#### SUBJECT

Blackfoot Charter Community Learning Center Proposed Charter and Performance Certificate Amendments

## APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) IDAPA 08.02.04.302

#### **BACKGROUND**

Blackfoot Charter Community Learning Center (BCCLC) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Blackfoot since 2000.

#### DISCUSSION

BCCLC is proposing a charter amendment that would expand the school to include middle school and add an additional classroom in each elementary grade.

Currently, BCCLC serves 336 students in grades K-5. If the amendment is approved, the school's plan is to expand at all grade levels and serve 490 K-8 students in the 2015-16 school year. The expansion would continue at a more gradual rate until reaching a cap of 810 students by 2022-23. This represents a total enrollment expansion of approximately 140%.

The proposed middle school would offer a STEAM program, incorporating science, technology, engineering, the arts, and mathematics. BCCLC is interested in becoming certified in the STEAM interdisciplinary framework by STEAMedu, a process involving several site visits, training for all staff, and portfolio development of lesson plans and curriculum. It is not clear on what timeline this certification would be acquired.

If the expansion is approved, elementary students would continue to be housed in BCCLC's neighboring East and West campuses on Hunter's Loop. BCCLC is in possession of eight additional classrooms (four on campus and four in portables) that are currently unoccupied. The middle school grades would be located in a space leased from the Woodbury Corporation on Parkway Drive, about three miles from Hunter's Loop and adjacent to Bingham Academy.

BCCLC's budget projections are based on filling all grades to projected capacity each year. The school anticipates that the elementary seats can be filled from the school's waiting list, which currently includes 83 students for Kindergarten and between 9 and 22 students per grade for K-5. The school has identified 46 students who are interested in the middle school grades.

In order to meet enrollment goals, grades 4-5 would need to see a substantial increase, though those grades have historically had smaller waiting lists than the younger grades. Additionally, middle schools in the Snake River School District, Blackfoot School District, and nearby Idaho Science and Technology Charter School (ISTCS) are not at full capacity. Blackfoot SD enrollment is declining. For these reasons, uncertainty remains regarding whether BCCLC will be able to meet its enrollment projections.

BCCLC's projected year-end balance for FY15 is \$105,378. The school anticipates that the expansion will result in a \$30,000 reduction in reserves during the first year, followed by a gradual increase after initial costs are covered and middle school enrollment increases. It is unclear how BCCLC's finances may be impacted if enrollment falls significantly below projections.

In accordance with statute, the Blackfoot School District was notified of BCCLC's proposal and invited to provide comment. The district did not submit written comments. However, a Snake River School District official expressed concern about the plan in a telephone conversation with PCSC staff, indicating that the expansion may negatively impact enrollment at local schools. ISTCS officials report that they do not expect the expansion to significantly affect their enrollment.

As part of the performance certificate development process, the PCSC approved a general standard that schools with an accountability designation of Good Standing or Honor are eligible for consideration of expansion proposals. BCCLC's current academic accountability designation is Good Standing.

Modifications to the performance certificate, which are aligned with the proposed changes to the charter, are included with these materials.

#### **IMPACT**

If the PCSC approves the proposed amendments, BCCLC will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, BCCLC could appeal this decision to the State Board of Education, or could decide not to proceed any further.

#### STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of BCCLC's proposed charter and performance certificate amendments.

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A motion to approve the proposed charter and performance certificate amendments as submitted by Blackfoot Charter Community Learning Center.

OR

OK			
amendments	deny the proposed cas submitted by Black following grounds:	kfoot Charter Comm	•
Moved by	Seconded by	Carried Yes	No



#### **Idaho Public Charter School Commission**

Borah Building 304 N 8th Street Room 242 Boise, ID 83702

Attn: Proposed Charter Amendment for Expansion of BCCLC

#### Commissioners and PCSC Staff:

The Board of Trustees and Administration of Blackfoot Charter Community Learning Center are proposing an expansion of the current program. The details of the expansion and the subsequent charter amendment are as follows:

#### *Nature of this proposal:*

The expansion focuses on growing the K-5 program to include 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. As student numbers allow, the vision is to expand beginning the 2015-2016 school year. We desire to add, at a minimum, the 6<sup>th</sup> grade. As the need and interest exist, the vision is to begin 7<sup>th</sup> and even 8<sup>th</sup> grade for the 2015-2016 school year. Due to the success of the school over 14 years of operation, we propose this be a permanent expansion of the program. As we will demonstrate, we have the resources, the infrastructure, the program competency, and the stakeholder interest to complete an entire middle school component (6<sup>th</sup>-8<sup>th</sup> grades) by the beginning of the 2015-2016 school year. Further, our current charter already allows for 5<sup>th</sup> graders to attend BCCLC as 6<sup>th</sup> graders the next year. Also, the addition of 7<sup>th</sup> and 8<sup>th</sup> grades will allow students to complete grades K-8 without the need to participate in multiple lotteries.

#### *Motivation for this proposal:*

Current parents of BCCLC have expressed their interest in and concern over having a continuation of the current program into the middle grades. They desire a middle school program consistent with the Mission and Values which BCCLC has successfully maintained for 14 years. Current students and their parents have expressed and are expressing interest in remaining with BCCLC as they enter their middle school experience. Parents of former students who once attended BCCLC through 5<sup>th</sup> grade, and whose students now attend 6<sup>th</sup> and 7<sup>th</sup> grades in other schools in the community, are expressing interest in returning their students to BCCLC for 7<sup>th</sup>

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and  $8^{th}$  grades. Since at least 2007, the long-time vision of BCCLC stakeholders has included an extension of school programs beyond the elementary level. For this first year of 2015-16, we are recruiting students for the  $7^{th}$  and  $8^{th}$  grades. We do not anticipate a need to formally recruit from the community after this year, but will naturally fill the seats of the  $7^{th}$  and  $8^{th}$  grades through advancement. Existing students will naturally advance from grades  $5^{th}$  to  $6^{th}$ , grades  $6^{th}$  to  $7^{th}$ , and grades  $7^{th}$  to  $8^{th}$ , thus maintaining the majority of students "in house," negating the need to recruit students from other schools. The decision for non-BCCLC students to be on the waiting list for  $6^{th}$ - $8^{th}$  grades would rest with community parents, as is true of current K-5 waiting list applications.

## *Market for this proposal:*

According to the most recent survey results, the market for this expansion is strong, showing that 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades will have full enrollment in each grade the first year of operating these grades. Further market research and subsequent retention of students will continue upon approval of this expansion by the PCSC. BCCLC will not actively recruit students from other schools. The primary focus of this amendment is to provide an opportunity for current students to remain at BCCLC through the middle years.

## Capacity to implement this proposal:

Financial capacity: The number of students of interest validate our capacity within the funding formula to finance the human resources and program resources needs, as demonstrated in our budget templates.

Facilities: We currently have up to 8 available classrooms to house the middle school component of the organization. In addition, we have the option to lease a sizable space of mall property, and within operational distance of Bingham Academy (this is pertinent due to the vision for program combination and overlapping between Bingham Academy and the middle school program known as STEAM; extensive detail is given in the amendment language).

#### Conclusion:

The attached charter amendment details the facilities, program, and other key required elements to successfully operate a middle school section of the BCCLC organization. The stakeholders of BCCLC thank the Commissioners for considering this proposal. An approval of this proposal will meet the documented interest in this expansion, and increase the opportunities for parent choice and school choice in the greater Blackfoot community.

With Regards,

## Jonathan E. Braack

Jonathan E. Braack, M.Ed. Principal and Authorized Representative

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## **Proposed Amendment Text**

The following information, comprising pages 3-8, specifically addresses the feedback given in the Petition Evaluation Rubric, delivered from the staff of the PCSC on March 16, 2015. The included revised appendices directly address the feedback and questions included in the rubric. The text below under TABS 2 and 3, as well as supporting documentation for Professional Development, have also been included in the text of the amendment. With the exception of Professional Development, the information below for Supporting Materials and Appendices directly address concerns in the rubric with information in documents submitted in previous appendices, and/or to items not directly in the Amendment text.

## **TAB 2**

## **Proposed Operations:**

Facility options: BCCLC owns 8 unoccupied classrooms. In order to provide for future expansion on the existing BCCLC campus, these will not be used to house the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades as outlined in this proposal. The middle grades would be located in space leased from Woodbury Corporation, located at 1350 Parkway, Blackfoot, Idaho. Woodbury has over 20,000 square feet available and they are willing to work out an agreement for current and future needs. A letter from Woodbury indicating their willing to negotiate a lease price within the parameters of our enrollment is included.

In the event that parents are denied the opportunity to bring their 7<sup>th</sup> and 8<sup>th</sup> grade students to BCCLC, the unoccupied classrooms currently available provide sufficient space for all K-6 students for the 2015-2016 year, but one year thereafter (2016-2017) the school would be out of room. By housing middle grades elsewhere, the current campus has sufficient space for many years to come.

#### Potential Effects:

BCCLC has visited with Blackfoot School District 55 officials regarding the effects of this proposed growth amendment. By far, the greatest potential effect would be on the Blackfoot School District. Mr. Chad Struhs, Superintendent, indicated that he has received both a telephone call and a letter from commission staff asking if he has any concerns. In our conversation he stated that he informed commission staff that he has no concern regarding this amendment.

PCSC staff has also expressed a concern regarding the potential impact on the existing charter school, ISTCS. During this first year of operation, BCCLC will likely attract some former BCCLC students from ISTCS. Thereafter our focus will be providing educational services for existing BCCLC students. After our first year, we will not actively recruit from other schools. We anticipate that our middle grades will remain small and will grow in proportion to BCCLC's

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elementary growth. We also recognize that some students will choose to leave BCCLC during the middle grades, but we also anticipate that some non-BCCLC students will choose to join us.

## Level of Market Interest in the School:

In the initial budget projections submitted by BCCLC, we assumed full enrollment of 50 students in grades 7 and 8. This projection was based on two surveys we conducted and actual names of students submitted by parents. Because of commission concern regarding this, we believe it is wise to modify our budget projections to 50% of this number. Thus, the revised budget projections included are now built upon a projection of 25 total students in grades 7 and 8.

We have maintained our 6<sup>th</sup> grade projection of 45 students because our lottery was held Thursday, March 19, and this number is filled with a waiting list. Included with this submission is a list of 51 names of 7<sup>th</sup> and 8<sup>th</sup> grade students identified through our surveys that are interested in attending BCCLC next year. Again, the revised budgets submitted with this update include only 25 7<sup>th</sup> and 8<sup>th</sup> grade students. We are revising the enrollment and subsequent budgets to show a more modest enrollment and budget assumption. Any additional enrollment will only benefit more students, Commissioners will notice that the number of interested students outnumbers the revised projected enrollment and subsequent revised budgets based on these revised enrollment numbers.

#### Facilities Summary:

By moving upper elementary students into a middle school housed on a different site (beginning with the 2015-2016 school year) BCCLC will have sufficient classroom space for all students up through 2023. This is the point in time BCCLC will reach its cap in all grades. If this amendment is approved, BCCLC's available classrooms are sufficient for all elementary needs in the foreseeable future. There is also sufficient space at the 1350 Parkway site to cover all future middle grade growth.

## E. Contracts, Leases, & Agreements:

Beginning with the 2015-2016 school year, middle school students would be housed at the property owned by Woodbury Corporation located at 1350 Parkway, Blackfoot, Idaho. With the assistance of NHB Architectural Planning, 697 W 175 S., Blackfoot, Idaho, the school's portion of remodeling costs were estimated and included in the budget template as follows:

Account #	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	TOTAL
100-664300	36,200	37,000	37,740	110,940
100-664400	24,000	26,400	28,100	78,500
TOTAL	60,200	63,400	65,840	189,440

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Cost of lease: The Letter of Intent" submitted from Woodbury States, "Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule."

To better define actual costs, BCCLC used the square footage charged by Woodbury in the Woodbury/Bingham Academy lease Agreement (\$5.88 per sq. ft.) to calculate its projected expense as \$32,928 for 5,600 square feet of space for 2015-2016. This amount is included in the budget template under account # 100.661300, Purchased Services.

#### **TAB 3**

The STEAM Program as it Affects other Schools: BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are suppose to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools throughout the world do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses. As defined by STEAMedu, we integrate an approach that blends the use of more applicable sciences, technology, engineering, the arts, and more advanced mathematics:

"Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics [...] the subjects are coordinated to support each other under a formal educational structure of science, technology, engineering, math, and the broad spectrum of the arts as they all relate to each other in reality [...]"

Secondary students don't often begin learning 'in context' until high school. The BCCLC STEAM model teaches in context, "not only in terms of having a framework that illustrates where the subjects (science, technology engineering, the arts, and math) overlap, but also in providing a living and adaptable learning structure for ever-changing personal (development) and unpredictable global development."

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear

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students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the *middle* level. As stated on the STEAMedu website, this program approaches "Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements." As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

## SUPPORTING MATERIALS AND APPENDICES

## <u>Professional Development:</u>

Please see Appendix J. entitled "STEAM Education Program Description" for supporting documentation. This 9 page document gives a full description of the training program we will participate in during the summer of 2015. This document is the best resource for addressing the strategy we will use for implementing the educational program of STEAM. Rather than recreating information, we have submitted this 9 page document as our guide to thorough and specific elements and processes for training our middle school staff members in the STEAM model.

After the initial training with STEAMedu, as outlined in the attached document, we will gather school and staff feedback and evaluation data from the program. This will be used to determine future ongoing professional development for the STEAM model. Because the community of STEAM educators and leaders is collaborative, we intend to build upon our culture of collaboration within the BCCLC staff community.

Per the training model, we intend to further develop, implement, and evaluate the STEAM Education Program as outlined in their nationally successful model. Please pages 4-8 for complete and specific elements of the STEAM Educator Certification Package.

We will use Federal funds for as resources for Professional Development, including Title I, Title II, and REAP.

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## H. 3-year Operating Budget:

A revised 3 year operating budget that addresses the questions included in staff notes is attached.

## **Budget Assumptions:**

- 1. Special education has been increased from .8 to 1.6 FTE. Cost is split between IDEA and the general budget.
- 2. Details in the Budget Assumptions Technology section list \$28,599 for IT personnel costs; \$10,496 will pay for student-used software licensing; and \$3,360 will be used for Skyward student data management software licensing.
- 3. Additional facility cost details have been added to the Budget Assumption notes this includes the following:
  - The Woodbury facility is already divided into 4 areas that would be usable classroom space; consequently, remodeling costs will be minimal. A local architect has look at the area and given us a cost estimate. Remodeling permits with the City of Blackfoot and State of Idaho are estimated at \$2,100 and included in the \$36,200 remodeling estimate listed. Yearly mortgage and loan payments are as follows:
    - Current BCCLC building: \$60,207 mortgage; \$35,304 Bank of Idaho loan;
    - Castle building: \$59,097 mortgage; \$19,872 collateral loan with Bank of Commerce, for a total of 1744,480. The lease cost for the Woodbury facility would be \$32,928 for a total of \$210, 408. This represents 11.4% of BCCLC's non-federal revenues.
- 4. All portable classrooms necessary for the 2015-2016 school year are on site at BCCLC and fully furnished. These are fully paid for and owned by BCCLC.
- 5. In order to ensure that the revised budget is not an overestimate of 7<sup>th</sup> and 8<sup>th</sup> grade students, BCCLC has reduced its anticipated secondary enrollment to 25. This would allow for the hiring of one full time, math endorsed teacher. BCCLC has secondary endorsed teachers in social studies, language arts, and science already on staff and will develop a schedule to share and rotate teachers in order to cover all specific subject areas for grades 7 and 8.

#### Cash Flow:

- 1. The FY14 bank loan of \$23,000 is included in Account 100.911600, Principal Debt Retirement. Interest will run a little over \$1,000 and is included in Account # 100.912600, Interest Debt Retirement.
- 2. As a conservative approach to cash flow, BCCLC has estimated a lower percentage to be received during the first part of the school year, leaving a higher amount later on (February and May). This has happened more than once with state distributions in recent years.
- 3. The revised budget includes funds for professional development (Title II and Rural Grant), technology (245 plus INL donations), exceptional child (account #'s 100.521100 & 100.521200 plus IDEA funds).

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BCCLC incurs no child nutrition costs and will expend no capital outlay funds this coming year. Debt retirement funds have always been included in Account #'s 100.911600 and 100.912600. Science and art supplies are included in account # 100.512400.

## Budget:

- 1. All professional development activities will be paid from Title II and Rural grant funds. Technology and other expenses are fully included in the BCCLC budget, but listed in categories better aligned to our accounting software and practices. Exceptional child expenses are listed in account #'s 100.521100 & 100.521200 plus IDEA funds.
  - BCCLC incurs no child nutrition costs. Debt retirement funds have always been included in Account #'s 100.911600 and 100.912600. Science and art supplies are included in account # 100.512400.
- 2. BCCLC has addressed the projected enrollment concern by reducing its anticipated 7<sup>th</sup> and 8<sup>th</sup> grade enrollment by 50%. The revised budget templates reflect this reduction.
- 3. The capital outlay for years 2 and 3 are anticipated technology upgrades.
- 4. Historically federal restricted funds for BCCLC have increased as enrollment has grown.

#### Other:

- 1. BCCLC conducted its lottery on March 19, but did not include 7<sup>th</sup> and 8<sup>th</sup> grades. If this amendment is approved and we draw more applicants that our cap allows, we are not sure if a lottery for these grades is acceptable. We would ask for commission advice on how to proceed.
  - Since 6<sup>th</sup> grade is approved in our charter, so this grade was included in the lottery but parents have been informed that enrollment is contingent on commission approval. If this amendment is denied, we would need to return to the commission with a request to amend our allocated seat numbers to include 6<sup>th</sup> grade.
- 2. A copy of the published lottery openings per grade for the Spring 2015 lottery is included with these materials. This list was publically posted in advance of our lottery as outlined in the school's performance certificate.

# TAB 2 PROPOSED OPERATIONS AND LEGAL STATUS

## **Proposed Operations:**

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## A) Facility Plan (Specific to the Middle School Grades and Program)

For middle level students, BCCLC will lease approximately 5,600 square feet of space from Woodbury Corporation. This is located in the Riverside Plaza, adjacent to space occupied by Bingham Academy High School. Specifications for the space are as follows:

- 3380 square feet classroom space (5 rooms)
- 300 square feet office space
- <u>570 square feet restrooms</u>
- 150 square feet serving kitchen
- <u>1200 square feet lunchroom/multipurpose space</u>

The yearly least cost (including CAM) is \$5.88 per square foot; this calculates to a lease cost of \$32,928. A letter expressing Woodbury Corporation's willing to lease this space is included.

P.E. facilities will be provided by Gold's Gym, located less than 400 feet away (letter attached).

BCCLC will continue to contract lunch services from Blackfoot School District.

Future K-5 classrooms are available on site at 2801 Hunters Loop.

Additional lease space is available from Woodbury Corp. for future 6-8 growth.

# B) The Manner in Which Administrative Services of the School are to be provided (Specific to the Middle School Grades and Program)

BCCLC provides current administrative oversight and leadership for the 6<sup>th</sup>-8<sup>th</sup> program. The central BCCLC office operates as the central office for the 6<sup>th</sup>-8<sup>th</sup> grade program. The Business Manager of BCCLC performs all duties of business management, accounting, and ISEE uploading, imputing, and reporting for the middle grades

The current administration ensures all programs, class offerings, credits, communications, etc. are executed correctly and consistently.

If the middle grades are located on a separate campus than the K-5 program, an additional administrator will perform the oversight and leadership duties as mentioned above, with close collaboration with the other administration.

#### **Facilities**

In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.

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BCCLC's K-5 population is housed in two adjacent buildings owned by the school. There are an additional 8 portable classrooms available on the current campus. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be housed separately at facilities leased from Woodbury Corporation located at 1350 Parkway, in Blackfoot. Attached is a letter from Woodbury expressing their willingness to provide facilities.

#### **Effects of Enrollment Growth**

Between Fall 2009 and Spring 2012, BCCLC's waiting list has remained at about 150, even though the school has added about 100 new students. After accepting returning students for the 2014-2015 year, BCCLC had 287 students on its 2014-2015 waiting list. Based on actual student addresses from the Spring 20124 waiting list, it is anticipated that 41% 37% of BCCLC's new growth will come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list, even though little chance exists for them to be enrolled.

## **Enrollment Cap**

BCCLC's enrollment cap will top out in the 2022-23 school year at 810 students in grades K-8. is 378 students in grades K-5. The enrollment for 2011-2012 is 220 students. The school will progressively increase enrollment to approximately 63 90 students per grade level as indicated in the chart (See Tab 7). The strategic plan for growth will be a gradual process, adding no more than two new elementary support units and two new middle school units per year between the 2015-2016 school year and the 2016-2017 and the 2022-2023 school year. The actual number of students in each grade level may vary somewhat from the projections in the chart (See Tab 7), but total enrollment will not exceed the projected totals for any given year.

