- **Monitoring of Teaching and Learning:** Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.
- **Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Demographic Charts



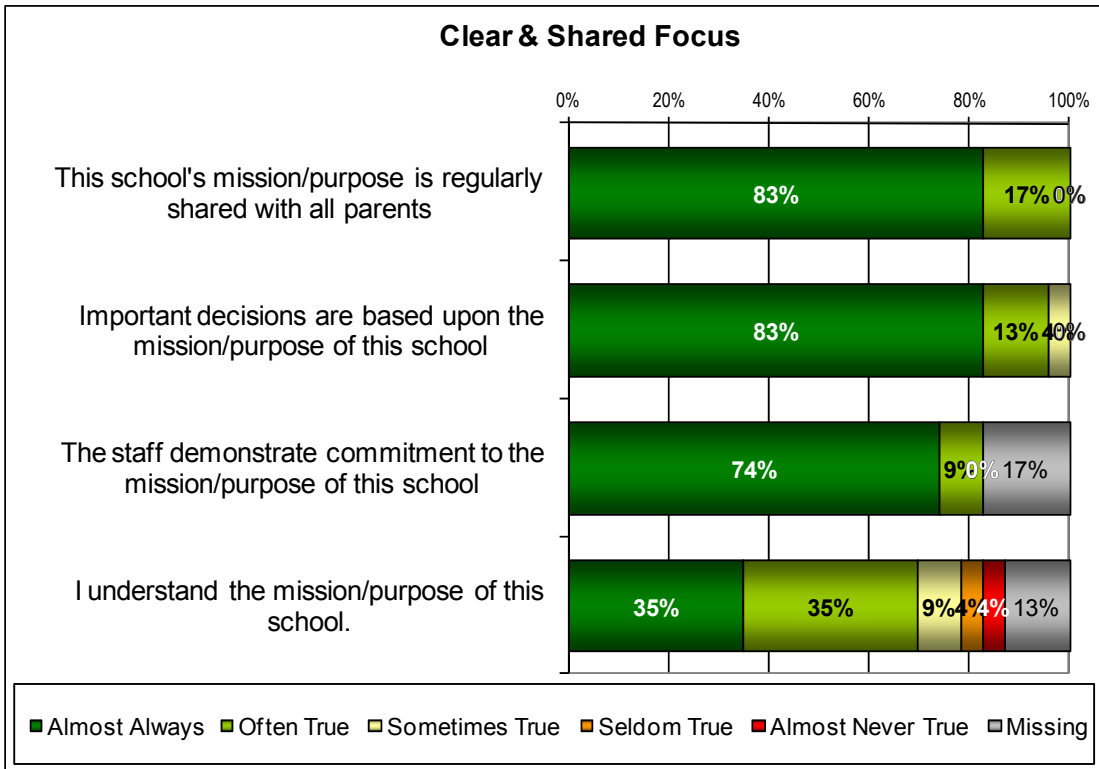
Summary Chart: Overall

This page summarizes your results on the Nine Characteristics of High-Performing Schools. As you look at these categories do you see one or two that indicate real strength as represented in significant green? Do you see one or two that lean more toward the negative values of orange and red? To further understand the meaning of this data you will need to review the breakdown of the individual items which comprise each of these categories. Those pages follow.



Clear and Shared Focus

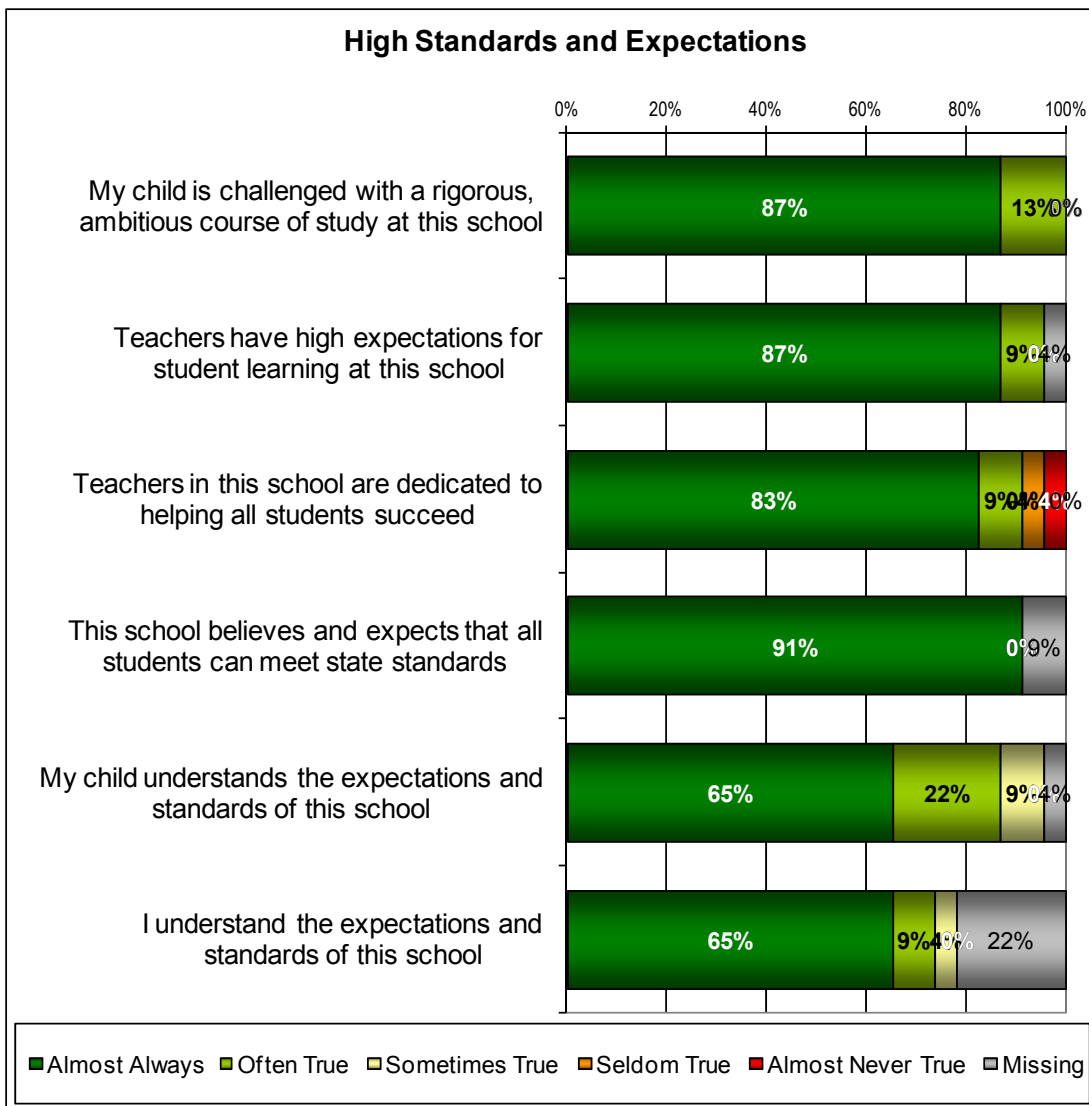
Effective schools are comprised of committed people (adults and students) who passionately embrace the vision and mission of education. They have a commitment to making a difference in the lives of their students and the communities from which they come. These schools are staffed with people whose purpose for working is for those they serve.