<u>Total projected enrollment, Kindergarten through 8<sup>th</sup> grade, for the 2015-2016 school year, is 490 students.</u>

## Proposed classes per grade level for 2015-2016

Kindergarten: 4

1<sup>st</sup> Grade: 3

2<sup>nd</sup> Grade: 3

3<sup>rd</sup> Grade: 3

4<sup>th</sup>/5<sup>th</sup> grades: 5

6<sup>th</sup> Grade: 1 (Rotated between content area teachers)

7<sup>th</sup> Grade: 1 (Rotated between content area teachers)

8<sup>th</sup> Grade: 1 (Rotated between content area teachers)

## **Strategic Growth Plan**

Classes at BCCLC are multi-age; students are assigned to classrooms based on the best placements to meet their individual needs. BCCLC's annual enrollment lottery is based on the actual, age-based grade levels of students. That is, students who would be in a given grade at a traditional public school are considered members of that grade for purposes of the enrollment lottery. Each year, students will be selected to fill available seats in accordance with the enrollment caps provided in the chart below.

A list containing the number of grade level openings will be publically posted prior to the lottery each year. Enrollment caps are based on the actual age-based grades of students regardless of classroom placement.

BCCLC's current facilities can accommodate enrollment growth up through the 2013–14 school year. The goal is to house students at the current facility for the next five years by adding modular classrooms. Due to classroom space issues, unless special arrangements such as IEP's or parental requests mandate otherwise, sixth grade students will attend Idaho Science and Technology Charter School.

#### **TAB 3**

## EDUCATIONAL PROGRAM AND GOALS; FULFILMENT OF EDUCATIONAL THOROUGHNESS STANDARDS

## Education Program for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades: The STEAM Approach

The BCCLC Middle School program engages the model of STEAM:

- Sciences
- Technology
- Engineering
- The Arts (Fine Arts and Liberal Arts)
- Mathematics

Stakeholders recognize STEAM as a framework for teaching across the disciplines and subject matter areas. Students are exposed to the core subjects as they relate to and enhance each other:

"Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all divisions of education and life work together therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including: the Arts, Music, CTE, and the Physical Education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually, not only in terms of having a framework that illustrates where subjects overlap, providing a living and adaptable learning structure for ever-changing personal and unpredictable global development." (www.steamedu.com/STEAM Ed. Program Description)

With this definition, BCCLC Middle school grades build upon the BCCLC mission of "focusing on individual student learning needs," by introducing the STEAM curricular approach as:

- Developing an environment where students cultivate an ability to now recognize their OWN varying skill sets and intelligences, as well as the skill sets of others, widely promoted by the core of STEAM philosophy
- A framework which can fit in a variety of school models and missions
- Taking different forms in the curricular designs to teach the subject matter
- A structure which promotes deeper understanding, application, and transference of knowledge ACROSS all subjects of STEAM
- A model which intentionally focusses on the "whole-learner" with a living-curriculum

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- "A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is functional."
- An inter-classroom model where ALL career and field relevant subjects are recognized, where ALL students individually and collaboratively contribute, and each student at individual learning levels is encouraged to contribute collaboratively in teams

Using the established "pyramid below," BCCLC middle school students are taught to understand that they learn holistically, but, still will engage the STEAM subject matter as individual fields of study. For example, student learn that "Science" includes the study of the natural world and its processes, but will learn the role of mathematics in the natural world as well as how humans interpret the world around them through the different Arts.

BCCLC Middle School STEAM courses structure opportunities for students to genuinely investigate their skills, interests, natural dispositions, and intellectual talents by means including:

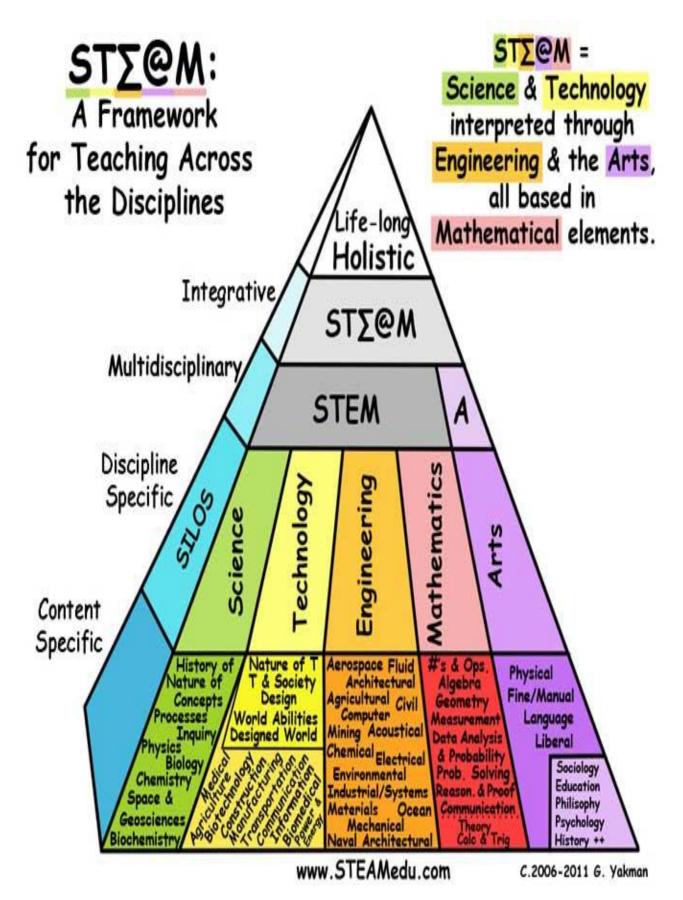
- <u>Investigating the educational discipline fields as true areas of interest</u>
- <u>Identifying skill sets and potential career opportunities through a "Research and</u> Development" process established in many disciplines and organizations
- Evaluating their points of interest in the different "Content Specific" specific fields identified in the bottom pyramid tier below, but use of portfolios they generate as they learn these content areas
- Analyzing local career path opportunities, as well as more globally in these content areas
- <u>Investigating and charting developments in these content areas in their various fields as</u> seen through a historical context, a current context, and potential future contexts as these content areas themselves adapt to the future
- Scrutinizing their own skills and interests in realistic educational and career opportunities in these content areas, and the real skills needed to achieve working in such fields

#### **Universal Design for Learning UDL**

The middle grades utilize the UDL framework that support a true differentiated instruction approach. UDL promotes the use of flexible learning environments and instructional environments. The purpose of this is to accommodate a wide range of individual learning differences. The 3 main elements are as follows:

- <u>Multiple means of representation provide various ways for students to acquire information</u>
- <u>Multiple means of expression</u> address the students as whole learners with multiple intelligences, and provide students multiple techniques to demonstrate what they know
- <u>Multiple means of engagement</u> employ students interests to motivate them to absorb what they learn

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## **Educational Program Goals, Measures, and Related Data**

## **GOAL 1:**

To deliver the STEAM subjects blended together in the courses so students see the relationships between Science, Technology, Engineering, the Arts, and Math.

#### GOAL 1 MEASURES and DATA (Evidence of Implementation):

- ✓ Common planning processes for staff to plan and develop curriculum and mapping together
- ✓ Meeting minutes show staff create and track these cross-curriculum documents and lesson plans
- ✓ Scope and Sequence Templates: These show the curricula in terms of instructional focus and the interconnectivity of subject areas, allowing for adjustments in the depth and pace at which subject matter is delivered
- ✓ Curriculum maps: The curricula for each subject area is represented for each course which will be offered from the 5 Disciplines of STEAM
- ✓ <u>Cross-Curriculum Mapping documents-standards and concepts covered in each discipline/subject area</u>
- ✓ Through collaboration, staff members check for pacing, and delivery of content, meaning they regularly address the amount of content taught, and check for adherence to the Scope and Sequence Templates and the Curriculum Mapping; the data is the determinations if material is being covered, and pacing is taking place according to the templates
- ✓ Lesson Plans demonstrate a usage of content blended across disciplines
- ✓ <u>Curriculum-based measures demonstrate students are receiving and acquiring skills as the</u> 5 disciplines relate to and influent each other
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition

## GOAL 2:

To provide students multiple learning experiences as "whole learners," which address their different learning styles.

## GOAL 2 MEASURES and DATA: (Evidence of Implementation):

- ✓ <u>Multiple Intelligences: lesson plans, activities, and products are designed taking into</u>
  <u>consideration the following abilities or modalities: Linguistic, Logical-Mathematical,</u>
  <u>Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intra-personal and Inter-personal,</u>
  Naturalistic, and Existential
- ✓ <u>Information about students' learning approaches are shared and documented between</u> teachers
- ✓ Minutes from meetings about record reviews
- ✓ Standardized test scores and formative assessment data reviews to help staff to understand the level of each student.
- ✓ <u>Student Learning Style Inventory: These are given to students to determine which strategies will work best for each student</u>
- ✓ <u>Interest inventories</u>, given to determine real-world situations that interest them. This information is used to design assignments and projects.
- ✓ Pre-tests before units and lessons assess their knowledge and skill level for the content.

  To write the pre-test, a list of the objectives of what students should meet is made, as well as items to measure each objective.
- ✓ File folders, kept for each student with pertinent information compiled and accessible
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ <u>Data from an RTI model show: instruction and interventions are matched to student</u> needs
- ✓ <u>Data from continuous monitoring of progress show students' individual learning needs</u> and what to address

## **GOAL 3:**

To ensure each student at individual learning levels contributes collaboratively in teams though project-based learning and cooperative learning groups

## GOAL 3 MEASURES and DATA (Evidence of Implementation):

- ✓ <u>Project-based learning and Cooperative Learning processes is documented in weekly student group learning logs</u>
- ✓ Activities that blend academic and social learning experiences are evaluated for effectiveness
- ✓ Measure the implementation of meta cognitive strategies which encourage students to individually and collectively connect their learning, interact with text, ask questions, and present information
- ✓ Compilation of Student Portfolios
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Rubric designed to measure the function and roles of team collaboration projects shows students are proficient in acquiring and demonstrating skills through group learning

## GOAL 4

To utilize community and regional businesses and agencies to reinforce the application of students' skills in the fields of Science, Technology, Engineering, Arts, and Mathematics

## GOAL 4 MEASURES and DATA (Evidence of Implementation):

- ✓ a communication process with local businesses, including industrial companies, technology companies, and engineering companies and practitioners is developed and recorded
- ✓ A strategic plan is developed to include these entities in the curriculum of the middle school grades, including school site visits and instruction of students, and site visit of the students to the places of operation
- ✓ Portfolios for each student tracking the range of exposure to these industry companies measures by the STEAM courses
- ✓ <u>a reporting process is developed and tracked between parents, staff, and board members of the students exposure to industry entities tied to STEAM courses and disciplines</u>
- ✓ Portfolios demonstrate each student has been instructed by a minimum number of industry entities, as well as have visited their sites
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition and applicable skills due to "field" exposure
- ✓ Through a STEAM driven rubric system, students demonstrate proficiency in applying knowledge and skills in theoretical contexts at school, and "field experiences"

## The STEAM Program as it Affects Other Schools

BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are suppose to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools throughout the world do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses. As defined by STEAMedu, we integrate an approach that blends the use of more applicable sciences, technology, engineering, the arts, and more advanced mathematics:

"Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics [...] the subjects are coordinated to support each other under a formal educational structure of science, technology, engineering, math, and the broad spectrum of the arts as they all relate to each other in reality [...]"

Secondary students don't often begin learning 'in context' until high school. The BCCLC STEAM model teaches in context, "not only in terms of having a framework that illustrates where the subjects (science, technology engineering, the arts, and math) overlap, but also in providing a living and adaptable learning structure for ever-changing personal (development) and unpredictable global development."

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the *middle* level. As stated on the STEAMedu website, this program approaches "Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements." As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

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Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

## **Thoroughness Standards (Idaho Code 33-1612)**

Blackfoot Charter Community Learning Center fulfills all thoroughness standards identified in Idaho Code 33-1612. The school has established a system of instruction that addresses the following standards:

## Standard a. A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Blackfoot Charter Community Learning Center will including the BCCLC middle grades will:

- Emphasize creating a positive school climate and not punitive rules and regulations.
- Make expectations clear, teach appropriate behaviors, and foster responsible decision-making skills.
- Establish and maintain consistent rules based on age-appropriate behavior.
- Empower educators with the responsibility to maintain classroom discipline.
- Provide early intervention and correction of unacceptable behavior.
- Help teachers to maintain orderly classroom conduct necessary for teaching and learning.
- Develop and maintain a staff/student handbook that provides rules and guidelines for physical safety. These guidelines include procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Maintain a facility and adopted policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools; these are regularly inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create and maintain an environment that encourages parents and other adults to visit the school and participate in the school's activities.

## Standard b. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Blackfoot Charter Community Learning Center has:

• Developed and will maintain policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

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- Continues to refine our character education program, where basic values and manners are taught through the curriculum. Character education is the deliberate effort to help students to understand, care about, and act upon core ethical values. Destructive youth behavior such as violence, dishonesty, selfishness, lack of respect for authority, poor work habits, and limited self-discipline have one thing in common, that is the absence of good character. Schools have the responsibility to help students cultivate basic values that will guide their behavior.
- Developed and will continue to maintain a student handbook that provides a code of conduct that includes clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Staff will continue to teach appropriate behaviors and foster responsible decision-making skills.
- Established and will maintain consistent rules aligned throughout the school.

Objectives: In addition to the objectives above, BCCLC Middle grades will use the homeroom period model to build upon the K-5 character education program, and expose students to an intentional Character Education program which will:

- Re-enforce positive societal traits including diligence, perseverance, and selfless service into their academic training
- <u>Use classroom procedures which will allow students to assume leadership positions</u> by taking on various roles
- Use certain Liberal Arts to reinforce Ethics and their roles as models of appropriate and healthy societal behavior
- <u>Involve team emphasis and the effects of discipline issues on the success of and</u> abilities of the teachers and the students' peers in working together

Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: BCCLC will provide opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Blackfoot Charter Community Learning Center will including the BCCLC middle grades will:

- Emphasize the importance of adults modeling essential values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility, and enables the student to use newly found knowledge to solve community problems.
- Help students clarify their values and build personal bonds and responsibilities to one another.

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 Promote and reward efforts of hard work maintained in students' zone of development.

## Standard d. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Blackfoot Charter Community Learning Center will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Objectives: In addition to the objectives above, BCCLC Middle grades will engage students in critical higher order thinking to maximize communication by:

- Further exposing students to critical thinking skills including Application, Analysis, Synthesis, and Evaluation
- Challenging students to clarify and better articulate their thinking influenced by these critical thinking processes
- <u>Using multiple methods of communication and delivery including portfolios, projects, presentations, and peer collaboration, in order to better communicate their conceptions, evidences, understandings, points-of view, evaluations, arguments, conclusions, and opinions</u>

# Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: At the age appropriate level, develop an educated citizenry for the 21st century through a dynamic, interactive academic program where the pacing pace is driven by student capabilities, rather than textbooks. Students must be well grounded in the basics, such as reading, writing, mathematics, science, and social studies.

Objectives: Blackfoot Charter Community Learning Center will:

- Use the content standards as a starting point. These are enhanced by a focus on meeting all national academic achievement standards.
- Use a variety of methods to ensure student learning. In addition to traditional
  approaches, methods of instruction that employ technology are used throughout the
  curriculum. This includes a strong emphasis in areas such teaching math through
  direct instruction and the Mathematical Thinking for Instruction model, hands-on
  experimentation for science, multiple small group and cooperative learning
  experiences, and the integration of resources such as the INL and other local

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- industries into classroom and field instruction.
- Students, parents, and educators work together to develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Use field trips and career development discussions are used, as needed.

Objectives: Building upon the objectives above, BCCLC middle grades will prepare students to contribute to the work force by continually helping students develop knowledge and skill sets for "careers" and global/workforce development by:

- Providing a contextual curriculum where the offerings are intentionally coordinated to support, overlap, and build upon each other (inter-connect);
- <u>Using subject matter integration to demonstrate the inter-relationships between Science, Technology, Engineering, the Arts, and Mathematics, and to demonstrate how many career pathways and career trends require an integration of these core subject matter</u>
- Exposing students to socially relevant science, technology, engineering, mathematics, fine arts, liberal arts, and sociological, cognitive, and psychological basics
- Assisting students to begin identifying their needs, wants, and responsibilities to prepare for further educational and career pathways

## Standard f. The skills necessary for the students to enter the work force are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners, and are prepared for higher education and to enter future education and the work force with a solid foundation of knowledge and skills.

Objectives: Blackfoot Charter Community Learning Center will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a learning tool.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations, and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance;

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responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Objectives: Building upon the objectives above, BCCLC middle grades will nurture and enhance these skills:

- Through the use of collaborative environments; students work collaboratively with each other on teams, projects, and problem solving
- By teaching students to use intentional "Team Dynamics" to solve problems and identify solutions
- By exposing students to practical, reality based situations and opportunities to apply STEAM knowledge and skills

## Standard g. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Blackfoot Charter Community Learning Center will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

Objectives: Building upon the objectives above, BCCLC middle students will enhance their exposure to and proficiency in latest technological tools by:

- Becoming proficient in office applications (i.e. Microsoft Office, Photoshop, etc.)
- Enhancing their collaboration skills through various online and electronic collaboration platforms
- Participating in Virtual classrooms
- <u>Using tools which collect, compute, analyze, and store or present subject matter in classes</u>
- Exposure to global technological integration (How other countries, economies, businesses, and market systems apply technology in Sciences, Engineering, the Arts, and Mathematics
- Accessing on-line libraries of STEAM based projects, activities, and tools

Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

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Objectives: Blackfoot Charter Community Learning Center will:

- Enable students to develop the following habits of responsible citizens: accepting
  responsibility for personal decisions and actions; honesty, courage and integrity;
  empathy, courtesy and respect for differences among people; assuming a fair
  share of the work load; and working cooperatively with others to reach group
  consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Blackfoot Charter Community Learning Center will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. Instruction of the curriculum is accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule," and a reward system, which honors children who are hard-working, responsible, honest, and respectful, has created an environment allowing peace of mind and maximizing learning potential.

#### **Defining an Educated Person**

An educated student is one who is prepared for a life where technology and science are an integral part of everyday activities and career opportunities. The modern world requires a solid foundation in the core curricular curriculum areas, environmental understanding, and an in-depth knowledge of technologies. In addition, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

#### **When Learning Best Occurs**

Blackfoot Charter Community Learning Center believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Blackfoot Charter Community Learning Center's core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- learning activities are integrated, meaningful, and applicable
- learners students work both individually and as responsible members of a group
- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- learners students are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

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## **Personal Learning Goals**

At the beginning of each school year and at each parent/teacher conference, Personal Learning Goals will be established and/or reviewed for each student. While younger elementary children may lack the ability to significantly participate, by second grade most are able to contribute, t. This ability increases significantly with each succeeding year. In addition to helping students develop and understand individual learning goals, teachers provide support for learners students to set goals, track\_progress, and obtain appropriate materials. In order for learning goals to be effective they must be:

- Specific
- Measurable
- Challenging
- Reliable
- and have a completion date

BCCLC is committed to the concept that during the elementary years, each student has the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

#### **Instructional Methods**

Blackfoot Charter Community Learning Center is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. BCCLC uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Blackfoot Charter Community Learning Center plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- 1. Hands-on learning: An educated learner needs to know clearly defined skills and concepts that often can best be learned through hands-on experience. The traditionally approach is often predominately lecture-based. The Charter School will emphasize hands-on as well as computer and other technology-based learning to provide the opportunity for as much hands-on learning as possible.
- 2. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- 3. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- 4. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A

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discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning to apply the methodology and utilize technology will constitute a critical component of BCCLC's overall program. Professional development is a critical component of the BCCLC program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. This high level of professional development will occur through the following:

- Hiring new teachers well before the beginning of each new school year, and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively, and are provided structured team planning, mentoring, and professional development time
- opportunities for teachers to observe and work directly in the classroom with other teachers

The educational program at BCCLC is formed around three concepts:

## 1. Brain Based Research.

- Teachers will present material that is active, engaging, and has immediate
  application. This information is built upon prior knowledge so the brain will have
  something to attach new learning to. Learning is a process of forming neural
  networks through the recognition of patterns. Patterns develop from experience
  and through large amounts of input to the brain; hence, teachers will develop and
  present lessons that immerse students into areas of high interest throughout the
  curriculum.
- Music and motor development are an important in part of the educational program, and are used utilized to increase the academic performance of each student.

#### 2. Interdisciplinary Approach

- The single subject textbook format has been replaced by an integrated brain brain-compatible method of wholes to parts. Students tend to learn more, and learn better more effectively when they study subjects in association with each other, and when they understand that all knowledge is related. Learning environments are created that fully immerse students in a learning experience.
- The school has adopted an interdisciplinary curriculum that is developmentally appropriate, and makes establishes connections to the real world.

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## 3. Flexible Student Grouping

• This allows BCCLC opportunities to structure each day, and each student into learning groups, which encourages them to achieve their personal best. Flexible groups allow students to progress at their own pace, accelerating when possible, and reviewing when necessary.

BCCLC Middle grades will intentionally build upon the above instructional methods mentioned in this section as these methods engage the Kindergarten through fifth grades. As influenced by the established STEAM model approach, 6<sup>th</sup>-8<sup>th</sup> grade teachers will additionally engage the following methodologies:

### 1. <u>Inter-disciplinary Lesson Collaboration</u>

- Collaboration teams for teachers to develop, execute, and evaluate lesson units involving content specific subject matter across the 5 major disciplines of STEAM
- Each teacher instructs within his/her content specialty, but also works on coplanned units addressing benchmark concepts and skills identified by the Common Core and Idaho Content Standards across the 5 disciplines of STEAM

## 2. <u>Team-based Problem Solving for Students</u>

- Students are placed in teams with opportunities to rotate roles and teams in order to learn multiple perspectives during projects and assignments
- Students are intentionally recognized for skill sets unique to each of them; these skill sets are intentionally made known to other students, and teams are developed based on student collaboration and decision of team needs
- 3. Project-based Learning
  - Assignments in the STEAM model are primarily based on projects in an effort to scaffold upon individual worksheets, assignments, and reports
- 4. Facilitator Teaching
  - Teachers act as facilitators and projects mentors in addition to direct instruction and lecture
- 5. Student Mentoring Based on Proven Learning Theories including:
  - Constructivism
  - Project-Based learning
  - Gardner's Multiple Intelligences (Interpersonal: Self Smart, Interpersonal:
     People Smart, Linguistic: Word Smart, Logical- Mathematical: Logic Smart,
     Naturalist: Nature Smart, Spatial: Envisioning, Kinesthetic: Body Smart,
     Musical: Music Smart)
  - Blooms Taxonomy

#### **Curriculum Overview**

All students participate in a common core of learning that fulfills the school's mission to produce students who possess the academic and personal habits, and attitudes desired of an educated citizen in the 21st century. It is the intent of the Blackfoot Charter Community Learning Center to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

#### **BCCLC** students:

- develop strong reading fluency and comprehension skills
- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular curriculum areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands—on skills and practical knowledge in the use of technology across the curriculum
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies-history, geography, political science, and economics

In keeping with Blackfoot Charter Community Learning Center's mission, BCCLC recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Idaho State Board of Education's Thoroughness Standards serve as the starting point, and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed, and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by with music, art, technology, health, and, physical, education.

#### **Language Arts (Reading, Writing, and Language)**

The goal is to develop learners who are effective communicators, who enjoy literature, and who are lifelong readers and writers. Comprehensive Comprehension skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical, and expository writing. Communication skills include speaking, oral, writing, and presentation skills. Teaching methods have been expanded to include modern technological tools.

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#### Science and Health

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation, and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing, science to actually "doing" and "feeling." the science. This approach lets students experience the excitement of science, so they can better understand facts and concepts. Curriculum includes integrating the scientific method, constructing hypotheses, designing investigations, identifying variables, acquiring data, constructing data tables or data, constructing data graphs, identifying variables, and describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

#### **Mathematics**

Students master computation processes, and proceed from basic counting into pre-algebra and/or algebra as individual ability dictates. Exploring, conjecturing, and thinking through concepts, as well as, numerical manipulative manipulation experiences engage students, and enhance learning. Students learn to view and use technology as a tool for reasoning and problem solving in purposeful ways.

## **Social Studies and Community Service**

The curriculum includes the basic elements of history, government, geography, economics, and citizenship with a focus on local, state, national, and world history.

## **Technology Education**

Students gain a basic understanding of computer, and other technologies that operate in the world around us. Instruction utilizes a hands-on modular approach that employs discovery learning, and problem solving. Students seek solutions to real-life challenges. Blackfoot Charter Community Learning Center provides learners with technology skills that prepare them for future education and employment, while complying with requirements set forth in the *Children's Internet Protection Act*.

## 6<sup>th</sup>-8<sup>th</sup> Grade Curricular Overview

As influenced by the STEAM approach, and through the interconnected and overlapping subject matter units, students are taught to interpret Science and Technology through Engineering and the wide spectrum of the Arts. The core of this process is understanding these elements with the influence of mathematics. Students learn that mathematical equations influence these other disciplines, especially in context of how elements of engineering and technology work.

# **S**TEAM

# Sciences in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Students begin an exploration of the sciences from the perspective of Science as the field of what exists naturally in and of the earth, and how these scientific elements influence and interconnect other subject matter. Students also learn how the sciences influence local, national, global societal industry trends, and even space advancement. Students are exposed to and engage sciences including but not limited to: the Scientific Process, Elements of Physics, Biology, Chemistry, Space and Geosciences and Bio Chemistry.

### STEAM

# Technology in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Students build upon the "hands-on modular" approach used in the lower grades and are introduced to more advanced and cutting edge technology tools being used in schools, colleges, and real-world companies. They learn the nature of technology and the relationship between technology and society, and the advancement of society due to the advancing technological world. Specific areas of focus will included how technology is used in fields including, but not limited to the industries and fields of: of agriculture, medicine, biotechnology, architectural design, communications, information development, construction, mathematics, engineering, and renewable and nonrenewable energy industries.

### ST**E**AM

# Engineering in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Students learn in depth the processes of Research and Development of new ideas, processes, inventions, and the relationships between engineering, and how it involves science, technology, and mathematics in particular. Students are exposed to engineering as the process of design and invention. They are taught the engineering processes, and how they operate in the fields including but not limited to: aerospace, architecture, civil engineering, city planning and infrastructural design, chemical engineering, electrical engineering, environmental, industrial engineering, and mechanical engineering.

# STE<u>A</u>M

# The Arts in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Students explore, understand, and apply the different Arts as they specifically influence the other discipline described in STEAM. Particularly, students will learn that the Language Arts are the means through which we communicate about Science, Technology, Engineering, and mathematics. They build upon skills from the earlier grades to learn more advanced writing skills and using technology to prepare projects and presentations which correctly communicate information. Through STEAM Language Arts, they also build upon their written and oral skills to effectively communicate their conceptions, understandings, design processes, and their values and ideals. They are exposed to the manual Arts, and Physical arts. They learn the influence of music and rhythm throughout history as well as the role of music and rhythm in the other STEAM disciplines. Our students learn subject matter showing how society develops because of

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philosophies and cultures. They build upon the understanding of the development of social constructs and ethics. They learn the role of technology and the Arts as they influence society around them, and are exposed to career paths within this context. Through the study of sociology and psychology, they learn how we think, and the process of thinking to influence their decisions as individuals, and how groups of people influence each other. Psychology and sociology are applied to their peer team constructs, and their collaborative learning processes. Our students will participate in vocal music as well as an in-house orchestra.

### STEAM

# Mathematics in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Students build upon the following from previous BCCLC math training:

- Computation processes
- Basic counting into pre-algebra and/or algebra as individual ability dictates.
- Exploring, conjecturing, and thinking through concepts
- Numerical manipulative experiences engage students, and enhance learning.

Students now are exposed to curricular units which overlap with the other disciplines of the STEAM model to learn how mathematics influence and even design many of the processes used in Engineering, Science, and Technology. Through this lens, students learn advanced math skills including but not limited to: Numbers and Operations, Middle level and higher Algebra, Geometry, Measurement, Data Analysis, Problem Solving, Reasoning and Proofing, the mathematical process of Communications, and even Calculus and Trigonometry elements.

### **Curriculum Development and Approval**

BCCLC recognizes that curriculum development and alignment is a continuous process. The school's curriculum is fully aligned with the Thoroughness Standards, as documented under Tab 3. The curriculum is evaluated through student's performance, program audits, standardized testing results, and ongoing observations of teachers with follow-up discussions with the Director to include written goals.

#### **Textbooks and Curriculum**

Blackfoot Charter Community Learning Center ensures that all Idaho curriculum standards are met. Textbooks for the school are selected by the curriculum that includes the director, teachers, and parents. All textbooks are selected from the State Department of Education approved list.

### **Educational Programs and Services**

Provision for educational programs and services, such as special education, counseling services, school programs, parent education programs, social work, and psychological services are identified based on need.

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Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. are provided through either private professionals or contracted with a local provider.

## **Improvement of Student Learning**

Multiple learning opportunities are provided\_to BCCLC students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful, and to actively engage the learner. Problem-solving groups apply knowledge they have acquired, and practice new skills by tackling both real-world problems and simulated problems that model the current world. For example, the school's requirement for students to perform genuine community service, not only informs students about real needs in our community, but also encourages them to work as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the results.

When appropriate, peer teaching provides an opportunity for learners to become educators, and reinforce their own knowledge and mastery of new skills. This is accomplished through presentation of their own work, or through working with a team. Projects include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Blackfoot Charter Community Learning Center's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources.

The school recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas are examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.).

The use of Personalized Learning Goals encourages students\_to take responsibility for their own learning. Parents and the community share in that responsibility. Working together, students, parents, and educators consider learner strengths and weaknesses. They identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Blackfoot Charter Community Learning Center ensures that children are not penalized for the rate at which they learn. The faster learner is continually presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Blackfoot Charter Community Learning Center's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners, and to evolve as Blackfoot Charter Community Learning Center learns and grows. The staff and parents of BCCLC will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

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# TAB 3 CONTINUED: DUAL ENROLLEMENT, 8-IN-6 PROGRAM, HIGH SCHOOL COURSES, AND MASTERY ADVANCEMENT

# **Dual Enrollment**

All students enrolled in BCCLC Middle School shall be eligible for enrollment in traditional public schools' programs subject to eligibility requirements as established by the School District in which the traditional public schools reside. This program also includes the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

<u>In the case of academic eligibility in nonacademic programs, it is the responsibility of BCCLC Middle School to ensure eligibility requirements are met.</u>

At the commencement of each school year and during parent-teacher conferences, parents will be advised of Dual Enrollment participation opportunities.

<u>Program participation options and procedures will adhere to Idaho statutory code requirements as set forth in Idaho Code 33-203.</u>

# 8-in-6 Program

BCCLC Middle School students in grades 7-8 shall be eligible to participate in Idaho's 8-in-6 program through enrollment in online courses which meet the standards for coursework as required and set forth by the Idaho Department of Education. BCCLC will maintain a designated on-campus liaison to encourage and guide students, as well as, maintain program accountability and fidelity.

Students may attend such courses through the Idaho Digital Learning Academy or other online providers whose courses meet the required standards.

### **High School Coursework**

BCCLC Middle School students may enroll in and receive credit for high school coursework under the following policy guidelines:

- A student wishing to take the course must be enrolled in seventh or eighth grade.
- The middle school student's enrollment must not prevent a student enrolled in the high school from being able to take the course.
- The student must either:
  - o take the course at the high school he or she would attend; or,
  - take the course at the school the student attends provided that the course is taught by a secondary teacher who has satisfied all state credential requirements in that subject area.
- The student's grade in the course must be included in his or her grade-point average in accordance with the Board's policy for making that calculation.

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### **Mastery Advancement Program**

As required to make application to the program in order to participate, BCCLC Middle School will apply to participate in Idaho's Mastery Advancement Program (MAP). BCCLC will submit an application for participation that includes a detailed plan for implementation and a process for students to request a challenge exam. All program requirements for  $6^{th} - 8^{th}$  grade students will be satisfied as per statute and/or administrative rule prior to any student participation.

### Middle School Credit Plan

BCCLC Middle School students will be required to earn 85% of course credits offered each year. Failure to attain required credits will result in students participating in alternate routes to achieve remaining credits. Students who earn less than 85% of offered credits may be required to attend after-school programs, weekend credit make-up classes, summer school, or online courses to remedy their annual credit totals. Students who do not meet the academic requirements will appear before a credit committee to determine the most appropriate course of remediation.

# Credits for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students are as follows:

•	<u>English</u>	1 credit per quarter
•	Mathematics	1 credit per quarter
•	Science	1 credit per quarter
•	Social Studies	1 credit per quarter
•	Arts	1 credit per quarter

# Academic Requirements

- 1. Earn at least 17 credits annually; and,
- 2. Earn at least 2 credits annually in each core class.

Students may qualify for promotion to the next grade level through alternate requirements. A student who does not meet the academic requirements may qualify for promotion by fulfilling 3 of the 4 following criteria:

- 1. Score proficient or higher on end-of-level test for the subject in which an F was received.
- 2. Maintain an overall GPA of 2.3 in core courses.
- 3. Attend school so as not to miss more than 12 days throughout the year. (Course Attendance requirement can be recovered by attending Saturday School or through alternative time spent with advisory teacher or designee outside of normal school hours.)
- 4. Earn credit through credit recovery.

## Credit Recovery

Students may participate in respective online coursework (IDLA, Accelerated Math, Khan Academy, or other program administered by the teacher) to fulfill credit requirements. A program of study will be arranged by credit committee which consists of the advisory teacher, classroom teacher, and administrator or designee. Credit recovery must be completed during summer and before July 1st to satisfy requirements. Students who fail to satisfy the credit recovery requirements, will not qualify for promotion to the next grade. Parents/guardians will be responsible to pay any fees associated with credit recovery if any are required.

### Special Education

Any student in Special Education maintains all rights and privileges provided under the current laws pertaining to Special Education in the state of Idaho. All necessary accommodations must be met before a student can be considered failing.

# TAB 4 MEASURABLE STUDENT EDUCATIONAL STANDARDS

#### Measurable Student Educational Standards

BCCLC will accomplish the following goals:

- 1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
- 2. Students in grades K-3 will meet or exceed state targets on the-spring Idaho Reading Indicator (IRI).
- 3. On the Idaho Standard Achievement Test (ISAT) students in grades 3-5-8 meet or exceed state accountability standards.
- 4. 80% of students in grades 3-5-8 will show at least one year's growth on each section of the ISAT.

### **Methods for Measuring Student Progress**

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics have been developed for each of these standards. These include specific and objective evaluation criteria. Teachers have been included in the development of these rubrics in order to provide for their input, ownership, and buy-in.

The goal for every teacher at BCCLC is to challenge each student to maximize his or her academic growth. The school's overall academic goal is to accomplish the above standards by the end of the 2012–2013 school year.

Method for measuring student progress will include, but not be limited to:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- Individual and group scores as calculated on the IRI
- Yearly growth for each ISAT subject area will be measured by the number of points added from one year to the next on the ISAT Cut Score Chart. For example, to move from proficient as a fourth grade reader to proficient as a fifth grade reader, a student must gain at least 6 points (from 198 to 204) on the ISAT Reading Test.

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# **Middle School Accreditation**

The Middle School will seek pursue accreditation before it offers high school credit to students. The school will apply for accreditation through AdvanEd. that it may offer high school credit as students' needs are identified. Accreditation standards will be established as required in Idaho Code 33–5205(3)(e).

# TAB 6 EMPLOYEE REQUIREMENTS

## **Employee Qualifications (As written for employees of the K-5 program)**

All full-time and part-time employees at Blackfoot Charter Community Learning Center's full-time and part-time employees, including both classified and non-certificated individuals, meet or exceed qualifications required by state law and the No Child Left Behind Act, Highly Qualified Teacher requirements (NCLB). Staff members possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Blackfoot Charter Community Learning Center, as outlined within this petition. The Director makes recommendations to the Board of Directors for approval of instructional staff.

Blackfoot Charter Community Learning Center reserves the right to seek waivers or limited certification options, as provided by rule of the Idaho State Board of Education, when deemed in the best interests of the educational program. BCCLC reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process is used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts, and other specialized persons who may not hold certification, to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

## **Background Checks**

All employees undergo State of Idaho criminal background checks, and FBI fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education, and one is kept in the individual's personnel file.

# **Certification for Teachers, 6<sup>th</sup>-8<sup>th</sup> Grade**

BCCLC Middle School's full-time and part-time instructional staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code 33-5205(3)(g) and will be Highly Qualified in the teacher positions that require it. Instructional staff shall carry secondary (6-12) certifications and/or elementary certifications (K-8) with middle level, content-specific endorsements as required to maintain Highly Qualified Status.

# Procedures to Ensure the Health and Safety of All Students and Staff (As written for employees of the K-5 program)

The following information will apply to staff members and students of the middle grades, as it does the staff and students of the Kindergarten through 5<sup>th</sup> grades. If the middle grades are housed on a campus separate from grades Kindergarten through 5<sup>th</sup>, these policies and procedures will be amended and adapted to meet the needs of such.

Blackfoot Charter Community Learning Center complies with the following health and safety procedures:

- 1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- 2. Requires that all students show proofs of immunization before being enrolled at the Blackfoot Charter Community Learning Center, or have an exemption signed by a parent or legal guardian.
- 3. Requires that all visitors sign in at the office, and receive and wear a visitor's pass when visiting the school building.
- 4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. The school adopts policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- 5. BCCLC has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the Blackfoot Charter Community Learning Center's insurance carriers, and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Polices relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine
  - A policy that the school will be housed in a facility that has received fire marshal approval, and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- 6. BCCLC has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's student and staff handbooks, and will

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be reviewed on an ongoing basis in the school's staff development efforts.

# Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students

Middle Grade students are expected to be the leaders and models of respect and conduct for the lower grades. Teachers and administration will address all discipline issues through the lenses of and using tools of character education and student collaborative teams. Student are taught and reminded that poor behavior, misconduct, and lack of fulfilling responsibilities influence other people directly. Thus, the middle grade approach to discipline focusses on addressing discipline issues and shaping the attitudes of students using elements including the following:

### 1. Character Education

- Respect for the adults, classmates, and collaborative team members
- How does this behavior demonstrate leadership and example to adults, peers, and younger students?
- Fulfilling all assignments and being responsible for one's own responsibilities
- How does the lack of responsibility in these influence the adults' abilities, peers' abilities, and those of the collaborative team in which they are a member?
- 2. Models including but not limited to "Love and Logic"
  - Students are addressed using "Love and Logic tools" including Teaching with Love and Logic, Creating a Love and Logic School Culture, Schoolwide Discipline without the Loopholes, How to Teach Without Getting Punched

If the discipline issues for 6<sup>th</sup>-8<sup>th</sup> grade students advance beyond the above mentioned stages, as determined by the administration, the administration will adhere to the established policies as approved by the Board, as stated in the current Staff and Student Handbook. The policies and procedures to be followed as dictated by the current 2014-2015 BCCLC Handbook include procedures for:

- Suspension
- Expulsion from BCCLC
- Expulsion from any other school district or state
- Re-Admittance
- Truancy
- <u>Tardies</u>
- Habitual Absences
- Incorrigibleness
- <u>Determination by the board of trustees that a student is disruptive of school discipline</u> or instructional effectiveness,
- Students whose behaviors are detrimental to the health and safety of the other students and the staff

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# TAB 7 ADMISSIONS, DISCIPLINE, AND STUDENT POLICIES

# Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students

Said procedures for  $6^{th}$ - $8^{th}$  grade follow the current charter language and handbook language for K-5 Students as follows:

### Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

<u>Disciplinary Procedures</u>, including suspension, expulsion, and reenrollment conform to Idaho code 33-205. A copy of the Student/Parent Handbook is contained in Appendix B.

Students at the Blackfoot Charter Community Learning Center are expected to conform to ordinary standards of common decency, courtesy, and honesty. They are required to demonstrate that conformity in their dress, language, work habits, and interactions with other students and staff. Failure to meet the standards will result in disciplinary action.

We believe that the purposes of the school's discipline policy should be to maintain an orderly classroom atmosphere in which learning can best be accomplished and to assist students in acquiring self-control. To that end BCCLC wants disciplinary action to be appropriate, impartial, consistent, and immediate.

Teachers will always bear the major responsibility for disciplining students. Often that involves no more than calling the student's attention to an inappropriate behavior, indicating its unacceptability, instructing on correct behavior in the situation, and stating that failure to demonstrate the correct behavior will, in future, incur some form of punishment in further disciplinary action. Depending upon the severity of the infraction, of or the frequency of its repetition, that punishment might be exclusion from a pleasurable activity, or a requirement for compensatory action, or short-term physical isolation from the classroom. If the teacher is unable to affect correction of the behavior, the student will be referred to the School Director for more formal disciplinary action, which will involve contacting parents. Due process procedures are followed, including the procedures for disciplining students with disabilities, as outlined in the Idaho Special Education Manual dated September 1999, Chapter 7, Section 13.

Any student behavior which reasonably would be considered dangerous or threatening to the student, or to other students, staff, or their property, or the property of the school, is dealt with immediately by the School Director. At a minimum, the student is temporarily removed from the class, until the director decides when his or her return is appropriate. Parents of the student are notified of the behavior, and of any immediate action taken. Parents and The Director, in consultation with the parents, will determine if any additional corrective measures are necessary. If no agreement is reached between them, either party may bring the issue before the Board of Directors. The board retains the right to suspend or to dismiss the child from the school after the appropriate due process procedures have been completed.

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The school may expel any student found in possession of a weapon, or involved in any activity involving illegal drugs or alcoholic beverages, or who physically threatens any other person

The school complies with all rules and statutes relative to Safe and Drug-Free Schools.

Expulsions are referred to the Blackfoot Charter Community Learning Center Board of Directors for a hearing and review, according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for suspension, expulsion, and re-enrollment of students follows the law specified in Idaho Code 33-205. Suspension or expulsion is only considered only as the final option in a series of efforts to avoid such measures, including, but not limited, to the following steps:

- Step 1: Parent/Guardian Incident Notification Procedure (Written and/or Verbal).
- <u>Step 2: Peer Mediation and/or Director Intervention in addition to Step 1.</u>
- <u>Step 3:</u> Suspension with parental notification 3 days; readmission after a conference with the student, parents or designee(s).
- Step 4: Suspension with parental notification 5 days; readmission after a hearing with the Board of Directors within five school days with the board of directors.
- Step 5: Expulsion until the next calendar break, semester break, or the rest of year; hearing with the Board of Directors within five school days with the Board of Directors.
- Step 6: Readmission after meeting with the Board of Directors, at parents' request.