High Standards and Expectations

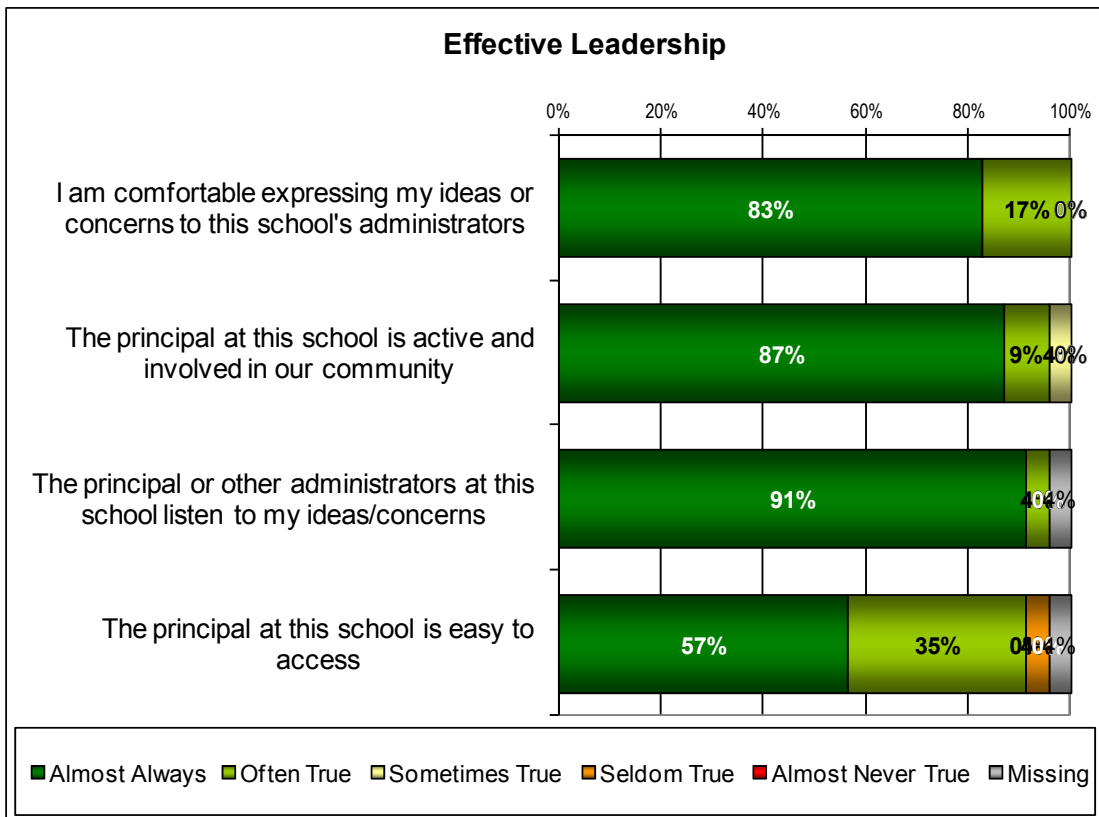
“Excellence” is a reflection of the personal discipline that staff members bring to their work. Schools that place a high emphasis on performance development and have a clear understanding of the distinction between experience and expertise are more likely to experience a commitment from staff to achieving performance excellence.

Teachers and staff believe all students can learn and that they have the skills and systems in place to teach all students. They hold one another accountable for student learning.



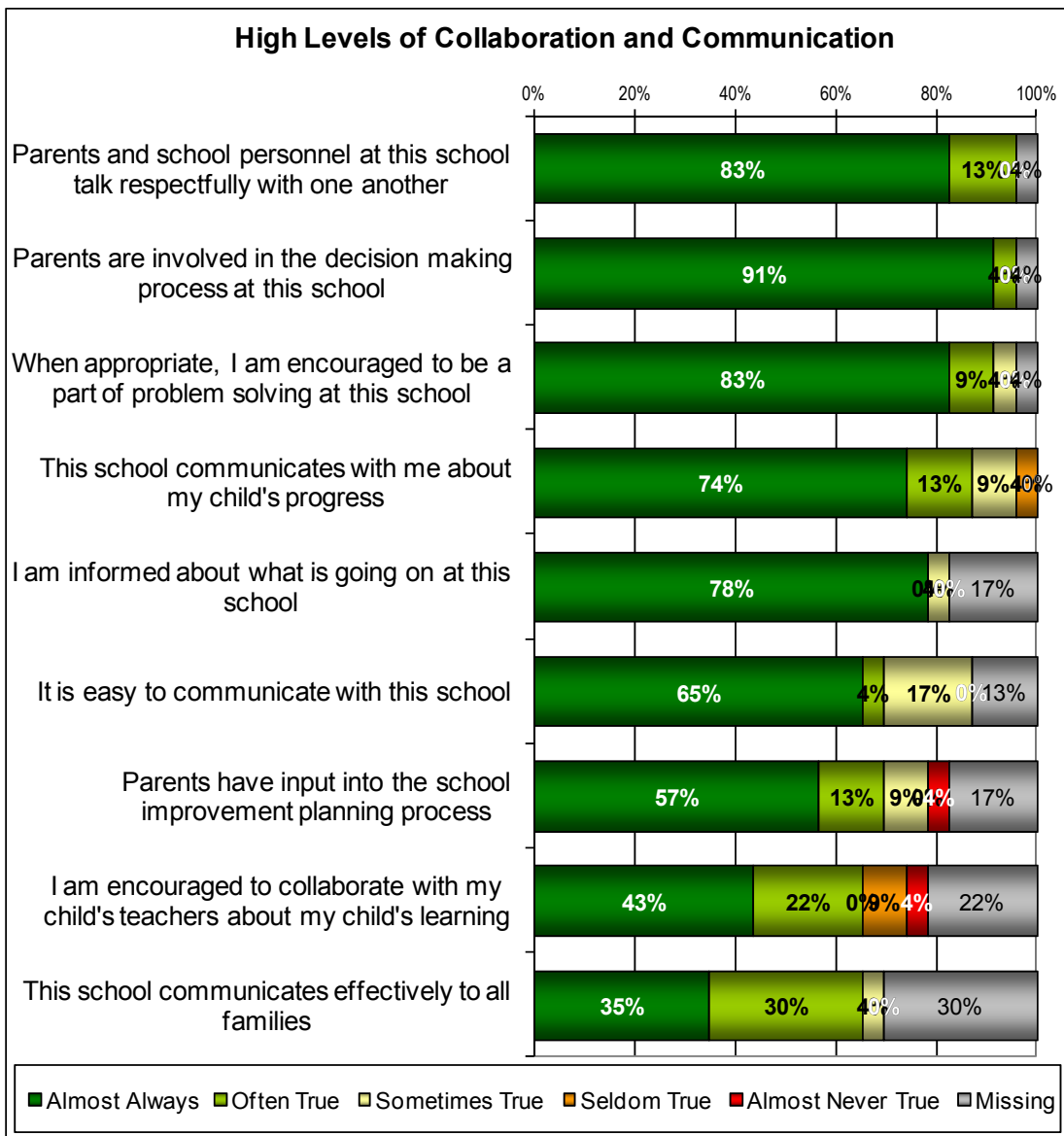
Effective Leadership

Effective leaders are committed to the core values of the school and district, and provide feedback and encouragement to achieve performance excellence. Effective leaders bring maturity, good judgment, strategic and critical thinking to the process of creating within the organization they lead, the increased capacity for success.



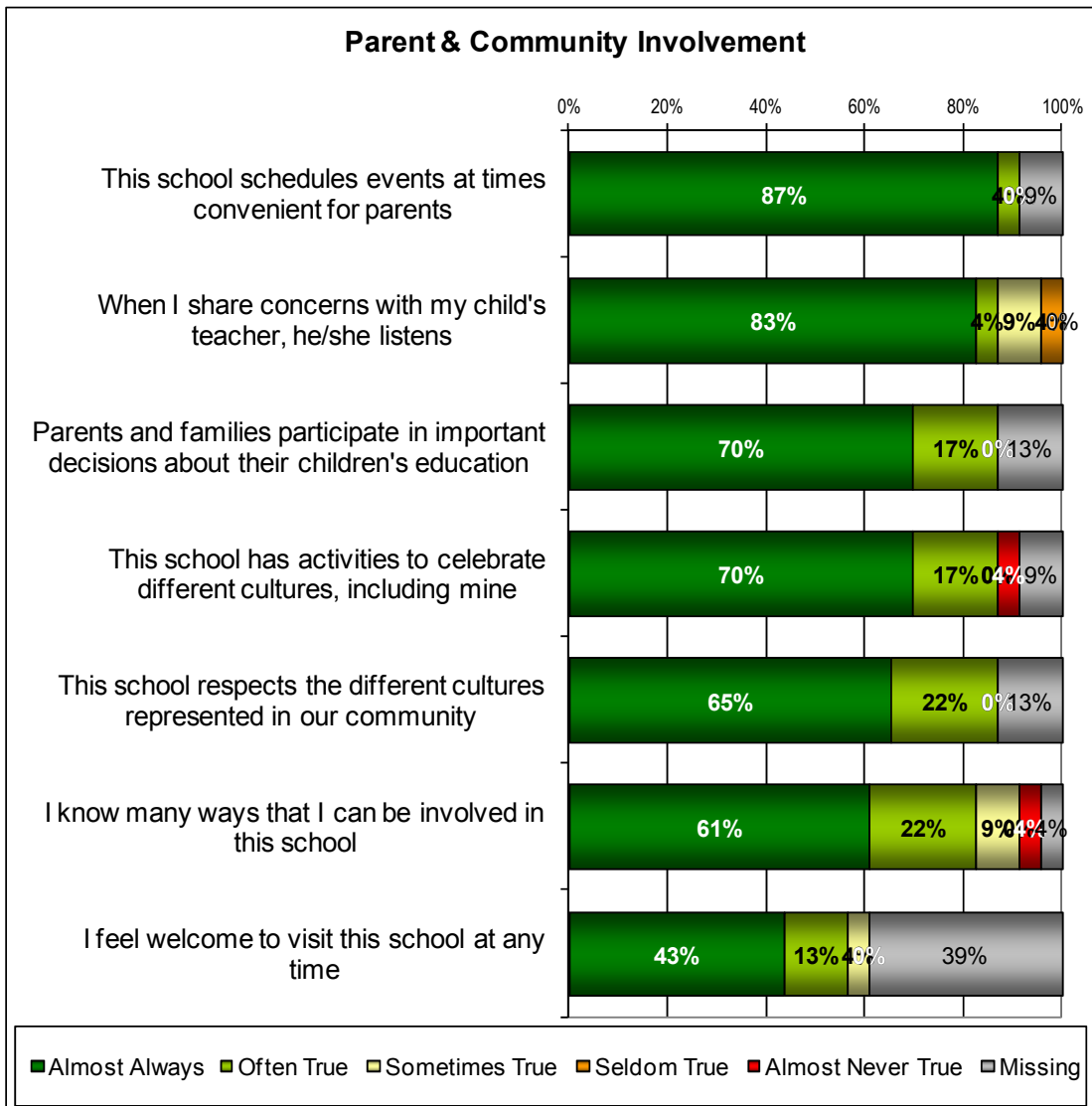
High Levels of Collaboration and Communication