The charter school Board of Directors has the right to de enrollment for disciplinary reasons.

# <u>Provisions to Handle Students Using or Suspected of Being Under the</u> Influence of Alcohol/Controlled substances

If a student discloses, or is reasonably suspected of, being under the influence of alcohol or controlled substances, BCCLC complies with the procedures required by Section 33-210, Idaho Code. It is the policy of BCCLC that any staff member, who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law, shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation, and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or dangerous substance, or suspected abuse thereof.

This policy includes provisions for anonymity, in that when a student voluntarily discloses use or being under the influence, information is shared only on a "need to know" basis, as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police, and offer the full cooperation of the administration and

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faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action is subject to applicable school policies, regulations, state laws and student handbook rules.

# **Projected BCCLC Grade Enrollment**

-	<del>2011-12</del>	<del>2012-13</del>	<del>2013-14</del>	<del>2014-15</del>	<del>2015-16</del>	<del>2016-17</del>
grade	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled
K	<del>64</del>	<del>63</del>	<del>63</del>	<del>63</del>	<del>63</del>	<del>63</del>
1	44	<del>63</del>	<del>63</del>	<del>63</del>	<del>63</del>	<del>63</del>
2	<del>40</del>	44	<del>63</del>	<del>63</del>	<del>63</del>	<del>63</del>
3	<del>27</del>	40	44	<del>63</del>	<del>63</del>	<del>63</del>
4	<del>28</del>	<del>27</del>	40	44	<del>63</del>	<del>63</del>
<del>5</del>	<del>17</del>	<del>28</del>	<del>27</del>	<del>40</del>	44	<del>63</del>
<del>Total:</del>	<del>220</del>	<del>265</del>	<del>300</del>	<del>336</del>	<del>359</del>	<del>378</del>

	K	<u>1</u>	2	예	4	<u> 5</u> 1	<del>Ф</del>	<del>7</del>	Ф	<u>-Total</u>
<del>2015-16</del>	<del>90</del>	<del>90</del>	<del>65</del>	<del>65</del>	<del>65</del>	<u>45</u>	<u>45</u>	<del>25</del>	<del>25</del>	<del>515</del>
<del>2016-17</del>	<del>90</del>	<del>90</del>	<del>90</del>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<del>25</del>	<u>580</u>
<del>2017-18</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>
<del>2018-19</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>65</del>	<del>65</del>	<del>65</del>	<u>45</u>	<del>690</del>
<del>2019-20</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>90</del>	<del>65</del>	<u>65</u>	<del>65</del>	<del>735</del>
<del>2020-21</del>	<del>90</del>	<u>65</u>	<u>65</u>	<del>760</del>						
<del>2021-22</del>	<del>90</del>	<u>65</u>	<del>785</del>							
<del>2022-23</del>	<del>90</del>	<del>810</del>								

BCCLC PROJECTED GROWTH TO CAPACITY									<u>TOTAL</u>	<u>K-6th</u>	<u>7th-8th</u>	
	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	_		
<u>2015-16</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>12</u>	<u>490</u>	<u>465</u>	<u>25</u>
<u>2016-17</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>568</u>	<u>510</u>	<u>58</u>
2017-18	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>	<u>555</u>	<u>90</u>
<u>2018-19</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>690</u>	<u>580</u>	<u>110</u>
2019-20	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>735</u>	<u>605</u>	<u>130</u>
2020-21	<u>90</u>	<u>65</u>	<u>65</u>	<u>760</u>	<u>630</u>	<u>130</u>						
2021-22	<u>90</u>	<u>65</u>	<u>785</u>	<u>630</u>	<u>155</u>							
2022-23	<u>90</u>	<u>810</u>	<u>630</u>	<u>180</u>								

## Appendix A

## **Stakeholder Interest Survey**

BCCLC conducted three (3) interest surveys. An internal survey to determine the level of interest among the current fifth grade class; a second survey through Survey Monkey focused on parents' interest for a single K-8 school; and a third survey of former BCCLC students interested in returning to BCCLC as 7<sup>th</sup> and 8<sup>th</sup> graders. The results below are a summary of the feedback as of September 30, 2014. Full results are available in the BCCLC office.

## **Internal Survey Result**

# 41 Respondents

Question: (BCCLC current  $5^{th}$  graders only): Would you be interested in attending  $6^{th}$  grade at BCCLC.

Yes	Uncertain	No
37	2	2

Note: Both "no" votes were from students scheduled to move out of state in the near future.

### **On-line Survey of Interest**

### For BCCLC to Offer

### Grades 7 and 8

The on-line survey was sent to all BCCLC parents and asked participants to respond to the statement, "Would you like BCCLC to become a K-8 school?" results are as follows:

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	
3	1	3	7	47	
5%	1%	5%	12%	77%	

Potential 7<sup>th</sup> and 8 Grade Students Survey Results

BCCLC has identified (by name and address as provided by parents) 46 students interested in attending BCCLC in grades 7 and 8. These come from the following:

13% currently home schooled

54% ISTCS

20% Blackfoot School District

8% Snake River School District

5% other (Firth, Aberdeen)

## Appendix B

### CHARTER SCHOOL PERFORMANCE CERTIFICATE

### **SECTION 3: EDUCATIONAL PROGRAM**

**B. Grades Served.** The School may serve students in Kindergarten through grade 58.

### **SECTION 5: SCHOOL OPERATIONS**

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 378-810 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

The school will enroll approximately 63 90 students per grade level. BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

# Appendix C.

# Waiting List Numbers for years 2009-2010 through 2014-2015

# <u>2014-2015</u>

K: 83

**First: 19** 

Second: 10

**Third: 18** 

Fourth: 22

Fifth: 9

2013-2014

K: 72

**First: 19** 

Second: 13

Third: 10

Fourth: 5

**Fifth: 10** 

2012-2013

K: 75

**First: 24** 

Second: 14

Third: 11

Fourth: 9

Fifth: 16
2011-2012
K: 53

**First: 17** 

Second: 3

**Third: 17** 

Fourth: 14

**Fifth: 7** 

**2010-2011** 

K: 25

**First: 17** 

Second: 10

Third: 6

Fourth: 8

Fifth: 10

**2009-2010** 

K: 26

First: 13

Second: 18

Third: 9

Fourth: 10

**Fifth: 16** 

# Supporting Documentation: Market

# Community Demographics:

Snake River School District educates the following number of 6<sup>th</sup>-8<sup>th</sup> graders:

6<sup>th</sup> Grade: 97 Students 7<sup>th</sup> Grade: 117 Students 8<sup>th</sup> Grade: 122 Students

This information is current as of Monday, March 9, 2015, and was provided by the Snake River School District office.

Blackfoot School District educates the following number of  $6^{th}$ - $8^{th}$  graders. This information suggests a drop in enrollment.

	2010	2011	2012	2013	2014	2015
6th Grade:	300	315	309	294	278	275
7th Grade:	296	298	288	307	283	277
8th Grade:	291	290	293	287	306	289

This information is current as of Monday, March 9, 2015, and was provided by the Blackfoot School District office via email, per Janae Smith, and was emailed on Monday, March 9 2015 at 12:44 PM.

ISTCS educates the following number of 6<sup>th</sup>-8<sup>th</sup> graders for the 2014-2015 school year:

6<sup>th</sup> Grade: 96 7<sup>th</sup> Grade: 97 8<sup>th</sup> Grade: 71

This information was provided by Tami Dortch, Principal of ISTCS, and was emailed on Mon, Mar 9, 2015 at 11:38 AM.

### Capacity of other Area Schools:

Blackfoot School District: They are not at capacity.

Snake River School District: They are not at capacity.

#### **ISTCS**:

6<sup>th</sup> Grade: 96 (Capacity of 100) 7<sup>th</sup> Grade: 97 (Capacity of 100) 8<sup>th</sup> Grade: 71 (Capacity 0f 72)

Per Tami Dortch, emailed on Mon, Mar 9, 2015 at 11:38 AM

### Impact on other Area Schools:

BCCLC has maintained a positive relationship with Blackfoot School District and Snake River School District. With respects to market support, we are using the survey results indicated in Appendix A. As we are focusing primarily on current 5<sup>th</sup> graders and former BCCLC students who are in 7<sup>th</sup> and 8<sup>th</sup> grades next year, the targeted market is also primarily helpful to area schools. Please see Appendix A for supporting documentation of responses and percentages.

# Waiting List History:

See Appendix C for supporting documentation.

### Community Need:

The STEAM model is currently not offered by any area middle school program. We intend to offer a spectrum of 6<sup>th</sup>-8<sup>th</sup> grade classes in the Sciences, Technology, Engineering, the Fine Arts and Liberal Arts, and complex Mathematics.

# Supporting Documentation: Capacity

### Staffing Needs:

We intend to hire 5-7 teachers to deliver the  $6^{th}$ - $8^{th}$  grade program. Please refer to the proposed budgets for the 2015-2016  $6^{th}$ - $8^{th}$  grade program to see expenses relating to these employees.

### Facility Needs:

See Tab 2 of Proposed Amendment for supporting documentation.

### Contracts and Service Agreements:

Most contract and service agreements will remain the same as they exist for the K-5 program. These contracts include:

- Gem State Supply
- Blackfoot School District (Student lunch service)
- Education City

Page **54** of **55** 

- Edmonton (Software)
- IES (Website Services)
- Love and Logic
- STEAMedu (STEAM Educator Certification)

# Professional Development:

We will be contracting with STEAMedu for full professional development. This training provides a full spectrum of the philosophical and practical applications of the STEAM model and provides each educator with a STEAM Educator Certification.

Please see Appendix J. entitled "STEAM Education Program Description" for supporting documentation. This 9 page document gives a full description of the training program we will participate in during the summer of 2015. This document is the best resource for addressing the strategy we will use for implementing the educational program of STEAM. Rather than recreating information, we have submitted this 9 page document as our guide to thorough and specific elements and processes for training our middle school staff members in the STEAM model.

After the initial training with STEAMedu, as outlined in the attached document, we will gather school and staff feedback and evaluation data from the program. This will be used to determine future ongoing professional development for the STEAM model. Because the community of STEAM educators and leaders is collaborative, we intend to build upon our culture of collaboration within the BCCLC staff community.

Per the training model, we intend to further develop, implement, and evaluate the STEAM Education Program as outlined in their nationally successful model. Please pages 4-8 for complete and specific elements of the STEAM Educator Certification Package.

We will use Federal funds for as resources for Professional Development, including Title I, Title II, and REAP.

### Evidence of Past Success:

BCCLC has a history of strong academic performance. ISAT scores, IRI scores, state rankings, and the school's "4 Star Rating" demonstrate this history of meeting academic expectations.

Awaiting Commission Staff guidance on supporting documentation.

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Blackfoot Charter Community Learning Center, Incorporated (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the "Charter Schools Law.")

#### RECITALS

WHEREAS, on April 28, 2010, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 2000; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

### SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- **A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.
- **B.** Pre-Opening Requirements. Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2000 In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

- succeeding semester or school year.
- **C. Term of Agreement.** This Certificate is effective as of February 13, 2014, and shall continue through June 30, 2019, unless earlier terminated as provided herein.

#### SECTION 2: SCHOOL GOVERNANCE

- **A.** Governing Board. The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- **B.** Articles of Incorporation and Bylaws. The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- **C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission. The mission of the School is as follows: To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.
- **B.** Grades Served. The School may serve students in Kindergarten through grade 5 8.
- **C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
  - Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the

- challenge each student at a level that will maximize learning.
- Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.
- **D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- **E.** Accreditation. The School shall be accredited as provided by rule of the state board of education.

#### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- **A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- **B.** Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- **C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- **D.** School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter. The School's

performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- **F.** Authorizer's Right to Review. The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- **G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- **H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

#### **SECTION 5: SCHOOL OPERATIONS**

- **A.** In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- **B.** Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 378 810 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

The school will enroll approximately 63-90 students per grade level.

BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

- **C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- **D.** School Facilities. 2801 Hunters Loop, Blackfoot, ID 83221 & 1350 Parkway, Blackfoot, ID 83221. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- **E.** Attendance Area. The School's primary attendance area is as follows: Blackfoot School District #55
- **F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- **G.** Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

### **SECTION 6: SCHOOL FINANCE**

- **A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- **B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be

- responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- **C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- **D.** Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

### SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- **A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- **B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- **D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the

School.

**E.** Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

### **SECTION 8: MISCELLANEOUS**

- **A.** No Employee or Agency Relationship. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- **B.** Additional Services. Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- **C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- **D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 13, 2014.

Appendix A: Conditions of Authorization/Renewal

**Appendix B: Charter** 

**Appendix C: Pre-Opening Requirements** 

**Appendix D: Articles of Incorporation and Bylaws** 

**Appendix E: Board Roster** 

**Appendix F: School Performance Framework** 

**Appendix G: Authorizer Policies Appendix H: Enrollment Policy** 

**Appendix I: Public Charter School Closure Protocol** 



# **STEAM Education Program Description**

STE@M: Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements.

A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is FUNctional!

Students learn to organize with math, while they research as scientists and historians by using technology, so that they can understand global development and communicate about what is needed, wanted and possible in engineering for universal sustainability.

**STEAM Framework Definition**: Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics.

It is a contextual curriculum where the subjects are coordinated to support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each another in reality. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

The STEAM structure explains how all the divisions of education and life work together; therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including the Arts, Music, CTE and Physical Education divisions of public education.

It has been implemented in PK-12, college classes, museums, after-school programs and with rehabilitation and dementia patients. STEAM Education has a framework for lesson plans that show how it is adaptable, benchmarked and easily reinforces the standards in unique and engaging ways.

STEAM ties ALL the subjects to each other in an interdisciplinary way as well as to the full spectrum of the rapidly changing business and professional world. It is a life-long career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world we live in.

Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

### S-T-E-M with the A includes

- Sharing knowledge with communication and language arts, "voice" impact, power, legacy
- A working knowledge of manual and physical arts, including how-to and fitness
- Better understanding past and present cultures and aesthetics through the fine arts
- · Rhythmic and emotional use of math, physics, physiology and often language with the musical arts
- Understanding sociological developments, human nature, and ethics with the liberal arts

www.steamedu.com

**STEAM Education Program Description** 

### **Programs**

STEAM is being used in schools all around the world to teach academic and life skills in a standards-backed, reality-based, personally relevant exploratory learning environment. It is adaptable, benchmarked, cross-curricular alignment for multi-disciplinary student assessments, and reinforces NCLB and state standards and has been used with teachers required to integrate with the Common Core, all done in unique and engaging ways. It is backed with a variety of well-recognized and adopted educational philosophies, classroom management and assessment strategies. It promotes deeper understanding and transference of knowledge across the subjects. It is used for developing model educational programs to create functionally literate people by increasing the depth and breadth of proficiency in all students and educators and the communities they influence. It works by expanding a program's current lesson plans into STEAM plans for more realistic discovery and innovation for all types of learners and support from and interaction with local and global community.

STEAM can help make good education better. The STEAM framework, like steam itself, can fit anywhere and take innumerable shapes, and, if used purposefully, can be a very powerful and enjoyable tool for teaching and learning any level of any topic. It delivers high quality team-based education to all students. Preparing children for a growing variety of careers is important to advance the global society and its economies. Careers past, current and potential are organized to be taught with STEAM. Students are taught to evaluate needs, wants and opportunities in order to be informed users, responders and innovators. It prepares students to be life-long learners in pursuit of college, skilled trade programs, potential yet unknown career paths and well-balanced lives. STEAM is a whole-learner, community-involved and influenced learning environment. It has a living-curriculum structure that is representative of the surrounding culture and aware and tolerant of all types of diversity and perspectives.

#### Classrooms

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All participants have ways they are advanced and are challenged. With this system, their skills are used for leading in some areas while other areas are strengthened through observing and assisting. Educators instruct within their specialty with co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills. There are times when various groups of educators co-teach overlapping subject areas and assignments. However, most of the time, educators still are able to work focused on their own schedule and tie to the theme when it is convenient in their plans. Special times are designated for working on projects, so that as new concepts are learned they can be applied and built upon. The classrooms and common areas become a network of specialty topics in a living and growing discovery place.

### **Educators**

STEAM Educators report feeling rejuvenated by richer living work environments. They have the ability to use more diversification of teaching methods and be more of a facilitator to learners. It empowers educators to meet the guidelines in a variety of unique and engaging ways and to meaningfully cross-reference concepts and vocabulary. They have the opportunity to teach collaboratively, exchange ideas, have easier preparations for substitutes and have more productive common planning times. The teachers report feeling the positive shift from ME to WE in the staff as well as with students.

They state that through the structure of rubric-based portfolios and process work, they have a better (broader and deeper) understanding of what their students prove they know in different ways including what they can tangibly accomplish. Educators can better match their learning objectives and goals to the www.steamedu.com

STEAM Education Program Description

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variety of learners they encounter. They can cater the themes to those of interest to the local students and community.

### **Students**

STEAM asks students to evaluate local to global career, hobby and life opportunities and developments in historical, current and potential contexts. Students are challenged to learn and apply the breadth and depth of content and skill sets across the disciplines through reality-based projects using up-to-date research from the fields. Students are asked to perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development, which becomes useful for applying to extra-curricular and post-graduation pursuits.

STEAM educators have reported to us that, when students are introduced to the framework and shown how to create academically and socially balanced teams and are tasked with working on reality-based thematic concepts, the following things have been noticed:

- Students soon start using knowledge and skills from across the subjects to back up their work and have deeper understanding and recall of concepts when reminded of related activities.
- Students develop an ability to recognize and respect their own and others' varying skill sets and intelligences. They learn how to best fit into teams based on roles that they have a predisposition to do well at, and learn how they and others create society.
- They more naturally use team dynamics help solve conflicts and conversations are reported as being more on-topic.
- Students look forward to these activities and take more measures to prepare for missing work during
  these times. When the projects align well with the curricular concepts of that time frame, then the
  students have more of a direct reason to learn the content for optimal application in their project.
- Participants feel more group identity and pride with fellow students and the school, something that is often under-cultivated. They feel a shift from ME (the singular student) to WE (an active participant in the global community.)
- Classroom and SPED teachers report that students with IEPs and 504s are more engaged. Special, ESL
  and advanced learners get more of what they need academically and interactively from the teambased approach and need fewer specialized pull-out sessions.

### **Communities**

STEAM promotes a structure of community and business partnerships with schools. Programs that are well-supported by their communities have a record of higher engagement among educators and all levels and types of students and families for better overall program sustainability. Our plans promote adding in ecological and cultural sustainability, too, including having rotating displays in the common areas of the schools and having community meetings and program information nights. Educators report parent engagement and donations are increasing.

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STEAM Education Program Description

#### **Themes Commonly Used**

STEAM Education is how ALL subjects and people are recognized and can contribute. All effort is encouraged. It is hoped to be a factor in diminishing the drop-out, unemployment and poverty rates, having to teach to the test instead of the individual, and the disproportionate percentage of women and minorities in leadership positions.

Many programs choose to revolve their STEAM curriculum framework around themes such as:

- Power & Energy
- Elements & Processes
- Life & Movement
- Transportation
- Communication
- Music
- Inventions

It is necessary to have many varied experiences for students to be successful in this rapidly developing technological world, but it can still be done inexpensively.

### **Courses Offered**

WHAT'S YOUR POINT? - The first example MS/HS Introductory STEAM Course with a sample portfolio Students start at the point of the pyramid, based on their perspective as a person who learns holistically. The course teaches them to evaluate their skills and interests within a structure for investigating the educational discipline fields to learn more about the breadth and depth of career, hobby and life options. It exposes students to a large range of skill sets and career choices through projects that include research and development. Students perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development that become useful for applying to extracurricular and post-graduation pursuits. Students evaluate local to global career path opportunities and developments in historical, current and potential contexts, and investigate a spectrum of careers and the related discipline skills needed to pursue them.

#### **STEAM Education Certification Packages**

We provide professional development for individuals and educational programs to assist and support the transition to a STEAM platform. We offer three types of training packages- one for individual **Educators**, one for **Staff**, and one for whole **Programs**. The focus of these professional development sessions are to learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school, your community. These sessions are geared for school administrators and educator and are appropriate for museum affiliates and out-of-school program facilitators.

#### What is covered in a training session?

Learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school and your community.

Training can be achieved in two ways:

- 2-day in-person for a minimum of 12 in-session hours
- 24 video segments totaling about 7 1/2 hours training with supporting documents
   Both include theory, program and classroom establishment instructions and help writing custom STEAM lesson briefs. Training results in being prepared to write and submit a vetted STEAM Lesson Brief to

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**STEAM Education Program Description** 

become a STEAM Certified Educator. Certification requires about another 4 hours for completing a lesson plan and the process, less if training with a team.