Effective schools intentionally foster teamwork to create an environment that celebrates individual differences and contributions to organizational outcomes. Effective organizations and teams are a reflection of equal participation, substantive conversations, clear expectations, accountability, and continual feedback. There is constant collaboration and communication between and among teachers of all grades, students, and parents, families, or guardians. Everybody is involved and connected, including students, parents and members of the community, to solve problems and create solutions.



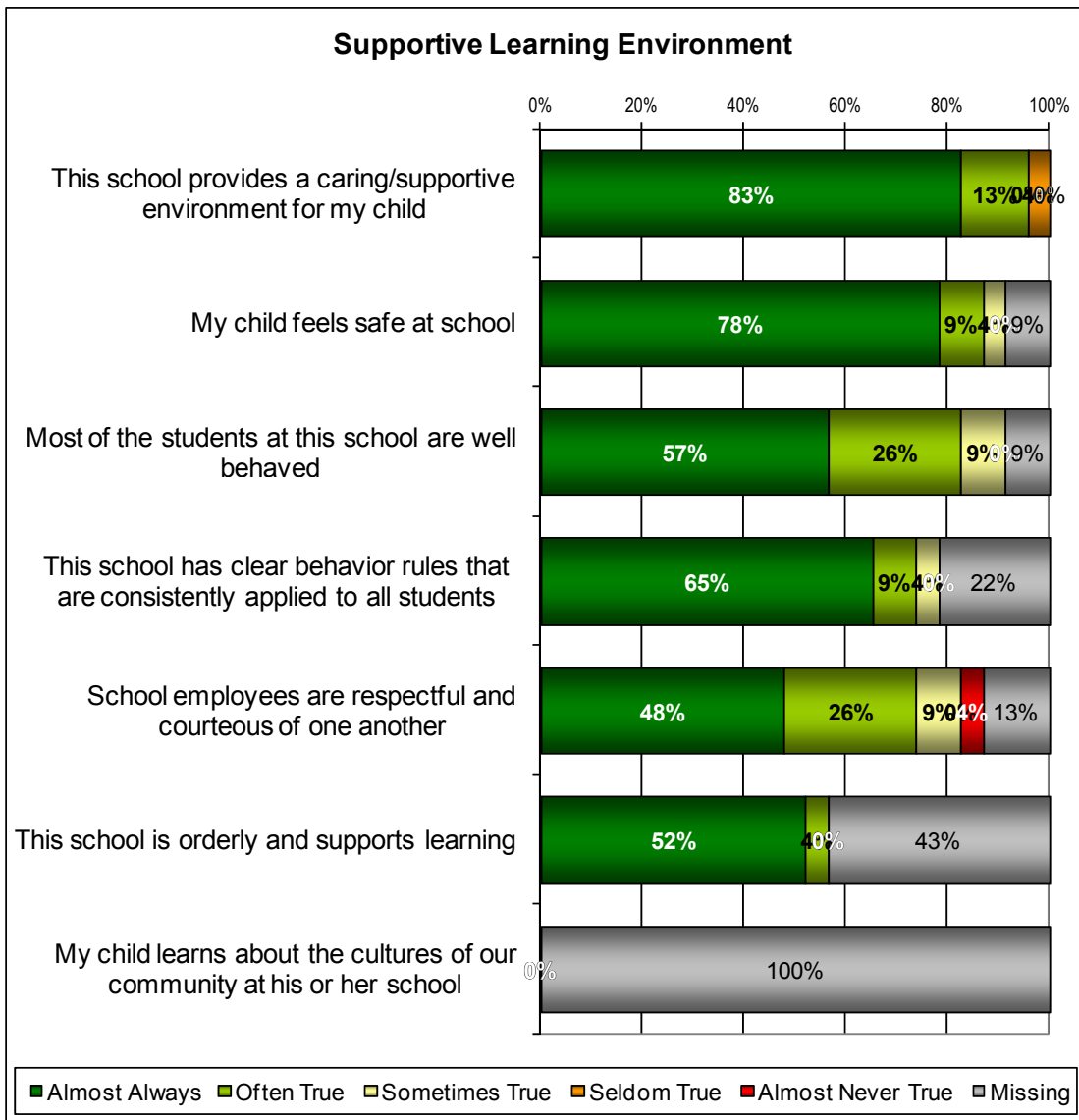
Parent and Community Involvement

Effective schools create and sustain high levels of parent and community involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