Both STEAM Trained and Certified educators will have access to the training and teaching documents, discussion forums, and the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

### **General 2-day Educator Certification Training for all on-site packages includes:**

- Training Day 1 Theory and Reasoning
  - o Introduction to the STEAM framework
  - Review of epistemology and pedagogy of STEM/STEAM
  - o Learn about the commons of the subjects
  - Class management tactics behavioral & interdisciplinary
  - Meeting extensions for all types of learners
  - o Review of previous examples of STEAM projects and programs
- Training Day 2 Practicum and Plan Creation
  - o Reasoning for and how to create STEAM Teams for educators and students
  - Examples of STEAM themes & interdisciplinary PBL styled projects hands-on
  - o Program sustainability considerations and tactics
  - o Partnerships, sponsorships and grants advice
  - o Community Outreach structure and STEAM school events
  - Lesson plan creation/expansion based on benchmarks

#### What are STEAM Educator Certification Training Camps for individuals?

We offer **Certification Educator Camps** where an administrator, curriculum coordinator, informal educator or teacher can come to learn to use the STEAM framework and to see if the program is a good fit for their whole program's needs. This is a 2-day training as outlined in the previous response. Administrators and individuals or small groups of teachers, museum curators, camp directors and homeschoolers are the primary attendees at these camps. We offer these STEAM Training Camps throughout the year and try to rotate the locations around larger cities in the different regions of the continental U.S. You can check our **Store Page** for upcoming camps. If you'd like to receive our new camp announcements and other STEAM news, you may sign up for our newsletter on our homepage.

#### What is the difference between being STEAM trained and STEAM certified?

Educators who attended a full STEAM training may state that they are STEAM trained on how to deliver and teach with STEAM lesson plans and practices. Educators who have completed a lesson plan and been certified may state that they are STEAM certified and have proven that they know how to write a STEAM lesson plan. Educators with STEAM certification and experience are becoming sought after in the global market. Both STEAM Trained and Certified staff will have access to the training and teaching documents as well as the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

#### What are some more details on certified STEAM lesson plans?

There is a growing bank of STEAM lesson plans that are contributed by teachers with a similar philosophy – integrating meaningful reality-based STEAM education. The first sets of teachers in the network helped to frame the lesson plan template and, as things develop in the educational world, the template is adaptable

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**STEAM Education Program Description** 

to accommodate shifts. The lesson plan template is a device for educators to have a structure that helps coordinate ideas across the spectrum of subjects and is adaptable for all educational levels. Once the lesson plans are inclusive across the subject areas for a specific educational level and are certified, they are uploaded and offered to the network.

The point of having educators write STEAM lesson plans to contribute to a commons is two-fold: the first is to verify that they understand how to build a STEAM lesson plan after the training and to receive suggestions on how to make them more well-rounded and polished, the second is to give voice to the educational experts, the teachers in the field, to create a standards-based, live curriculum better than any individual educational program or company can alone. By having STEAM certified teachers contribute at least one lesson plan to the commons, the plans become searchable by the network and everyone is submitting work that can be used, tweaked, updated and supported by similarly minded teachers around the world. With the rate of people now contributing, it is hoped that soon educators can pick and choose variations of lessons to build a full personalized curriculum that works for their students.

In order to maintain the structure that supports impassioned educators to collaborate freely and without biases towards funders, we have to charge to have access to and be a part of the network that shares ideas and lesson plans.

Most states offer professional development points for educational publications, so educators would have the added benefit of being able to apply for additional PD points for any approved lesson plans that they submit.

#### Is it possible to do a two-day training in one day?

Our trainings take place over two days in order to cover everything at a reasonable pace for the trainees. We need that much time to cover the material, answer questions and start creating lesson plans with the teachers. One day does not give enough time to cover what needs to be included. There is now an option for a hybrid offering of receiving the theory portion via video in advance of having a one-day on-site training for the practicum aspects of the training. Please contact our Bookings department (bookings@steamedu.com) for more information.

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STEAM Education Program Description

## Program Certification - Goes along with the STEAM Program Objectives document

We offer a **first year transition support Program Certification** to implement the paradigm shift to become a STEAM School. Includes everything included in the staff training package, plus provides additional on-site professional development and a structured plan for Year One of the STEAM program transition. It takes three to five years to transition a school program to fully adopting and using a new paradigm. Programs that are already STEM, performing arts, multi-disciplinary or PBL programs might be able to make the shift more quickly. The first year of a school's transition is key to building the foundation and some schools prefer more support during that time.

This contract starts with a 2-day customized Staff Educator Certification program for up to 50 people. This training starts preferably at the end of the current school year and continues on with year-round support including two to three on-site visits during the year (fall, winter and spring). This support includes curricular and staffing help, virtual support with building an annual portfolio to prove excellence in implementing the STEAM Education framework based on the STEAM Program Objectives as well as tracking the progress made by the program to adopting PBL and STEAM principles and practices. This will result in a STEAM Certified Program suitable for: PK, Elementary, Middle, High, Collegiate, Museum, Informal Learning Centers and Camps.

\*If you would like more than 50 people trained/certified please contact us at <a href="mailto:bookings@steamedu.com">bookings@steamedu.com</a> for details.

90% of school staff must be certified as a pre-qualifier to the Program Certification completion, including at least one administrator, one guidance officer, all extension teachers and 90% of the professional staff in each site program. If necessary, additional staff training can be accomplished by having individuals receive the training at a STEAM training camp or through the on-line training site.

**Pre-visit** - The program and district will be pre-evaluated and a portfolio established to track and aid the transition year of the program to become a STEAM program. This will include the Consultant learning about the specifics of the school system, long-range plans including why and how they wish to move to a STEAM framework, community demographics and area culture, history, business and industry. If possible, a drive will be scheduled through the area to view the district, schools and/or classrooms.

**Off-Site – Day 3 & 4** – Program Structure Plan and Portfolio created including potential local business and community partnerships for program sustainability and making a plan for a STEAM Career Carnival with those partners.

Off-site Day 5 - Review of developed curricula & evaluation of STEAM integration into the program.

On-site Day 6, 7 & 8 – A minimum of two, usually 3, separate professional development visits to assist administration and staff in implementation, deeper learning about STEAM, program support and individual meetings with staff members will be scheduled. This will usually be a late fall and a spring visit.

Off-site Day 9, 10, & 11 – Portfolio reviews following these on-site days.

## What do the additional program certification PD visits look like?

From the contract: Professional development visits to assist administration and staff in implementation, deeper learning about STEAM, program support and individual meetings with staff members will be www.steamedu.com STEAM Education Program Description c. 2014

## Staff Educator Certification

Includes training for your staff to teach with a STEAM framework. This is a 2-day training **for up to 50 people** with 12 hours required for a corresponding amount of PD points. It includes theory, program and classroom establishment instructions and help writing custom STEAM lesson briefs. This offers a full teaching staff an intense introduction to STEAM with a year of on-line support, updates and inclusion in the network that provide the tools for them to take it in their own direction. An approved lesson plan contributed alone or in grade level groups results in having a STEAM Certified Staff. \*If you would like more than 50 people trained please contact us at <a href="mailto:bookings@steamedu.com">bookings@steamedu.com</a> for details.

## **Hosting a Camp for Individual Educator Certification:**

The hosting contract was created for schools with limited funds for training who would like to have staff become STEAM Certified. This is a 2-day training with up to 11 seats available for your team in exchange for your school providing a space to for 50 people to meet at tables in small groups with a projection system, providing snacks, arranging catering and paying the base company travel fee. Tickets will be sold to other educators to fill the remaining seats. If desired, additional seats will be offered at a discounted rate for those in your school system. This is a general, not a customized, training.

## **Details on international STEAM training**

All domestically offered services are available for international requests including Staff Training, Program Certification, Keynotes & Presentations and Consulting. Please go to our 'Certifications & Trainings' page for a link to our international programs document. The most economical way to receive training is to sign up for the membership that includes the video training. This training is currently offered in English; please contact us to give us feedback on what other languages would be most useful to have a translation in.

## **Fees**

Consulting for schools and institutions is contracted on an individual basis. Please contact us at <a href="mailto:bookings@steamedu.com">bookings@steamedu.com</a> for a complete list of current programs and pricing. Many schools are getting sponsorships using grants, Title I funds or local businesses to reduce their direct costs.

#### Does our school need special equipment to get started with STEAM?

It can be quite helpful to have a STEAM lab with work tables and open spaces that classes can use for constructing things, but it is not necessary. As STEAM labs are unique to each school, we offer help in designing them. No special space or equipment is required to be a STEAM school, but highly recommended are: a STEAM room for building things, a grade level appropriate technology education shop/lab and a clean room for robotics equipment, some garden beds and greenhouses with a hydroponics lab, and a 3D printer. If the district is capable of offering electronics to students, we suggest laptops, not tablets and IPads. Laptops provide the ability for students to go much deeper with their studies. We do hope that programs are able to at least offer a 1:4 ratio of laptops for their students.

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scheduled. This will include time scheduled for Consultant's observations in each building and to have time to talk with teachers during their planning periods and the entire staff after school.

In reality: A personal visit is made to spend time in each school walking through halls, doing quick observations of classes and looking at examples of STEAM projects that are being worked on. There will be brief meetings with staff during their planning times to address issues at their grade levels. After school in the group meeting, we will provide a recap and talk about program updates that have happened since your school's training and will address general concerns and questions from the teachers. These visits are meant to be supportive, not critical. We are not there to look at what isn't being done, but what is, and to offer help to grow the program. It takes time to meet the requirements of the program and we want the teachers to feel that we're there to help them, answer questions, learn from their experiences and work out issues together by brainstorming as experts together. They know their students and your structure and have their favorite programs and lessons. We'd like to know what is working, what needs support, and what is not clear. We'll offer help pulling together the strengths from your team and offering suggestions from what we see other teams doing to extend on what your team is doing.

**Program Certification Portfolio creation and approval process:** During the summer break at the end of the school year, the portfolio will be finalized by July 1<sup>st</sup> to complete the program certification process by August 15<sup>th</sup>.

## **Program Certification**

- Quarterly evaluations included with correlating visits
- Portfolio requirement completion = certificate of Program Certification for completing the requirements in that year - can get annual update certifications.

\*Programs meeting certification requirements are eligible for PD update and renewal package for each subsequent continuous year at a reduced price from Year One. This primarily involves updating and submitting an annual portfolio and requesting a minimum of one on-site PD update.

## **Program Certification Portfolio Includes:**

- Demographics of school system and district
- Statistics Tracking
- Certified Personnel Teams
- 4 STEAM lesson plans per grade level per year
- List of annual STEAM projects
- Student Team Structure
- Living Learning Environment
- Theme Displays in Common Areas
- Partnerships with Organizations and Businesses

A STEAM Coordinator is suggested for school and/or district wide programs.

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Realtors / Brokers / Managers Developers / Consultants / Architects

2733 East Parleys Way, Suite 300 / Salt Lake City, Utah 84109-1662

November 11, 2014

(801) 485-7770 Fax (801) 485-0209

Fred Ball 2801 Hunters Loop Blackfoot City, ID 83221 208-339-8264 hgwynn@bcclc.com

Re:

Letter of Intent Riverside Plaza Blackfoot, Idaho

Dear Fred:

The property owners of the Riverside Plaza are excited to expand our relationship with Blackfoot Charter Community Learning Center. Outlined below are terms and conditions for leasing approximately 6,000 to 10,000 square feet in the Riverside Plaza Shopping Center.

Landlord:

Riverside Plaza Shopping Center

Tenant:

Blackfoot Charter Community Learning Center

Lease Premises:

Approximately 6,000 to 10,000 Square Feet.

Lease Term:

Five (5) years

Delivery Date:

Upon execution of the Lease Document

Commencement Date:

August 1, 2015 for official occupancy.

Rental Rate:

Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount

will occur upon the state funding schedule.

Rate Escalations:

Rent shall escalate as enrollment increases.

Use:

Premises shall be used for an educational facility.

Common Area, Taxes, and

Insurance Charges:

Equal to the current yearly estimation. Approximately \$2.00psf

Prepaid Rent:

Equal to one month rent and triple net charges.

Security Deposit:

Equal to last months rent and triple net charges.

Signage:	Landlord shall require Tenant to install, at the Premises, with such signage subject to Landlord's approval, not to be unreasonably withheld.
Utilities	
And Services:	Landlord will supply all utilities to the Premises and Tenant shall be responsible for the payment of all utilities exclusively servicing the Premises.
Continuous Occupancy:	Tenant on or before the Rental Term commencement date agrees to be open for business and to operate one hundred percent (100%) of the Leased Premises during the entire Rental Term of the Lease unless prevented from doing so because of fire, accident, or acts of God, and to conduct its business at all times in a high class and reputable manner.
proposed to be incorporated	ractual in nature, nor an offer, but an expression of the principal terms in a mutually acceptable lease agreement. An agreement resulting from our all approval by our real estate committee and will not be binding until fully
•	and conditions acceptable, please have the appropriate party sign where copy to me. I will look forward to your response.

WOODBURY CORPORATION

Sean Williams

Development / Acquisitions / Leasing

TENANT'S APPR	OVAL	
Accepted this	day of	, 2014
Tenant:		
Ву		
Its		

	TBAL2@amfam.com
Mail	Move to Inbox
COMPOSE	FW: Use of Gold's Gym/CrossFit ad Victoriam for PE classes
Inbox (91) Starred Sent Mail	Ball, Taylor J <tbal2@amfam.com> to me</tbal2@amfam.com>
Drafts applicants eric jensen	From: Ball, Taylor J Sent: Tuesday, November 04, 2014 6:11 PM To: 'Fred Ball' Subject: Use of Gold's Gym/CrossFit ad Victoriam for PE classes
ISTCS repayment job applicants lesson plans	Dr. Fred Ball,  This letter is to acknowledge that Gold's Gym along with our CrossFit Affiliate with the Charter school on physical education classes for students at our facil implementing a successful youth fitness program, provide an ideal environme
Misc	youth. There are still plenty of details to sort out, but we are excited about a both organizations. We look forward to hearing back from you.  Sincerely,
Search people Chad Harris Debbie Steele Diane Dodds Ginger Whitworth	Taylor Ball Gold's Gym 1250 W. Bridge St. Blackfoot, ID 83221 tbal2@amfam.com Cell: 208-680-3422
Jonathan Braack Kelly Jo Fisk Krystal Murdock Pat Kolbet	American Family Insurance Company   American Family Life Insurance Company   American Family Mutual Insurance Company Wisconsin   Midvale Indemnity Company   Home Office - 6000 American Parkway   Madison, WI 53783  *If you are not the intended recipient, please contact the sender and delete this e-mail. any attachments and all copies.
Sarah Truner Tonya Houston	Fred Ball <fball@bcclc.com> to Taylor Jonathan,</fball@bcclc.com>
	Here is the letter of interest from Gold's Gym to include with our amendment packet.

# Idaho Public Charter School Commission

**Charter Petition: Budget Assumptions** 

School Name: BCCLC

## Revenue

## **Explanations Related to Key Revenue Line Items** (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

	Due Onenine Budget	Year 1	Year 1	Year 1	
Line Item / Account	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		400.00			Bank Account interest earned
Contibutions / Donations					
Other Local Revenue		5,400.00			PAC contirbution, building rental
Base Support		1,500,206.00			Calculated using FY15 SBA worksheet based on 25 student total in grades 7 & 8 plus 490 elementary students
Exceptional Child					
Benefit Apportionment		193,310.00			Calculated using FY15 SBA worksheet based on 25 student total in grades 7 & 8 plus 490 elementary students
Lottery		22,275.00			based on \$45 per student same as FY15
Other State Support Total (details below)		33,962.00			special distributions includes curriculum, remediation, leadership only
State Facility funding		89,100.00			based on \$180 per pupil, same as FY15
Professional development					
REVENUE TOTALS	\$0.00	\$1,844,653.00	\$0.00	\$0.00	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = 23.46 using 95% of projected enrollment of 515.

# Expenses by Category & Budget

## Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget			Year 1		Year 1		Year 1	
CERTIFIED STATE	116-0	Jennig Dauget	Likely Budget		Best Case Budget		Worst Case Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers			21.0	711,190.00					K-6 teachers
Secondary Teachers			1.0	33,500.00					one 7th & 8th grade teacher position
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals	0.0		22.0	744,690.00	0.0		0.0		Average classroom size: 21.4
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
									Title and hours: teacher and coordinator combine paid in
SPED Director / Coordinator			0.8	44,881.00					conjunction with IDEA funds
Special Ed teacher			0.8	32,500.00					
Special Education Subtotals	0.0		1.6	77,381.00	0.0		0.0		Anticipated % Special Education Students:11%

Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator			2.4	126,100.00					2 full time and 1 part time prinicpal
					L,,_				
Other Certified Staff Subtotals			2.4	126,100.00			0.0	-	
CERTIFIED STAFF TOTALS	0.0	\$0.00	26.0	948,171.00	0.0	\$0.00	0.0	\$0.00	

CLASSIFIED STAFF	Pro-Or	aning Rudget		Year 1		Year 1		Year 1	
CLASSIFIED STAFF	Pre-Opening Budget		Likely Budget		Best Case Budget		Worst Case Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
									approximately 75% additional para time paid by Title I &
Paraprofessionals- General			2.8	36,239.00					Rural Grant this represents the balance of FTE
Paraprofessionals- SPED									
Admin / Front Office Staff			2.0	36,258.00					office coverage at both buildings
custodial and maintenance			1.8	51,800.00					
	0.0	\$0.00	6.6	\$124,297.00	0.0	\$0.00	0.0	\$0.00	

BENEFITS	Pre-Op	ening Budget	Li	Year 1 kely Budget	Best	Year 1 Case Budget	Worst	Year 1 Case Budget	Assumptions / Details / Sources
Туре	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI			14.00%	150,145.00					
Workers comp			2.00%	20,784.00					
FICA/medicare			11.00%	117,971.00					
Group insurance			3.00%	32,607.00					full medical for employees
Paid time off [clarify in assumptions]			1.00%	10,724.00					substitute pay for time off
BENEFIT TOTALS		\$0.00		\$332,231.00		\$0.00		\$0.00	

CERTIFIED & CLASSIFIED STAFF TOTALS	\$0.00	\$1,072,468.00	\$0.00	\$0.00	
TOTAL STAFF & BENEFITS TOTALS	\$0.00	\$1,404,699.00	\$0.00	\$0.00	

Additional Notes or Details regarding Staffing Expenditures:

# **Educational Program** (required)

[Includes most common; please insert rows as needed]

Overall Educational Program &	Pre-Opening Budget	Year 1	Year 1	Year 1	
Special Programs Costs	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Professional Development		59,395.00			PD to be paid from Title funds and rural grant
					Types of anticipated SPED Contractors: Speech, Ot, & PT;
SPED Contract Services		22,490.00			partially paid from Rural grant funds
Other Contract Services [clarify in assumptions]		2,600.00			additional PD funding
Overall Educ Pgm & Special Pgms Subtotals	-	84,485.00	-	-	

Elementary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Elementary Supplies (details below)					
Curriculum / text books		33,000.00			7th and 8th grade textbooks and curriculum supplies for all grades
Other supplies [clarify in assumptions]		49,490.00			additional computer lab plus school and classroom furniture
Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
copy supplies		3,000.00			copy paper
Elementary Pgm Subtotals	-	85,490.00	-	-	
Secondary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Secondary Supplies (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Secondary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Secondary Pgm Subtotals					
EDUCATIONAL PROGRAM TOTALS		169,975.00	\$0.00	\$0.00	333

Additional Notes or Details regarding Educational Program Expenditures:

## Technology (required)

[Includes most common; please insert rows as needed]

Pre-Opening Budget	Likely Budget			
	Linci, Dauget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
	28,599.00			It services (18,499 from 245 fund)
				paid under utilities
	10,496.00			microsoft and student curriculum licenses
	3,360.00			for Skyward licensing
\$0.00	42,455.00	\$0.00	\$0.00	
	\$0.00	10,496.00 3,360.00	10,496.00 3,360.00	10,496.00 3,360.00

Additional Notes or Details regarding Technology Expenditures: Student software includes Lexia, Education city, IXL math, and Moby Max.

## **Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

	Pre-Opening Budget	Year 1	Year 1	Year 1	
Line Item / Account	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Educational Pgm Capital Outlay (details below)					
Furniture [clarify types in assumptions]		6,600.00			used furniture.
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay (details below)					
Computers for staff use					
Computers for staff use					
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
CAPITAL OUTLAY TOTALS	\$0.00	\$0.00	\$0.00	\$0.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: We have utilized an excellent autcion source for used school furniture; consequently our costs are extremely low. We also have a greart deal of stored furniture that will take care of the majoity of our needs. We also receive used computers from INL to meet both staff and classroom expansion needs.

## **Board of Directors (required)**

[Includes most common; please insert rows as needed]

	Pre-Opening Budget	Year 1	Year 1	Year 1	
Line Item / Account	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
					Account # / Location in Budget:#100-1041300 included in
Board Training		2,600.00			admin opertions
					Account # / Location in Budget:#100-1041300 included in
Legal		2,800.00			admin opertions
					Account # / Location in Budget:#100-651300 included in
Audit		5,250.00			business operations budget
BOARD OF DIRECTORS TOTALS	\$0.00	\$10,650.00	\$0.00	\$0.00	

Additional Notes or Details regarding Board of Directors Expenditures: These board expenses are included in Administratation and Business operations

## Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

	Due Onenine Budget	Year 1	Year 1	Year 1	
Line Item / Account	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
					Account # / Location in Budget:#100-661300 work not cover
Construction / Remodeling (if applicable)		36,200.00			by owner on facility for added grades
Mortgage or Lease payments (specify in assumptions)		210,408.00			Account # / Location in Budget:32928 for lease in #100-661300; 17740 in debt services #100-911600 & 100-912600
					Account # / Location in Budget:#100-66440 occupied
Repairs and Maintenance		24,200.00			building maintenance
Utilities (details below)					
Gas		17,584.00			
Electric		31,053.00			
Other [specify in assumptions]		1,773.00			internet & phone
FACILITIES TOTALS	\$0.00	321,218.00	\$0.00	\$0.00	

Additional Notes or Details regarding Facilities Expenditures: Because the Woodbury facility is already divided in 4 areas that would be usable classroom space, remodeling costs will not be excessive. A local architect has look at the area and given us a cost estimate. Remodeling permits with the City of Blackfoot and State of Idaho are estimated at \$2,100 and included in the \$36,200 listed. Yearly mortgage and loan payments are as follows: Current BCCLC building: \$60,207 mortgage; \$35,304 Bank of Idaho loan; Castle building: \$59,097 mortgage; \$19,872 collateral loan with Bank of Commerce, for a

## **Transportation (optional)**

[Includes most common; please insert rows as needed]

	Pre-Opening Budget	Year 1	Year 1	Year 1	
Line Item / Account	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
					Account # / Location in Budget:#100-681350 15% non
					reimbursable expenses to be paid to Bingham Academy for
Contract Services [specify in assumption]		33,000.00			student transportation
Special transportation (SPED, field trips, etc.)					
TRANSPORTATION TOTALS	\$0.00	\$33,000.00	\$0.00	\$0.00	

Additional Notes or Details regarding Transportation Expenditures:

# | Pre-Opening Budget | Pre-Ope

1 Toperty, Elability illisarance		10,300.00			Account # / Location in Badget:#100 041700 damin. Operati
	İ		İ		Account # / Location in Budget:
					Account # / Location in Budget:
OTHER TOTALS	\$0.00	\$10,300.00	\$0.00	\$0.00	
Additional Notes or Details regarding Transportation Expe	nditures:				
Additional Notes of Details regarding Transportation Expen	nutures.				
Narrative: Pre-Opening & Operational Budgets	•				
[If there is any additional information or cost breakdowns the		able for the DCCC to undere	tand in variousing you	r Dro Oponing or Opo	verticanal Dudgets, alongo arquido it hove 1
fir there is any additional information or cost breakdowns tr	nat you reer will be valu	lable for the PCSC to unders	tand in reviewing you	r Pre-Opening or Ope	erational Budgets, please provide it here.]
Narrative: 1st Year Cash Flow					
[If there is any information that you feel will be valuable for	the PCSC to understan	d in reviewing your 1st Year	Cash Flow, please pro	ovide it here.]	
List of Attachments					
[If you have supporting documentation related to your budg	get assumntions or cash	flow (cost-breakdowns, co	ntract services quotes	etc ) nlease list the	m here and identify their location 1
Attachment Title		ion (Appendix _)	Description	, etc., predse not the	There and identity their locations;
Attachment Title	LUCAL	ion (Appendix _)	Description		
I					
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ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
REVENUE	20201.	20202.		271211102		
414100 Tuition	_	-	_	_	#DIV/0!	_
414100 (4)(10)						
415000 Earnings on Investments	400.00	300.00	103.98	196.02	35%	300.00
· ·						
416100 School Food Service	-	-	-	-	#DIV/0!	-
416200 Meal sales: non-reimbursable	-	-	-	-	#DIV/0!	-
416900 Other Food Sales	-	-	-	-	#DIV/0!	-
417100 Admissions / Activities	-	-	-	-	#DIV/0!	-
417200 Bookstore Sales	-	-	-	-	#DIV/0!	-
417300 Clubs / Organization Fees, etc.	-	-	-	-	#DIV/0!	-
417400 School Fees & Charges/Fundraising	-	-	-	-	#DIV/0!	-
417900 Other Student Revenue	-	-	-	-	#DIV/0!	-
419100 Rentals	1,000.00	1,000.00	1,000.00	-	100%	1,000.00
419200 Contributions/Donations	-	-	-	-	#DIV/0!	-
419900 Other Local Revenue	4,400.00	225,715.00	225,715.00	-	100%	225,715.00
431100 Base Support Program	1,055,000.00	1,045,000.00	705,890.22	339,109.78	68%	1,045,000.00
431200 Transportation Support	-	-	-	-	#DIV/0!	-
431400 Exceptional Child Support	-	-	-	-	#DIV/0!	-
431600 Tuition Equivalency	-	-	-	-	#DIV/0!	-
431800 Benefit Apportionment	135,565.00	136,491.00	81,894.34	54,596.66	60%	136,491.00
431900 Other State Support	41,140.00	69,760.00	-	69,760.00	0%	69,760.00
437000 Lottery / Addtl State Maintenance	8,500.00	17,377.00	17,377.00	-	100%	17,377.00
439000 Other State Revenue	16,320.00	43,689.00	-	43,689.00	0%	43,689.00
442000 Indirect Unrestricted Federal	-	-	-	-	#DIV/0!	-
443000 Direct Restricted Federal	45,588.00	45,588.00	-	45,588.00	0%	45,588.00
445000 Title I - ESEA	50,087.00	50,223.00	-	50,223.00	0%	50,223.00
445500 Child Nutrition Reimbursement	-	-	-	-	#DIV/0!	-
445600 Title VI-B IDEA	47,047.00	47,047.00	-	47,047.00	0%	47,047.00
445900 Other Indirect Restricted Federal	-	-	-	-	#DIV/0!	-
451000 Proceeds	-	-	-	-	#DIV/0!	-
460000 Transfers In	-	45,790.00	18,000.00	27,790.00	39%	45,790.00
TOTAL REVENUE	\$1,405,047.00	\$1,727,980.00	\$1,049,980.54	\$677,999.46	61%	\$1,727,980.00

	ORIGINAL	AMENDED / WORKING	FYTD	UNRECEIVED / UNEXPENDED	FYTD	PROJECTED
ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END
EXPENDITURES						
100 SALARIES	839,408.00	852,675.00	396,326.23	456,348.77	46%	852,675.00
200 EMPLOYEE BENEFITS	241,407.00	261,817.00	119,494.80	142,322.20	46%	261,817.00
300 PURCHASED SERVICES	119,325.00	148,339.00	36,693.11	111,645.89	25%	148,339.00
400 SUPPLIES	59,070.00	79,842.00	66,847.51	12,994.49	84%	79,842.00
500 CAPITAL OUTLAY	-	225,715.00	225,715.02	(0.02)	100%	225,715.00
600 DEBT RETIREMENT	67,207.00	129,552.00	57,966.61	71,585.39	45%	129,552.00
700 INSURANCE	8,709.00	4,180.00	2,040.03	2,139.97	49%	4,180.00
920000 TRANSFERS OUT	-	-	-	-	#DIV/0!	-
TAL EXPENDITURES	\$1,335,126.00	\$1,702,120.00	\$905,083.31	\$797,036.69	53%	\$1,702,120.00
TAL FUND REVENUES OVER EXPENDITURES	\$69,921.00	\$25,860.00	\$144,897.23			\$25,860.00
TOTAL RECIBINIST DALANCE (All Funds)	\$70 F19 00	¢70 F19 00	¢70 F19 00			¢70 F10 00
TOTAL BEGINNING BALANCE (All Funds) TOTAL CHANGES (All Funds)	\$79,518.00 \$57,921.00	\$79,518.00 \$25,860.00	\$79,518.00 \$144,897.23			\$79,518.00 \$25,860.00
ENDING BALANCE (All Funds)	\$137,439.00	\$105,378.00	\$224,415.23			\$105,378.00

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
ACCOUNT DESCRIPTION	BODGET	BODGET	ACTIVITY	BALANCE	76	TEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$79,518.00	\$79,518.00	\$79,518.00			\$79,518.00	
100 Changes in Fund Balance	\$57,921.00	\$25,860.00	\$150,909.53			\$25,860.00	
100 Ending Fund Balance	\$137,439.00	\$105,378.00	\$230,427.53			\$105,378.00	
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
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	
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 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	(\$6,012.30)			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	(\$6,012.30)			\$0.00	
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

		AMENDED /		UNRECEIVED /			
	ORIGINAL	WORKING	FYTD	UNEXPENDED	FYTD	PROJECTED	
ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	NOTES
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

		ORIGINAL	AMENDED / WORKING	FYTD	UNRECEIVED / UNEXPENDED	FYTD	PROJECTED	
ACCOUNT	DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	<u>-</u>
REVENUE								
100.414100	) Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	400.00	300.00	103.98	196.02	35%	300.00	
100.417100	O Admissions / Activities				-	#DIV/0!		
100.417200	D Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	Chool Fees & Charges				-	#DIV/0!		
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	) Rentals	1,000.00	1,000.00	1,000.00	-	100%	1,000.00	building rental
	Contributions/Donations				-	#DIV/0!		
100.419900	Other Local Revenue	4,400.00	225,715.00	225,715.00	-	100%	225,715.00	includes loan for building
100.431100	) Base Support	1,055,000.00	1,045,000.00	705,890.22	339,109.78	68%	1,045,000.00	from state fy15 formula
	Transportation Support				-	#DIV/0!		•
100.431400	D Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	) Benefit Apportionment	135,565.00	136,491.00	81,894.34	54,596.66	60%	136,491.00	from state fy15 formula
100.431900	Other State Support	31,860.00	60,480.00		60,480.00	0%	60,480.00	charter school facilities
100.437000	Country / Addtl State Maintenance	8,500.00	17,377.00	17,377.00	-	100%	17,377.00	
100.439000	Other State Revenue	16,320.00	43,689.00		43,689.00	0%	43,689.00	special distributions
100.442000	) Indirect Unrestricted Federal				_	#DIV/0!		
	Direct Restricted Federal				_	#DIV/0!		
	O Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	) Transfers In		45,790.00	18,000.00	27,790.00	39%	45,790.00	property reimbursement
TOTAL GENER	AL FUND REVENUES	\$1,253,045.00	\$1,575,842.00	\$1,049,980.54	525,861.46	67%	\$1,575,842.00	
								<del>.</del>
EXPENDITURE		552 404 00	502 404 00	200.045.46	202 475 54	540/	502 404 00	
	D Elementary Salaries D Elementary Benefits	552,491.00 167,057.00	592,491.00 188,788.00	300,015.46 94,969.12	292,475.54 93,818.88	51% 50%		includes new teacher this year includes new teacher this year
	D Elementary Benefits  D Elementary Purchased Services	2,400.00	13,100.00	94,909.12	13,100.00	0%		authorizor fee
	·						ŕ	includes new smartboards &
	D Elementary Supplies	22,520.00	52,000.00	51,245.29	754.71	99%	52,000.00	computers
	D Elementary Capital Outlay				-	#DIV/0!		
	D Elementary Debt Retirement				-	#DIV/0!		
100.512700	D Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries				-	#DIV/0!		
100.515200	O Secondary Benefits				-	#DIV/0!		
100.515300	Condary Purchased Services				-	#DIV/0!		
100.515400	O Secondary Supplies				-	#DIV/0!		
	O Secondary Capital Outlay				-	#DIV/0!		
	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		

			AMENDED /		UNRECEIVED /			
		ORIGINAL	WORKING	FYTD	UNEXPENDED	FYTD	PROJECTED	
ACCOUNT	DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	_
100.517100	O Alternative School Program Salaries				-	#DIV/0!		
100.517200	O Alternative School Program Benefits				-	#DIV/0!		
100.517300	O Alternative School Program Purchased Services				-	#DIV/0!		
100.517400	O Alternative School Program Supplies				-	#DIV/0!		
100.517500	O Alternative School Program Capital Outlay				-	#DIV/0!		
100.517600	O Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	O Alternative School Program Insurance				-	#DIV/0!		
100.521100	D Exceptional Child Salaries	31,600.00	16,000.00	8,516.66	7,483.34	53%	16,000.00	partial spec. ed. Slalary
100.521200	D Exceptional Child Benefits	9,150.00	8,450.00	2,560.23	5,889.77	30%	8,450.00	partial sp. Ed. Benefit
100.521300	D Exceptional Child Purchased Services				-	#DIV/0!		
100.521400	D Exceptional Child Supplies				-	#DIV/0!		
100.521500	D Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	D Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	C Exceptional Child Insurance				-	#DIV/0!		
100.524100	O Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	O Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	O Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	O Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	O Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	O Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	O Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	O Interscholastic Program Salaries				-	#DIV/0!		
100.531200	O Interscholastic Program Benefits				-	#DIV/0!		
100.531300	O Interscholastic Program Purchased Services				-	#DIV/0!		
100.531400	O Interscholastic Program Supplies				-	#DIV/0!		
100.531500	O Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	O Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	O School Activity Program Salaries				-	#DIV/0!		
100.532200	O School Activity Program Benefits				-	#DIV/0!		
100.532300	O School Activity Program Purchased Services				-	#DIV/0!		
100.532400	C School Activity Program Supplies				-	#DIV/0!		
100.532500	O School Activity Program Capital Outlay				-	#DIV/0!		
100.532600	Control School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	C School Activity Program Insurance				-	#DIV/0!		
100.541100	O Summer School Program Salaries				-	#DIV/0!		
	O Summer School Program Benefits				-	#DIV/0!		
100.541300	O Summer School Program Purchased Services				-	#DIV/0!		
100.541400	O Summer School Program Supplies				-	#DIV/0!		
100.541500	O Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	O Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	O Summer School Program Insurance				-	#DIV/0!		

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
Subtotals	Instruction	785,218.00	870,829.00	457,306.76	413,522.24	53%	870,829.00
100.611100	Attendance-Guidance-Health Salaries				_	#DIV/0!	
	Attendance-Guidance-Health Benefits				_	#DIV/0!	
	Attendance-Guidance-Health Purchased Services				-	#DIV/0!	
	Attendance-Guidance-Health Supplies				-	#DIV/0!	
	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!	
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!	
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!	
100.616100	Special Services Program Salaries				-	#DIV/0!	
100.616200	Special Services Program Benefits				-	#DIV/0!	
100.616300	Special Services Program Purchased Services				-	#DIV/0!	
100.616400	Special Services Program Supplies				-	#DIV/0!	
100.616500	Special Services Program Capital Outlay				-	#DIV/0!	
100.616600	Special Services Program Debt Retirement				-	#DIV/0!	
100.616700	Special Services Program Insurance				-	#DIV/0!	
100.621100	Instruction Improvement Salaries				-	#DIV/0!	
100.621200	Instruction Improvement Benefits				-	#DIV/0!	
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!	
	Instruction Improvement Supplies				-	#DIV/0!	
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!	
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!	
100.621700	Instruction Improvement Insurance				-	#DIV/0!	
	Educational Media Salaries				-	#DIV/0!	
	Educational Media Benefits				-	#DIV/0!	
	Educational Media Purchased Services				-	#DIV/0!	
	Educational Media Supplies				-	#DIV/0!	
	Educational Media Capital Outlay				-	#DIV/0!	
	Educational Media Debt Retirement				-	#DIV/0!	
100.622700	Educational Media Insurance				-	#DIV/0!	
	Instruction-Related Technology Salaries				-	#DIV/0!	
	Instruction-Related Technology Benefits				-	#DIV/0!	
	Instruction-Related Technology Purchased Services				-	#DIV/0!	
	Instruction-Related Technology Supplies				-	#DIV/0!	
	Instruction-Related Technology Capital Outlay				-	#DIV/0!	
	Instruction-Related Technology Debt Retirement				-	#DIV/0!	
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!	
	Board of Education Program Salaries				-	#DIV/0!	
	Board of Education Program Benefits				-	#DIV/0!	
	Board of Education Program Purchased Services				-	#DIV/0!	
	Board of Education Program Supplies				-	#DIV/0!	
	Board of Education Program Capital Outlay				-	#DIV/0!	
	Board of Education Program Debt Retirement				-	#DIV/0!	
100.631700	Board of Education Program Insurance				-	#DIV/0!	

			AMENDED /		UNRECEIVED /			
		ORIGINAL	WORKING	FYTD	UNEXPENDED	FYTD	PROJECTED	
ACCOUNT	DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	_
	00 District Administration Program Salaries				-	#DIV/0!		
	0 District Administration Program Benefits				-	#DIV/0!		
	0 District Administration Program Purchased Services				-	#DIV/0!		
	0 District Administration Program Supplies				-	#DIV/0!		
	0 District Administration Program Capital Outlay				-	#DIV/0!		
	0 District Administration Program Debt Retirement				-	#DIV/0!		
100.63270	00 District Administration Program Insurance				-	#DIV/0!		
100.64110	00 School Administration Program Salaries	126,100.00	126,100.00	63,043.13	63,056.87	50%	126,100.00	added new administrator
100.64120	00 School Administration Program Benefits	30,500.00	33,500.00	14,124.10	19,375.90	42%	33,500.00	added new admin.
	00 School Administration Program Purchased Services	4,000.00	5,164.00	5,163.80	0.20	100%	5,164.00	
	00 School Administration Program Supplies	8,600.00	4,000.00	3,006.98	993.02	75%	4,000.00	
	00 School Administration Program Capital Outlay	,	,	,	_	#DIV/0!	ŕ	
	00 School Administration Program Debt Retirement				_	#DIV/0!		
	00 School Administration Program Insurance	8,709.00	4,180.00	2,040.03	2,139.97	49%	4,180.00	
								moved Bus. Mgr. to Contracted
100.65110	00 Business Operation Program Salaries	22,000.00	3,631.00	3,631.00	-	100%	3,631.00	Services
100.65120	00 Business Operation Program Benefits	1,800.00	379.00	379.00	_	100%	379.00	moved Bus. Mgr. to Contracted services
	, -				42 522 00			moved Bus. Mgr. to Contracted
	00 Business Operation Program Purchased Services	4,600.00	23,350.00	10,817.00	12,533.00	46%	23,350.00	services
	00 Business Operation Program Supplies	1,800.00	1,100.00	926.05	173.95	84%	1,100.00	
	00 Business Operation Program Capital Outlay				-	#DIV/0!		
	00 Business Operation Program Debt Retirement				-	#DIV/0!		
100.65170	00 Business Operation Program Insurance				-	#DIV/0!		
100.65510	00 Central Service Program Salaries				-	#DIV/0!		
100.65520	00 Central Service Program Benefits				-	#DIV/0!		
100.65530	00 Central Service Program Purchased Services				-	#DIV/0!		
100.65540	00 Central Service Program Supplies				-	#DIV/0!		
100.65550	00 Central Service Program Capital Outlay				-	#DIV/0!		
100.65560	00 Central Service Program Debt Retirment				-	#DIV/0!		
100.65570	00 Central Service Program Insurance				-	#DIV/0!		
100 65610	00 Administrative Technology Service Salaries				_	#DIV/0!		
	O Administrative Technology Service Benefits				_	#DIV/0!		
	00 Administrative Technology Service Purchased Services				<u>.</u>	#DIV/0!		
	O Administrative Technology Service Supplies	18,600.00	17,400.00	7,440.23	9,959.77	43%	17 400 00	contracted IT services
	O Administrative Technology Service Sapplies  O Administrative Technology Service Capital Outlay	10,000.00	17,400.00	7,440.23	-	#DIV/0!	17,400.00	
	O Administrative Technology Service Debt Retirement				_	#DIV/0!		
	0 Administrative Technology Service Insurance				-	#DIV/0!		
400.00***		25.540.22	22.640.62	46 240 22	46.220.22	E00/	22.642.22	6 1111
	00 Buildings - Care Program Salaries	25,540.00	32,640.00	16,319.98	16,320.02	50%		new facilities added
	00 Buildings - Care Program Benefits	14,800.00	12,600.00	6,250.05	6,349.95	50%		new facilities added
	00 Buildings - Care Program Purchased Services	17,200.00	35,200.00	14,712.31	20,487.69	42%		new facilities added
100.66140	00 Buildings - Care Program Supplies	3,650.00	5,100.00	3,987.44	1,112.56	78%	5,100.00	
100.66150	00 Buildings - Care Program Capital Outlay		225,715.00	225,715.02	(0.02)	100%	225,715.00	includes payment for new building
	00 Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.66170	00 Buildings - Care Program Insurance				-	#DIV/0!		