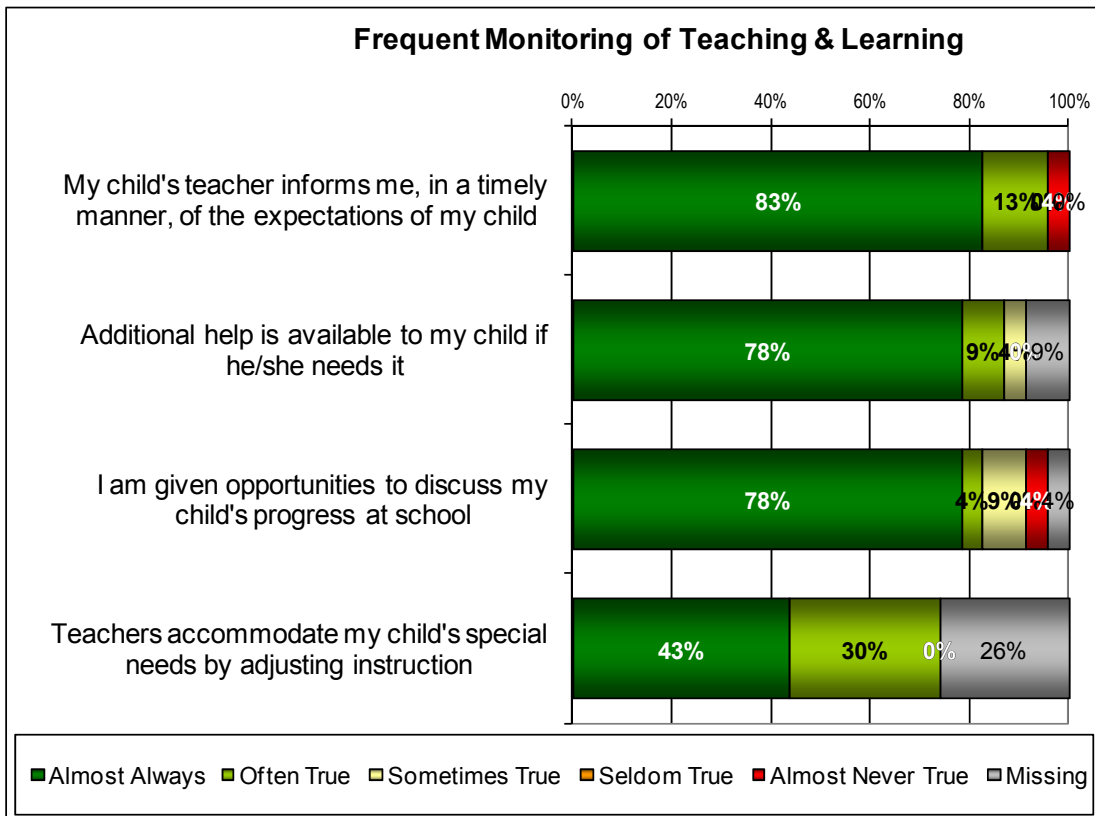
Supportive Learning Environment

The environment in which a staff works and students learn has a significant impact on the quality of educational work. Equality, safety, and a sense of fairness go a long way toward encouraging staff members to strive for excellence. A sense of community as distinct from being a team is another avenue to achieving organizational success, the pride and support of all staff members.



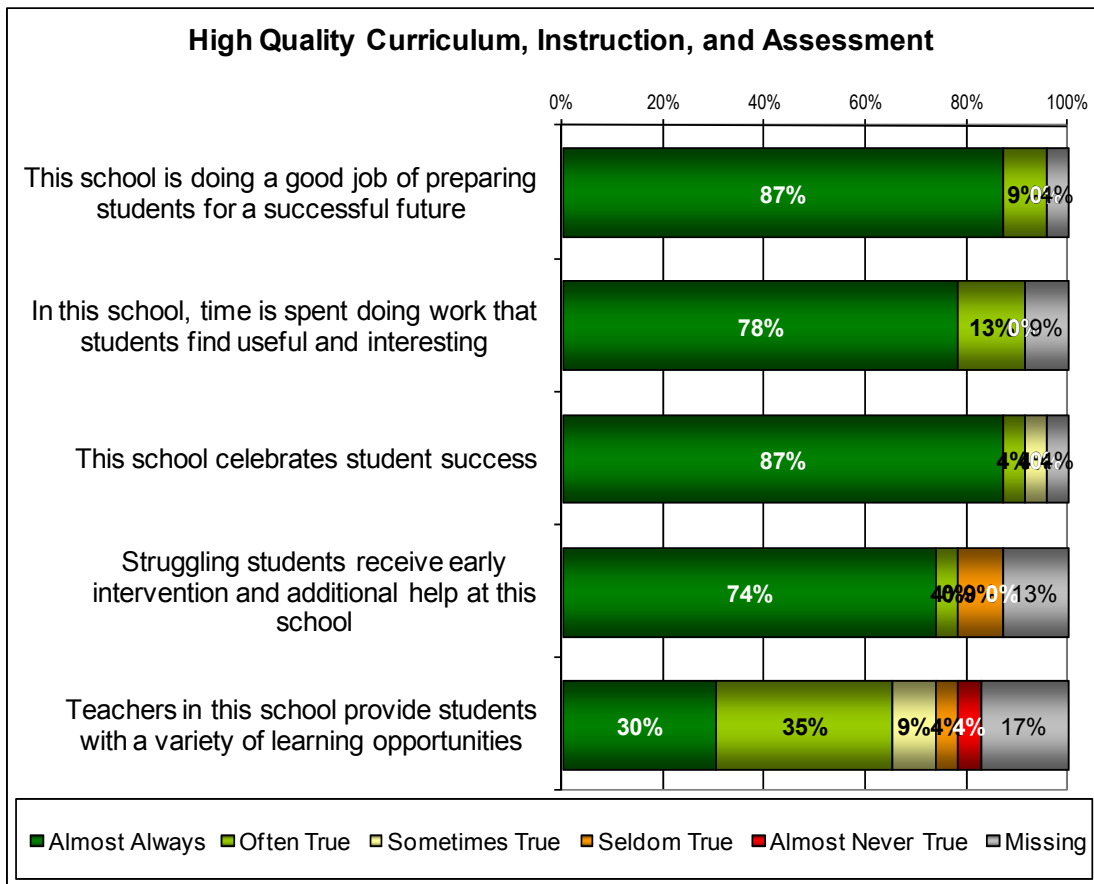
Frequent Monitoring of Teaching and Learning