20,000   Maintenance   Non-Student Occupied Salaries   #DIV/OI			AMENDED /		UNRECEIVED /		
20,000   Maintenance   Non-Student Occupied Salaries   #DIV/OI		ORIGINAL	WORKING	FYTD	UNEXPENDED	FYTD	PROJECTED
0.663200 Maintenance - Non-Student Occupied Benefits	ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END
0.663200 Maintenance - Non-Student Occupied Benefits	100 663100 Maintenance - Non-Student Occupied Salaries				_	#DIV/01	
0.66300 Maintenance - Non-Student Occupied Supplies   - #DIV/OI	·				_		
0.66300 Maintenance - Non-Student Occupied peth Retirement	·				_		
0.66300 Maintenance - Non-Student Occupied Capital Outby 0.663700 Maintenance - Non-Student Occupied Steriment 0.663700 Maintenance - Non-Student Occupied Steriment 0.663700 Maintenance - Student Occupied Starlars 0.664300 Maintenance - Student Occupied Starlars 0.664300 Maintenance - Student Occupied Branchis 0.664300 Maintenance - Student Occupied Purchased Services 0.664300 Maintenance - Student Occupied Starlars 0.664300 Maintenance - Student Occupied Supplies 0.664300 Maintenance - Student Occupied Supplies 0.664300 Maintenance - Student Occupied Supplies 0.664300 Maintenance - Student Occupied Capital Outby 0.664300 Maintenance - Student Occupied Supplies 0.664300 Maintenance - Student Occupied Capital Outby 0.664300 Maintenance - Grounds Starlars 0.664300 Maintenance - Grounds Starlars 0.664300 Maintenance - Grounds Starlars 0.664300 Maintenance - Grounds Starlars 0.664300 Maintenance - Grounds Starlars 0.665300 Maintenance - Grounds Starlars 0.665300 Maintenance - Grounds Supplies 0.66500 Maintenance - G	•						
0.663700 Maintenance - Non-Student Occupied Insurance 0.063700 Maintenance - Non-Student Occupied Insurance 0.064200 Maintenance - Student Occupied Insurance 0.064200 Maintenance - Student Occupied Salaries 0.064200 Maintenance - Student Occupied Salaries 0.064200 Maintenance - Student Occupied Salaries 0.064200 Maintenance - Student Occupied Salaries 0.064200 Maintenance - Student Occupied Salaries 0.064200 Maintenance - Student Occupied Supplies 0.064200 Maintenance - Student Occupied Supplies 0.064200 Maintenance - Student Occupied Supplies 0.064200 Maintenance - Student Occupied Debt Refirement 0.064200 Maintenance - Student Occupied Debt Refirement 0.064200 Maintenance - Grounds Salaries 0.064200 Maintenance - Grounds Salaries 0.064200 Maintenance - Grounds Sendits 0.064200 Maintenance - Grounds Sendits 0.064200 Maintenance - Grounds Sendits 0.064200 Maintenance - Grounds Supplies 0.064200 Maintenance - Grounds Capital Outlay 0.064200 Maintenance - Grounds Capital Outlay 0.064200 Maintenance - Grounds Supplies 0.064200 Maintenance - Grounds Capital Outlay 0.064200 Maintenance - Grounds Capital Outlay 0.064200 Security Program Salaries 0.064200 Maintenance - Grounds Capital Outlay 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Security Program Supplies 0.064200 Se							
0.6643700 Maintenance - Non-Student Occupied Insurance  10.664100 Maintenance - Student Occupied Salaries 0.664100 Maintenance - Student Occupied Salaries 0.664100 Maintenance - Student Occupied Salaries 0.664100 Maintenance - Student Occupied Surchased Services 0.664100 Maintenance - Student Occupied Surplies 0.66400 Maintenance - Student Occupied Supplies 0.66400 Maintenance - Student Occupied Surance 0.66400 Maintenance - Grounds Salaries 0.66400 Maintenance - Grounds Salaries 0.665100 Maintenance - Grounds Salaries 0.665100 Maintenance - Grounds Supplies 0.66500 Maintenance - Grounds Supplies 0.66700 Security Program Benefits 0.66700 Security Program Sularies 0.66700 Security Program Sularies 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Outlay 0.66700 Security Program Capital Ou							
0.664200 Maintenance - Student Occupied Benefits   . #DIV/OI	100.663700 Maintenance - Non-Student Occupied Insurance				-		
0.664200 Maintenance - Student Occupied Benefits   . #DIV/OI	100 664100 Maintenance - Student Occupied Salaries				_	#DIV/01	
0.664300 Maintenance - Student Occupied Supplies   - #DIV/OI   -	•				_		
0.664400   Maintenance - Student Occupied Supplies   . #DIV/OI   #DIV/OI   #DIV/OI					_		
0.664500   Maintenance - Student Occupied Capital Outlay	•				_		
0.664700   Maintenance - Student Occupied Insurance   . #DIV/OI	, ,,				-		
10.665400   Maintenance - Student Occupied Insurance	· · · · · · · · · · · · · · · · · · ·				-		
10.665100 Maintenance - Grounds Salaries	·				-		
10.665200   Maintenance - Grounds Purchased Services   7,100.00   242.00   241.52   3,900.00   242.00   241.52   0.48   100%   242.00   240.00	·						
10.665300 Maintenance - Grounds Purchased Services   7,100.00   242.00   241.52   0.48   100%   242.00   10.665400 Maintenance - Grounds Capital Outlay   3,900.00   242.00   241.52   0.48   100%   242.00   10.6655400 Maintenance - Grounds Capital Outlay   9,00.6655700 Maintenance - Grounds Capital Insurance   9,00.665700 Maintenance - Grounds Capital Insurance   9,00.665700 Maintenance - Grounds Capital Insurance   9,00.665700 Maintenance - Grounds Capital Insurance   9,00.667700 Security Program Benefits   9,00.667700 Security Program Benefits   9,00.667700 Security Program Benefits   9,00.667700 Security Program Benefits   9,00.667700 Security Program Supplies   9,00.667700 Security Program Supplies   9,00.667700 Security Program Supplies   9,00.667700 Security Program Debt Retirement   9,00.667700 Security Program Debt Retirement   9,00.667700 Security Program Supplies	100.665100 Maintenance - Grounds Salaries				-		
10.665400 Maintenance - Grounds Supplies   3,900.00   242.00   241.52   0.48   100%   242.00   10.665500 Maintenance - Grounds Capital Outlay   1.00.665500 Maintenance - Grounds Debt Retirement   1.00.665500 Maintenance - Grounds Debt Retirement   1.00.665700 Maintenance - Grounds Capital Insurance   1.00.667100 Maintenance - Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Grounds Capital Insurance   Gr	100.665200 Maintenance - Grounds Benefits				-		
10.665500   Maintenance - Grounds Capital Outlay	100.665300 Maintenance - Grounds Purchased Services	7,100.00			-	#DIV/0!	
10.665600 Maintenance - Grounds Debt Retirement   . #DIV/O!	100.665400 Maintenance - Grounds Supplies	3,900.00	242.00	241.52	0.48	100%	242.00 ice m
10.665700   Maintenance - Grounds Capital Insurance	100.665500 Maintenance - Grounds Capital Outlay				-	#DIV/0!	
10.667100   Security Program Salaries	100.665600 Maintenance - Grounds Debt Retirement				-	#DIV/0!	
10.667200   Security Program Benefits	.00.665700 Maintenance - Grounds Capital Insurance				-	#DIV/0!	
10.0667300   Security Program Purchased Services	100.667100 Security Program Salaries				-	#DIV/0!	
20.667400   Security Program Supplies   - #DIV/O!	100.667200 Security Program Benefits				-	#DIV/0!	
10.667500   Security Program Capital Outlay	100.667300 Security Program Purchased Services				-	#DIV/0!	
10.667600   Security Program Debt Retirement	100.667400 Security Program Supplies				-	#DIV/0!	
20.667700   Security Program Insurance	100.667500 Security Program Capital Outlay				-	#DIV/0!	
20.681100   Pupil-to-School Transportation Salaries   - #DIV/0!	100.667600 Security Program Debt Retirement				-	#DIV/0!	
20.681200 Pupil-to-School Transportation Benefits 20.681300 Pupil-to-School Transportation Purchased Services 31,800.00 19,300.00 6,000.00 13,300.00 31% 19,300.00 12,000.681400 Pupil-to-School Transportation Supplies 31,800.00 19,300.00 6,000.00 31% 19,300.00 12,000.681500 Pupil-to-School Transportation Capital Outlay 30,681500 Pupil-to-School Transportation Debt Retirement 40,0681700 Pupil-to-School Transportation Insurance 50,0682100 Pupil-Activity Transportation Salaries 50,0682200 Pupil-Activity Transportation Benefits 50,0682300 Pupil-Activity Transportation Purchased Services 50,0682400 Pupil-Activity Transportation Supplies 50,0682500 Pupil-Activity Transportation Capital Outlay 50,0682500 Pupil-Activity Transportation Capital Outlay 50,0682600 Pupil-Activity Transportation Debt Retirement 50,0682600 Pupil-Activity Transportation Purchased Services Pupil-Activity Transportation Purchase	100.667700 Security Program Insurance				-	#DIV/0!	
19,300.00   19,300.00   19,300.00   19,300.00   13,300.00   31%   19,300.00	100.681100 Pupil-to-School Transportation Salaries				-	#DIV/0!	
20.681400 Pupil-to-School Transportation Supplies 20.681500 Pupil-to-School Transportation Capital Outlay 20.681500 Pupil-to-School Transportation Debt Retirement 20.681600 Pupil-to-School Transportation Debt Retirement 20.681700 Pupil-to-School Transportation Insurance 20.682100 Pupil-Activity Transportation Salaries 20.682200 Pupil-Activity Transportation Benefits 20.682200 Pupil-Activity Transportation Purchased Services 20.682300 Pupil-Activity Transportation Purchased Services 20.682400 Pupil-Activity Transportation Supplies 20.682500 Pupil-Activity Transportation Capital Outlay 20.682500 Pupil-Activity Transportation Capital Outlay 20.682600 Pupil-Activity Transportation Debt Retirement	100.681200 Pupil-to-School Transportation Benefits				-	#DIV/0!	
20.681500 Pupil-to-School Transportation Capital Outlay 20.681600 Pupil-to-School Transportation Debt Retirement 20.681700 Pupil-to-School Transportation Insurance 20.682100 Pupil-Activity Transportation Salaries 20.682200 Pupil-Activity Transportation Benefits 20.682200 Pupil-Activity Transportation Purchased Services 20.682300 Pupil-Activity Transportation Purchased Services 20.682400 Pupil-Activity Transportation Supplies 20.682500 Pupil-Activity Transportation Capital Outlay 20.682500 Pupil-Activity Transportation Capital Outlay 20.682600 Pupil-Activity Transportation Debt Retirement 20.682600 Pupil-Activity Transportation Debt Retire	100.681300 Pupil-to-School Transportation Purchased Services	31,800.00	19,300.00	6,000.00	13,300.00	31%	19,300.00 15%
20.681600 Pupil-to-School Transportation Debt Retirement 20.681700 Pupil-to-School Transportation Insurance 20.682100 Pupil-Activity Transportation Salaries 20.682200 Pupil-Activity Transportation Benefits 20.682200 Pupil-Activity Transportation Benefits 20.682300 Pupil-Activity Transportation Purchased Services 20.682400 Pupil-Activity Transportation Supplies 20.682500 Pupil-Activity Transportation Capital Outlay 20.682500 Pupil-Activity Transportation Capital Outlay 20.682600 Pupil-Activity Transportation Debt Retirement 20.682600 Pupil-Activity Transportation Debt Retirement 30.682600 Pupil-Activity Transportation Debt Retirement	100.681400 Pupil-to-School Transportation Supplies				-	#DIV/0!	
20.681700 Pupil-to-School Transportation Insurance  - #DIV/0!  20.682100 Pupil-Activity Transportation Salaries  - #DIV/0!  20.682200 Pupil-Activity Transportation Benefits  - #DIV/0!  20.682300 Pupil-Activity Transportation Purchased Services  - #DIV/0!  20.682400 Pupil-Activity Transportation Supplies  - #DIV/0!  20.682500 Pupil-Activity Transportation Capital Outlay  20.682600 Pupil-Activity Transportation Debt Retirement  - #DIV/0!	100.681500 Pupil-to-School Transportation Capital Outlay				-	#DIV/0!	
10.682100 Pupil-Activity Transportation Salaries 10.682200 Pupil-Activity Transportation Benefits 10.682300 Pupil-Activity Transportation Purchased Services 10.682300 Pupil-Activity Transportation Purchased Services 10.682400 Pupil-Activity Transportation Supplies 10.682500 Pupil-Activity Transportation Capital Outlay 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement	100.681600 Pupil-to-School Transportation Debt Retirement				-	#DIV/0!	
10.682200 Pupil-Activity Transportation Benefits 10.682300 Pupil-Activity Transportation Purchased Services 10.682300 Pupil-Activity Transportation Purchased Services 10.682400 Pupil-Activity Transportation Supplies 10.682500 Pupil-Activity Transportation Capital Outlay 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement	100.681700 Pupil-to-School Transportation Insurance				-	#DIV/0!	
10.682300 Pupil-Activity Transportation Purchased Services  - #DIV/0! 10.682400 Pupil-Activity Transportation Supplies 10.682500 Pupil-Activity Transportation Capital Outlay 10.682500 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement 10.682600 Pupil-Activity Transportation Debt Retirement	100.682100 Pupil-Activity Transportation Salaries				-	#DIV/0!	
10.682400 Pupil-Activity Transportation Supplies - #DIV/0! 10.682500 Pupil-Activity Transportation Capital Outlay - #DIV/0! 10.682600 Pupil-Activity Transportation Debt Retirement - #DIV/0!	100.682200 Pupil-Activity Transportation Benefits				-	#DIV/0!	
20.682500 Pupil-Activity Transportation Capital Outlay - #DIV/0! 20.682600 Pupil-Activity Transportation Debt Retirement - #DIV/0!	100.682300 Pupil-Activity Transportation Purchased Services				-	#DIV/0!	
0.682600 Pupil-Activity Transportation Debt Retirement - #DIV/0!	100.682400 Pupil-Activity Transportation Supplies				-	#DIV/0!	
	100.682500 Pupil-Activity Transportation Capital Outlay				-	#DIV/0!	
0.682700 Pupil-Activity Transportation Insurance - #DIV/0!	100.682600 Pupil-Activity Transportation Debt Retirement				-	#DIV/0!	
	100.682700 Pupil-Activity Transportation Insurance				-	#DIV/0!	

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
100 68310	O General Transportation Salaries				_	#DIV/0!	
	O General Transportation Benefits				-	#DIV/0!	
	O General Transportation Purchased Services				_	#DIV/0!	
	O General Transportation Supplies				_	#DIV/0!	
	O General Transportation Capital Outlay				-	#DIV/0!	
100.68360	O General Transportation Debt Retirement				-	#DIV/0!	
100.68370	O General Transportation Insurance				-	#DIV/0!	
	O Other Support Services Program Salaries				-	#DIV/0!	
	O Other Support Services Program Benefits				-	#DIV/0!	
	O Other Support Services Program Purchased Services				-	#DIV/0!	
	O Other Support Services Program Supplies				-	#DIV/0!	
	O Other Support Services Program Capital Outlay				-	#DIV/0!	
	O Other Support Services Program Debt Retirement				-	#DIV/0!	
100.69170	O Other Support Services Program Insurance				-	#DIV/0!	
Subtotals	:: Support Services	330,699.00	549,601.00	383,797.64	165,803.36	70%	549,601.00
100.71010	O Child Nutrition Salaries				-	#DIV/0!	
100.71020	O Child Nutrition Benefits				-	#DIV/0!	
100.71030	O Child Nutrition Purchased Services				-	#DIV/0!	
100.71040	O Child Nutirition Supplies				-	#DIV/0!	
100.71050	O Child Nutrition Capital Outlay				-	#DIV/0!	
	0 Child Nutrition Debt Retirement				-	#DIV/0!	
100.71070	0 Child Nutrition Insurance				-	#DIV/0!	
	O Community Services Program Salaries				-	#DIV/0!	
	O Community Services Program Benefits				-	#DIV/0!	
	O Community Services Program Purchased Services				-	#DIV/0!	
	O Community Services Program Supplies				-	#DIV/0!	
	O Community Services Program Capital Outlay				-	#DIV/0!	
	0 Community Services Program Debt Retirement				-	#DIV/0!	
100.72070	0 Community Services Program Insurance				-	#DIV/0!	
	D Enterprise Operations Program Salaries				-	#DIV/0!	
	O Enterprise Operations Program Benefits				-	#DIV/0!	
	D Enterprise Operations Program Purchased Services				-	#DIV/0!	
	D Enterprise Operations Program Supplies				-	#DIV/0!	
	D Enterprise Operations Program Capital Outlay				-	#DIV/0!	
	D Enterprise Operations Program Debt Retirement				-	#DIV/0!	
100.73070	Enterprise Operations Program Capital Insurance				-	#DIV/0!	
	O Capital Assets - Student Occupied Purchased Services				-	#DIV/0!	
	O Capital Assets - Student Occupied Supplies				-	#DIV/0!	
100.81050	0 Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!	
100.81130	O Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!	
	O Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!	
100.81150	O Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!	

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	
7.0000.11	2200	20202.	50502.	7.0	5,12,1102	,,		-
100.91150	0 Principal Capital Outlay				-	#DIV/0!		
100.91160	0 Principal Debt Retirement	31,932.00	59,932.00	29,897.21	30,034.79	50%	59,932.00	new building added in
100.91250	0 Interest Capital Outlay				-	#DIV/0!		
100.91260	0 Interest Debt Retirement	35,275.00	69,620.00	28,069.40	41,550.60	40%	69,620.00	new building added in
100.91350	0 Refunded Debt Capital Outlay				-	#DIV/0!		
100.91360	0 Refunded Debt - Debt Retirement				-	#DIV/0!		_,
Subtotals	s: Non-Instruction	67,207.00	129,552.00	57,966.61	71,585.39	45%	129,552.00	_
100.92000	0 Transfers Out				-	#DIV/0!		
100.95000	0 Contingency Reserve	12,000.00			-	#DIV/0!		1000 per month set aside
Subtotals	s: Other	12,000.00	-	-	-	#DIV/0!		-
								-
TOTAL GENER	RAL FUND EXPENDITURES	\$1,195,124.00	\$1,549,982.00	\$899,071.01	\$650,910.99	58%	\$1,549,982.00	
TOTAL GENER	RAL FUND REVENUES OVER EXPENDITURES	\$57,921.00	\$25,860.00	\$150,909.53			\$25,860.00	_
	BEGINNING FUND BALANCE (July 1, 2013)	\$79,518.00	\$79,518.00	\$79,518.00			\$79,518.00	
	CHANGES IN FUND BALANCE	\$57,921.00	\$25,860.00	\$150,909.53			\$25,860.00	
	ENDING FUND BALANCE AS OF	\$137,439.00	\$105,378.00	\$230,427.53			\$105,378.00	

# BCCLC --- FUND 245 (Technology-State)

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE	BODGET	BODGET	ACTIVITY	DALANCE	70	TEAR-END	NOTES
245.431900 Other State Support	9,280.00	9,280.00		9,280.00	0%	9280	
245.439000 Other State Support 245.439000 Other State Revenue	9,280.00	9,280.00		9,280.00	#DIV/0!	9200	
243.439000 Other State Nevenue				-	#DIV/0:		
245.460000 Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE	\$9,280.00	\$9,280.00	\$0.00	\$9,280.00	0%	\$9,280.00	
EXPENDITURES							
245.512100 Elementary Salaries				-	#DIV/0!		
245.512200 Elementary Benefits				-	#DIV/0!		
245.512300 Elementary Purchased Services	9,280.00	9,280.00		9,280.00	0%	9,280.00	
245.512400 Elementary Supplies				-	#DIV/0!		
245.512500 Elementary Capital Outlay				-	#DIV/0!		
245.512600 Elementary Debt Retirement				-	#DIV/0!		
245.512700 Elementary Insurance				-	#DIV/0!		
245.515100 Secondary Salaries				-	#DIV/0!		
245.515200 Secondary Benefits				-	#DIV/0!		
245.515300 Secondary Purchased Services				-	#DIV/0!		
245.515400 Secondary Supplies				-	#DIV/0!		
245.515500 Secondary Capital Outlay				-	#DIV/0!		
245.515600 Secondary Debt Retirement				-	#DIV/0!		
245.515700 Secondary Insurance				-	#DIV/0!		
245.622100 Educational Media Salaries				-	#DIV/0!		
245.622200 Educational Media Benefits				-	#DIV/0!		
245.622300 Educational Media Purchased Services				-	#DIV/0!		
245.622400 Educational Media Supplies				-	#DIV/0!		
245.622500 Educational Media Capital Outlay				-	#DIV/0!		
245.622600 Educational Media Debt Retirement				-	#DIV/0!		
245.622700 Educational Media Insurance				-	#DIV/0!		
245.623100 Instruction-Related Technology Salaries				-	#DIV/0!		
245.623200 Instruction-Related Technology Benefits				-	#DIV/0!		
245.623300 Instruction-Related Technology Purchased Services				-	#DIV/0!		
245.623400 Instruction-Related Technology Supplies				-	#DIV/0!		
245.623500 Instruction-Related Technology Capital Outlay				-	#DIV/0!		
245.623600 Instruction-Related Technology Debt Retirement				-	#DIV/0!		
245.623700 Instruction-Related Technology Insurance				-	#DIV/0!		