Effective schools engage in constant, thorough, and rigorous monitoring of teaching and learning. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used– both for monitoring adult work and student work. The results of the assessments are used to improve student performances and also improve the instructional program.



High Quality Curriculum, Instruction, and Assessment

Effective schools implement, with fidelity and rigor, high quality curriculum, instruction and assessment. Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.



ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	
						Difference Between State and School's Projected	
REVENUE							
Salary Apportionment	\$700,368.00	\$695,577.00	\$700,368.00	99.32%			
Benefit Apportionment	\$104,675.00	\$108,684.00	\$104,675.00	103.83%			
Entitlement	\$281,796.00	\$282,578.00	\$270,957.00	100.28%	Budgeted for 14.3 units. As of February, actual is 13.75 units.		
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)				#DIV/0!			
Special Ed - Regular	\$32,676.00	\$32,676.00	\$30,926.00	100.00%	Sequestration Holdback		
Special Ed - ARRA				#DIV/0!			
Title I				#DIV/0!			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA				#DIV/0!			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising				#DIV/0!			
Interest Earned				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
TOTAL REVENUE	\$1,119,515.00	\$1,119,515.00	\$1,106,926.00	100.00%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$321,049.00	\$197,437.00	\$269,099.00	61.50%			
Special Education	\$42,577.00	\$29,574.00	\$42,577.00	69.46%			
Instructional Aides	\$45,310.00	\$23,067.00	\$41,513.00	50.91%	Regular and Sp Ed		
Classified/Office	\$110,711.00	\$67,074.00	\$105,950.00	60.58%			
Administration	\$111,402.00	\$63,297.00	\$102,580.00	56.82%			
Maintenance	\$0.00			#DIV/0!			
Other (Specify)	\$35,000.00	\$23,498.00	\$34,408.00	67.14%	Guidance Counselor		
Other (Specify)				#DIV/0!			
Total Salaries	\$666,049.00	\$403,947.00	\$596,127.00	60.65%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$220,836.00	\$134,183.00	\$212,383.00	60.76%			
Other (Specify)				#DIV/0!			
Total Benefits	\$220,836.00	\$134,183.00	\$212,383.00	60.76%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	\$15,548.00	\$3,200.00	\$4,000.00	20.58%			
Legal Pub/Advertising	\$500.00	\$50.00	\$50.00	10.00%			
Legal Services	\$10,000.00	\$6,968.00	\$9,500.00	69.68%			
Special Education	\$13,000.00	\$3,738.00	\$5,000.00	28.75%			
Liability & Property Ins	\$11,500.00	\$2,925.00	\$4,910.00	25.43%			
Substitute Teachers				#DIV/0!	Part of Salries and Benefits		
Board Expenses	\$8,000.00	\$2,506.20	\$3,200.00	31.33%			
Computer Services	\$18,500.00	\$3,973.00	\$5,000.00	21.48%			
Transportation	\$10,000.00	\$1,849.00	\$2,900.00	18.49%	School Field Trips		
Travel	\$10,000.00	\$5,516.00	\$6,500.00	55.16%			
Other (Specify)				#DIV/0!			
Other (Specify)	\$15,000.00	\$12,304.00	\$15,000.00	82.03%	Administrative and Business operations; audits, memberships, graduation, etc...		
Total Services	\$112,048.00	\$43,029.20	\$56,060.00	38.40%			\$0.00
Facilities							
Building Lease	\$54,060.00	\$35,040.00	\$54,060.00	12.89%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$12,240.00	\$7,499.00	\$12,240.00	0.00%		
Site Preparation				#DIV/0!		
Other (Specify)	\$17,700.00	\$11,632.00	\$14,232.00	22.45%	Janitorial	
Other (Specify)	\$10,000.00	\$600.00	\$600.00	18.49%	Misc Grounds and Building	
Total Facilities	\$94,000.00	\$54,771.00	\$81,132.00	58.27%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$11,000.00	\$1,565.00	\$2,200.00	14.23%		
School Supplies	\$86,700.00	\$15,783.00	\$17,000.00	18.20%	Student, Admin, Business, Graduation, District	
Power School				#DIV/0!		
Custodial Supplies	\$6,000.00	\$974.00	\$1,200.00	628.83%		
Other (Specify)	\$61,000.00	\$37,730.00	\$37,730.00	#REF!	Educational, Remedial, Admin, and Business Software	
Other (Specify)				#DIV/0!		
Total Supplies	\$164,700.00	\$56,052.00	\$58,130.00	34.03%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment	\$40,000.00	\$978.00	\$978.00	2.45%	Replacement of Lab Computers, Server Equipment, misc Technology if needec	
Other (Specify)	\$6,203.00		\$0.00	0.00%	Special Education	
Other (Specify)	\$50,000.00		\$0.00	0.00%	Remodels or Repairs as needed	
Other (Specify)	\$9,400.00	\$1,273.00	\$1,273.00	13.54%	Replacement of Admin Equipment if needed	
Other (Specify)				#DIV/0!		
Total Capital Objects	\$105,603.00	\$2,251.00	\$2,251.00	2.13%		\$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Reserve Fund				#DIV/0!		
Building Fund	\$772,084.00	\$4,200.00	\$620,000.00	0.54%		
Total Expenses	\$2,135,320.00	\$698,433.20	\$1,626,083.00	32.71%		
Carryover from Previous FY	\$1,015,805.00	\$1,181,416.00	\$1,181,416.00	116.30%		\$0.00
Reserve/(Deficit)	\$0.00	\$1,602,497.80	\$662,259.00	#DIV/0!		

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue			\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$270,957.00	Based on current year 13.75 units	\$270,956.00	reflects State actual from "current FY"
Wages				
Administration	\$43,748.00			
Teachers	\$555,426.00			
Classified	\$101,195.00		\$700,368.01	reflects all salaries compared to State actual from "current FY"
Medicaid			\$0.00	reflects projected from "current FY"
Benefit	\$104,675.00		#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed	\$29,000.00		#DIV/0!	reflects State actual from "current FY"
Title II			#DIV/0!	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	\$1,105,001.00		#DIV/0!	
PROPOSED HOLDBACK				
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$1,105,001.00		\$1,105,000.00	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$326,000.00		56,901.00	reflects projected from "current FY"
Admin	\$107,000.00		4,420.00	reflects projected from "current FY"
Classified	\$128,259.00		22,309.00	reflects projected from "current FY"
Special education	\$69,000.00			
Other (Specify)	\$47,000.00	Guidance		
Other (Specify)				
Total Salaries	\$677,259.00		83,630.00	
200 Benefits				
Benefit Dollars	\$95,000.00			
PERSI/Payroll taxes	\$120,196.00			
Other (Specify)				
Total Benefits	\$215,196.00		\$2,813.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$6,000.00		\$3,100.00	reflects projected from "current FY"
Special Education	\$10,000.00		\$5,000.00	reflects projected from "current FY"
Proctor costs	\$4,000.00			
Legal	\$10,000.00		\$500.00	reflects projected from "current FY"
Insurance	\$10,000.00		\$5,090.00	reflects projected from "current FY"
Copier Lease	\$2,000.00		\$2,000.00	
Printer Lease			\$0.00	
Facility Lease	\$28,476.00		\$28,476.00	reflects projected from "current FY"
Utilities	\$17,000.00		\$4,760.00	reflects projected from "current FY"
Professional Development	\$60,000.00		\$56,000.00	reflects projected from "current FY"
Technology	\$8,000.00		\$3,000.00	reflects projected from "current FY"

April 11, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services			\$0.00	reflects projected from "current FY"
Legal Publications/Advertising	\$500.00		\$450.00	reflects projected from "current FY"
Substitute Teachers			\$0.00	reflects projected from "current FY"
Board Expenses	\$8,000.00		\$4,800.00	reflects projected from "current FY"
Other (Specify)	\$10,100.00	Facility Maint Fund		
Other (Specify)				
Total Purchased Services	\$174,076.00		\$113,176.00	
Supplies & Materials				
Teacher/Classroom	\$135,000.00		\$118,000.00	reflects projected from "current FY"
Office	\$15,700.00		\$15,700.00	Not in 2010 budget.
Janitorial	\$6,000.00		\$4,800.00	reflects projected from "current FY"
Textbooks	\$5,000.00		\$2,800.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	\$161,700.00		\$141,300.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay			\$0.00	
Total Capital Outlay	\$25,000.00		\$0.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
Insurance & Judgements			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers	\$0.00		\$0.00	
Contingency Reserve	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$1,253,231.00		\$340,919.00	
Carryover from Previous FY	\$662,259.00	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$514,029.00			

April 11, 2013

KOOTENAI BRIDGE ACADEMY



KBA Overview

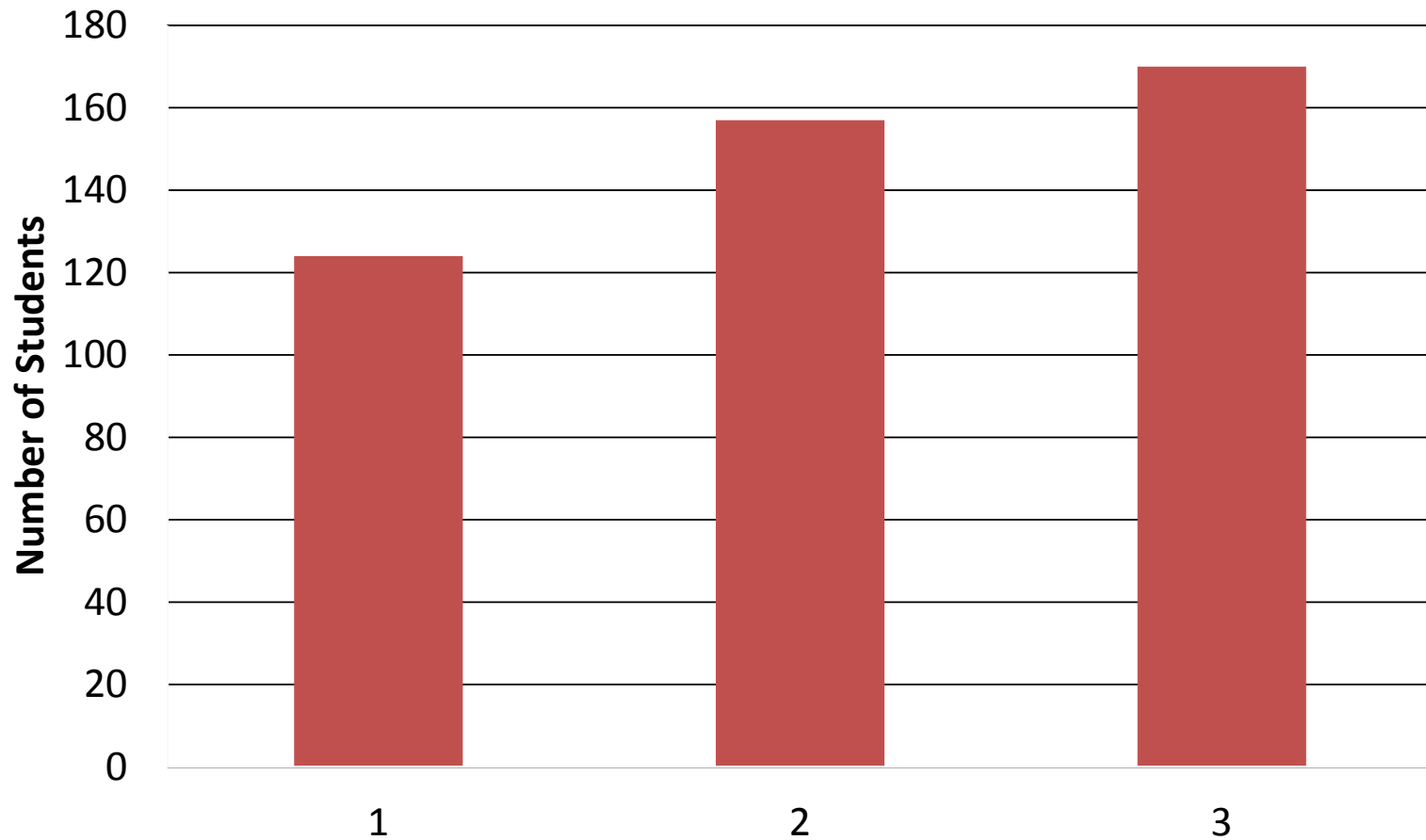
- Students take 1 class at a time on the computer.
- Students are assigned Mentor Teachers and work at their own pace.
- All students are required to log a minimum of 12 hours per week and complete **16 lessons**.
- All students will attain Employment and/or volunteer a minimum of 8 hours per week.



What's New at KBA?

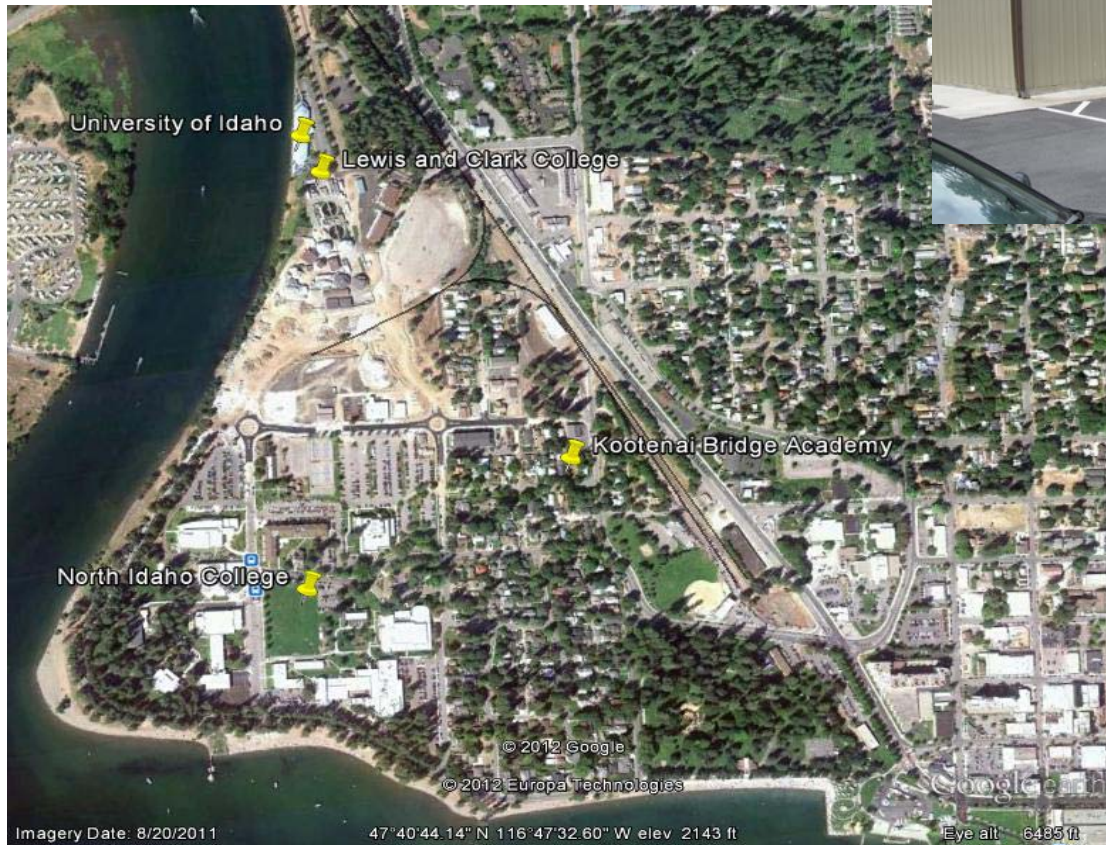
- GradPoint by Pearson Education Successfully implemented. Designed to meet CCS standards.
- Facility Purchase Underway
- In our 4th Year, Growth Plateau achieved

Average Daily Attendance 2009-2012 (11-12 = 168.6)



Building Purchase

- KBA has successfully negotiated purchase of main Building
- KBA has also acquired adjacent lot to alleviate chronic parking shortage



- A new structure may be considered in the next 2-3 years
- Purchase represents overall monthly savings plus securing a permanent legacy in the community

April 11, 2013

What it is all about....



CLASS OF 2012