# BCCLC --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
245.656100	Administrative Technology Service Salaries				-	#DIV/0!		
245.656200	Administrative Technology Service Benefits				-	#DIV/0!		
245.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
245.656400	Administrative Technology Service Supplies				-	#DIV/0!		
245.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
245.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
245.656700	Administrative Technology Service Insurance				-	#DIV/0!		
245.920000	) Transfers Out				-	#DIV/0!		
TOTAL FUND I	EXPENDITURES	\$9,280.00	\$9,280.00	\$0.00	\$9,280.00	0%	\$9,280.00	
TOTAL REVEN	UE 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	

## NAME OF SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT I	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTE
REVENUE								
	Direct Restricted Federal				-	#DIV/0!		
251.445100		50,087.00	50,223.00		50,223.00	0%	50,223.00	
251.445900 (	Other Indirect Restricted Federal				-	#DIV/0!		
251.460000	Transfers In				-	#DIV/0!		
TOTAL FUND RE	VENUE	\$50,087.00	\$50,223.00	\$0.00	\$50,223.00	0%	\$50,223.00	
EXPENDITURES								
	Elementary Salaries	32,767.00	32,903.00		32,903.00	0%	32,903.00	
	Elementary Benefits	9,680.00	9,680.00		9,680.00	0%	9,680.00	
	Elementary Purchased Services	7,640.00	7,640.00		7,640.00	0%	7,640.00	
251.512400 [	Elementary Supplies				-	#DIV/0!		
251.512500 E	Elementary Capital Outlay				-	#DIV/0!		
251.512600 E	Elementary Debt Retirement				-	#DIV/0!		
251.512700 E	Elementary Insurance				-	#DIV/0!		
251.515100 9	Secondary Salaries				_	#DIV/0!		
	Secondary Benefits				-	#DIV/0!		
	Secondary Purchased Services				-	#DIV/0!		
	Secondary Supplies				-	#DIV/0!		
	Secondary Capital Outlay				-	#DIV/0!		
	Secondary Debt Retirement				-	#DIV/0!		
	Secondary Insurance				-	#DIV/0!		
251.621100 I	Instruction Improvement Program Salaries				-	#DIV/0!		
	Instruction Improvement Program Benefits				-	#DIV/0!		
	Instruction Improvement Program Purcahsed Services				-	#DIV/0!		
	Instruction Improvement Program Supplies				-	#DIV/0!		
	Instruction Improvement Program Capital Outlay				-	#DIV/0!		
	Instruction Improvement Program Debt Retirement				-	#DIV/0!		
	Instruction Improvement Program Insurance				-	#DIV/0!		
251.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EX	PENDITURES	\$50,087.00	\$50,223.00	\$0.00	\$50,223.00	0%	\$50,223.00	
TOTAL FUND RE	VENUE OVER EXPENDITURES	\$0.00	\$0.00	\$0.00			\$0.00	
ı	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	

## BCCLC--FUND 257

	ORIGINAL	AMENDED / WORKING	FYTD	UNRECEIVED / UNEXPENDED	FYTD	PROJECTED	
ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	NOTES
REVENUE							
257.443000 Direct Restricted Federal				-	#DIV/0!		
257.445600 Title VI-B IDEA Federal Revenue	47,047.00	47,047.00		47,047.00	0%	47,047.00	
257.445900 Other Indirect Restricted Federal				-	#DIV/0!		
257.460000 Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES	\$47,047.00	\$47,047.00	\$0.00	\$47,047.00	0%	\$47,047.00	
EXPENDITURES							
257.512100 Elementary Salaries	41,000.00	41,000.00		41,000.00	0%	41,000.00	teacher partial salary
257.512200 Elementary Benefits	6,047.00	6,047.00		6,047.00	0%	6,047.00	partial benefits
257.512300 Elementary Purchased Services				-	#DIV/0!		
257.512400 Elementary Supplies				-	#DIV/0!		
257.512500 Elementary Capital Outlay				-	#DIV/0!		
257.512600 Elementary Debt Retirement				-	#DIV/0!		
257.512700 Elementary Insurance				-	#DIV/0!		
257.515100 Secondary Salaries				-	#DIV/0!		
257.515200 Secondary Benefits				-	#DIV/0!		
257.515300 Secondary Purchased Services				-	#DIV/0!		
257.515400 Secondary Supplies				-	#DIV/0!		
257.515500 Secondary Capital Outlay				-	#DIV/0!		
257.515600 Secondary Debt Retirement				-	#DIV/0!		
257.515700 Secondary Insurance				-	#DIV/0!		
257.521100 Exceptional Child Salaries				-	#DIV/0!		
257.521200 Exceptional Child Benefits				-	#DIV/0!		
257.521300 Exceptional Child Purchased Services				-	#DIV/0!		
257.521400 Exceptional Child Supplies				-	#DIV/0!		
257.521500 Exceptional Child Capital Outlay				-	#DIV/0!		
257.521600 Exceptional Child Debt Retirement				-	#DIV/0!		
257.521700 Exceptional Child Insurance				-	#DIV/0!		
257.616100 Special Services Certified Salaries				-	#DIV/0!		
257.616200 Special Services Benefits				-	#DIV/0!		
257.616300 Special Services Purchased Services				-	#DIV/0!		
257.616400 Special Services Supplies				-	#DIV/0!		
257.616500 Special Services Capital Outlay				-	#DIV/0!		
257.616600 Special Services Debt Retirement				-	#DIV/0!		
257.616700 Special Services Insurance				-	#DIV/0!		

#### **BCCLC--FUND 257**

	ORIGINAL	AMENDED / WORKING	FYTD	UNRECEIVED / UNEXPENDED	FYTD	PROJECTED
ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END
257.920000 Transfers Out				-	#DIV/0!	
OTAL FUND EXPENDITURES	\$47,047.00	\$47,047.00	\$0.00	\$47,047.00	0%	\$47,047.00
OTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00			\$0.00
	40.00	40.00	40.00			40.00
BEGINNING FUND BALANCE (JULY 1, 2013) CHANGES IN FUND BALANCE	\$0.00 \$0.00	\$0.00 \$0.00	\$0.00 \$0.00			\$0.00 \$0.00
ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$0.00			\$0.00

## BCCLC --- FUND 262 (Title VI-B, ESEA, Rural Education)

	ORIGINAL	AMENDED / WORKING	FYTD	UNRECEIVED / UNEXPENDED	FYTD	PROJECTED	
ACCOUNT DESCRIPTION	BUDGET	BUDGET	ACTIVITY	BALANCE	%	YEAR-END	NOTES
REVENUE	20.044.00	20.044.00		20.041.00	00/	20.044.00	
262.443000 Direct Restricted Federal	29,841.00	29,841.00		29,841.00	0%	29,841.00	
262.445900 Other Indirect Restricted Federal				-	#DIV/0!		
					,		
262.460000 Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES	\$29,841.00	\$29,841.00	\$0.00	\$29,841.00	0%	\$29,841.00	
EXPENDITURES							
262.512100 Elementary Salaries				-	#DIV/0!		
262.512200 Elementary Benefits				-	#DIV/0!		
262.512300 Elementary Purchased Services	29,841.00	29,841.00		29,841.00	0%	29,841.00	
262.512400 Elementary Supplies	,	,		, -	#DIV/0!	•	
262.512500 Elementary Capital Outlay				_	#DIV/0!		
262.512600 Elementary Debt Retirement				-	#DIV/0!		
262.512700 Elementary Insurance				-	#DIV/0!		
262.515100 Secondary Salaries				-	#DIV/0!		
262.515200 Secondary Benefits				_	#DIV/0!		
262.515300 Secondary Purchased Services				_	#DIV/0!		
262.515400 Secondary Supplies				_	#DIV/0!		
262.515500 Secondary Capital Outlay				_	#DIV/0!		
262.515600 Secondary Debt Retirement				-	#DIV/0!		
262.515700 Secondary Insurance				-	#DIV/0!		
262.621100 Exceptional Child Salaries				-	#DIV/0!		
262.621200 Exceptional Child Benefits				-	#DIV/0!		
262.621300 Exceptional Child Purchased Services				-	#DIV/0!		
262.621400 Exceptional Child Supplies				_	#DIV/0!		
262.621500 Exceptional Child Capital Outlay				_	#DIV/0!		
262.621600 Exceptional Child Debt Retirement				-	#DIV/0!		
262.621700 Exceptional Child Insurance				-	#DIV/0!		
262.621100 Instruction Improvement Salaries				-	#DIV/0!		
262.621200 Instruction Improvement Benefits				-	#DIV/0!		
262.621300 Instruction Improvement Purchased Services				-	#DIV/0!		
262.621400 Instruction Improvement Supplies				-	#DIV/0!		
262.621500 Instruction Improvement Capital Outlay				-	#DIV/0!		
262.621600 Instruction Improvement Debt Retirement				-	#DIV/0!		
262.621700 Instruction Improvement Insurance				-	#DIV/0!		
262.920000 Transfers Out				-	#DIV/0!		

## BCCLC --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL FUND EXPENDITURES	\$29,841.00	\$29,841.00	\$0.00	\$29,841.00	0%	\$29,841.00	110125
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	

## BCCLC --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE	2200	20202.	20202.		2712.1102	,,		
	0 Direct Restricted Federal	15,747.00	15,747.00		15,747.00	0%	15,747.00	
271.44590	O Other Indirect Restricted Federal				-	#DIV/0!		
271 46000	0 Transfers In				_	#DIV/0!		
271110000								
TOTAL FUND	REVENUES	\$15,747.00	\$15,747.00	\$0.00	\$15,747.00	0%	\$15,747.00	
EXPENDITURE								
EXPENDITURE								Professional Development
271.51210	0 Elementary Salaries	7,910.00	7,910.00	4,800.00	3,110.00	61%	7,910.00	coordination salary expenses
	,							Professional Development
271.51220	0 Elementary Benefits	2,373.00	2,373.00	1,212.30	1,160.70	51%	2,373.00	coordination benefit expenses
								travel for 5 to nation conference on reading and math at Las Vegas,
271.51230	0 Elementary Purchased Services	5,464.00	5,464.00		5,464.00	0%	5,464.00	summer 2014.
	0 Elementary Supplies	,	,		· -	#DIV/0!	,	
271.51250	0 Elementary Capital Outlay				-	#DIV/0!		
271.51260	0 Elementary Debt Retirement				-	#DIV/0!		
271.51270	0 Elementary Insurance				-	#DIV/0!		
271 51510	10 Carandam Calaria					#D1\//01		
	0 Secondary Salaries				-	#DIV/0!		
	10 Secondary Benefits 10 Secondary Purchased Services				-	#DIV/0! #DIV/0!		
	O Secondary Supplies				-	#DIV/0! #DIV/0!		
	O Secondary Capital Outlay				_	#DIV/0!		
	O Secondary Debt Retirement				_	#DIV/0!		
	0 Secondary Insurance				-	#DIV/0!		
	0 Instruction Improvement Salaries				-	#DIV/0!		
	0 Instruction Improvement Benefits				-	#DIV/0!		
	0 Instruction Improvement Purchased Services				-	#DIV/0!		
	0 Instruction Improvement Supplies				-	#DIV/0!		
	0 Instruction Improvement Capital Outlay				-	#DIV/0!		
	0 Instruction Improvement Debt Retirement				-	#DIV/0!		
2/1.621/0	0 Instruction Improvement Insurance				-	#DIV/0!		
271.92000	0 Transfers Out				-	#DIV/0!		
TOTAL FUND	EXPENDITURES	\$15,747.00	\$15,747.00	\$6,012.30	\$9,734.70	38%	\$15,747.00	
TOTAL FUND	REVENUES OVER EXPENDITURES	\$0.00	\$0.00	(\$6,012.30)			\$0.00	_
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	(\$6,012.30)			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00 \$0.00	(\$6,012.30)			\$0.00	
	- · - · · · · · · · · · · · · · · · · ·	70.00	70.00	(+-/0-2.00)			70.00	

BCCLC FISCAL YEAR 2014 - 2015 CASH FLOW (All Funds)

ug Sept	TION Budgeted	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
,705 564,330	I HAND N/A ng Cash)	434,993	318,713	338,164	208,650	201,987	272,241	209,566	81,705	175,194	N/A
	3										
01,329	oort 1,045,000	0	98,020	0	0	163,435	0	0	163,435	0	1,045,000
28,122	portionment 136,491	0	27,105	0	0	33,418	0	0	33,419	0	136,491
17,377	aintenance 17,377	0	0	0	0	0	0	0	0	0	17,377
0 0	ition 0	0	0	0	0	0	0	0	0	0	0
0 0	al Child Support 0	0	0	0	0	0	0	0	0	0	0
0 (	uivalency 0	0	0	0	0	0	0	0	0	0	0
0 (	e Support 69,760	0	0	0	0	0	69,760	0	0	0	69,760
0 (	e Revenue 43,689	0	0	0	43,689	0	03,700	0	0	0	43,689
0 (	0	0	0	0	43,009	0	0	0	0	0	45,009
· ·		-	-			ŭ		-	•	-	·
0 (	50,223	0	0	0	40,000	0	0	0	10,223	0	50,223
0 (	evenue 92,635	0	18,000	0	47,000	10,790	0	0	15,588	0	91,378
25,715	enue 225,715	0	0	0	0	0	0	0	0	0	225,715
1,000	ndraising 1,000	0	0	0	0	0	0	0	0	0	1,000
0 (	enue 300	102	0	0	0	111	0	0	0	87	300
73,543	ECEIPTS 1,682,190	102	143,125	0	130,689	207,754	69,760	0	222,665	87	1,680,933
	V										
55,189 67,916	852,675	66,822	73,466	75,821	77,190	77,991	76,992	76,933	75,847	75,842	852,675
17,789 21,580	261,817	21,522	22,291	22,483	23,573	23,568	23,608	23,564	22,427	22,380	261,817
72,978 89,496	Payroll 1,114,492	88,344	95,757	98,304	100,763	101,559	100,600	100,497	98,274	98,222	1,114,492
1,480 2,351	sts (All) 40,542	2,462	3,350	4,050	4,450	3,338	3,350	3,310	3,440	2,700	35,537
1,480 2,351	Occupancy 40,542	2,462	3,350	4,050	4,450	3,338	3,350	3,310	3,440	2,700	35,537
19,885 23,965	Supplies & Services 117,325	3,599	7,823	9,905	7,821	16,061	7,565	7,567	6,567	6,567	117,325
0 0	Supplies & Services 0	0	0	0	0	0	0	0	0	0	0
1,220 1,220	y 17,400	1,060	1,060	1,660	1,660	1,660	1,660	1,660	1,660	1,660	17,400
0 (	al Child 0	0	0	0	0	0	0	0	0	0	0
0 0	tion 19,300	6,000	0	0	4,434	0	4,433	0	4,433	0	19,300
0 0	0	0	0	0	0	0	0	0	0	0	0
6,783 5,415	ervices 33,614	2,089	2,863	2,764	3,256	2,089	2,089	2,089	2,089	2,088	33,614
0 0	ram Costs 0	0	0	0	0	0	0	0	0	0	0
27,888 30,600	Educational Program 187,639	12,748	11,746	14,329	17,171	19,810	15,747	11,316	14,749	10,315	187,639
25,715	tlay 225,715	0	0	0	0	0	0	0	0	0	225,715
4,857 4,850	ement 129,552	12,828	12,821	12,831	12,828	12,793	12,738	12,738	12,713	12,693	129,552
0 2,040	4,180	0	0	0	2,140	0	0	0	0	0	4,180
0 (	s 0	0	0	0	0	0	0	0	0	0	0
30,572 6,890	Other Costs 359,447	12,828	12,821	12,831	14,968	12,793	12,738	12,738	12,713	12,693	359,447
0 ( 32,918 129,337	payments/obligations 0  JTFLOW 1,702,120	116,382	0 123,674	0 129,514	0 137,352	137,500	132,435	0 <b>127,861</b>	0 <b>129,176</b>	123,930	1,697,115
22,337	1,102,120	110,002	120,014	120,017	101,002	101,000	102,700	127,001	120,110	120,000	1,007,110
40,625 (129,337	IN CASH (19,930)	(116,280)	19,451	(129,514)	(6,663)	70,254	(62,675)	(127,861)	93,489	(123,843)	
64,330 434,993	CASH N/A	318,713	338,164	208,650	201,987	272,241	209,566	81,705	175,194	51,351	

#### BCCLC Cash Flow Details

							in Flow Details								
Auto		DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Carlog Carlog		Tuiting													
Maria Maria New New New New New New New New New New							102				111				87
Maria Maria New New New New New New New New New New															
Column															
Manuscraft Abstracts   1,000															
General Control Cont	416900	Other rood sales	0												
Column   C	417100	Admissions / Activities	0												
Carbon   C	417200	Bookstore Sales													
Commonweal   Com															
March   Marc															
Author   Company   Compa	417900	Other Student Revenue	0												
Author   Company   Compa	419100	Rentals	1,000		1,000										
Second   S															
Autonomy   Company   Com	419900	Other Local Revenue	225,715		225,715										
Autonomy   Company   Com	421100	Paca Sunnart	1 045 000	210 701	201 220			08.020			162 425			162 425	
Author    Company   Comp				310,761	301,323			38,020			103,433			103,433	
March   Marc															
Company   Comp															
Commonweal   Com				14,427	28,122			27,105			33,418			33,419	
A   A   A   A   A   A   A   A   A   A					17 277							69,760			
March   Marc					11,511					43,689					
44.500   This is a second content of the content			1												
March   Marc															
Continue   Continue															
## 1500   Tile Ville Market Restricted Federal ## 1500   Tile Ville										40,000				10,223	
Additional Content Restorated feederal   Column   Colum								18,000		17,000	10,790				
TOTAL NEWTONES		Other Indirect Restricted Federal													
TOTAL NEWTONES			_												
STATE   STAT	451000	Proceeds	0												
Part	N/A	OTHER Revenue (any funds not included above)													
Part			4				*	4					4-	****	*
Instruction   Potention   Po	TOTAL REVEN	UES	\$1,682,190	\$333,208	\$5/3,543	\$0	\$102	\$143,125	\$0	\$130,689	\$207,754	\$69,760	\$0	\$222,665	\$87
S1200   Elementary Stanfors   CP4, 304   39, 20   40,754   53,861   51,666   58,104   60,456   61,872   62,822   62,822   62,822   62,823   62,031   62,03															
51200   Elementary Purchased Services   50.312   51.000   18,000   18,200									1						
932500   Demonstrary Purchased Services   65,255   2,688   2,144   4,702   5,754   7,821   14,000   7,565   7,567   6,567   6,567   1,565   1,															
19,885   21,927   1,455   3,122   4,151   2,061				13,719	14,203										
512700   Elementary Deta Retirement   0					19,885										.,
			0												
Sisting   Secondary Salaries   0   0   1   1   1   1   1   1   1   1															
551500   Secondary Purchased Services   0	512700	Elementary Insurance	0												
Sisted   Secondary Purchased Services   0	515100	Secondary Salaries	0												
Siston   Secondary Supplied Dulary	515200	Secondary Benefits	0												
Sistion   Secondary Capital Cutty   0															
Sisting															
S1700   Secondary Insurance															
S17200															
S17200															
S17400															
Alternative School Program Capital Outlay   0															
Alternative School Program Debt Retirement   0															
S1100   Exceptional Child Salaries   16,000   2,118   2,129   2,132   2,141   2,140   2,132   2,135   1,077	517500	Alternative School Program Capital Outlay													
S21100   Exceptional Child Salaries   16,000   2,114   2,129   2,132   2,141   2,140   2,132   2,135   1,077															
S21200   Exceptional Child Benefits   8,450   1,051   1,053   1,059   1,062   1,061   1,056   1,052	517700	Alternative School Program Insurance	0												
S21200   Exceptional Child Benefits   8,450   1,051   1,053   1,059   1,062   1,061   1,056   1,056   1,052	521100	Exceptional Child Salaries				2,114	2,129	2,132	2,141	2,140	2,132	2,135			
S21400   Exceptional Child Supplies   0	521200	Exceptional Child Benefits	8,450												
S21500   Exceptional Child Capital Outlay   0															
S21600   Exceptional Child Debt Retirement   0		Exceptional Child Supplies  Exceptional Child Capital Outlay													
5241700   Exceptional Child Insurance   0															
524200         Gifted and Talented Program Benefits         0           524800         Gifted and Talented Program Supplies         0           524500         Gifted and Talented Program Supplies         0           524500         Gifted and Talented Program Debt Retirement         0           524700         Gifted and Talented Program Insurance         0           531100         Inters.holastic Program Salaries         0           531200         Inters.holastic Program Purchased Services         0           531300         Inters.holastic Program Salaries         0           531400         Inters.holastic Program Salaries         0           531500         Inters.holastic Program Salaries         0           531600         Inters.cholastic Program Debt Retirement         0           531700         Inters.cholastic Program Insurance         0           531200         School Activity Program Salaries         0           532200         School Activity Program Purchased Services         0           532200         School Activity Program Purchased Services         0		Exceptional Child Insurance													
524200         Gifted and Talented Program Benefits         0           524800         Gifted and Talented Program Supplies         0           524500         Gifted and Talented Program Supplies         0           524500         Gifted and Talented Program Debt Retirement         0           524700         Gifted and Talented Program Insurance         0           531100         Inters.holastic Program Salaries         0           531200         Inters.holastic Program Purchased Services         0           531300         Inters.holastic Program Salaries         0           531400         Inters.holastic Program Salaries         0           531500         Inters.holastic Program Salaries         0           531600         Inters.cholastic Program Debt Retirement         0           531700         Inters.cholastic Program Insurance         0           531200         School Activity Program Salaries         0           532200         School Activity Program Purchased Services         0           532200         School Activity Program Purchased Services         0	534400	C'ford and Talented Brown Calada.													
524800         Gifted and Talented Program upplies         0           524400         Gifted and Talented Program Capital Outlay         0           524500         Gifted and Talented Program Capital Outlay         0           524600         Gifted and Talented Program Exteriment         0           524700         Gifted and Talented Program Insurance         0           531100         Interscholastic Program Salaries         0           531200         Interscholastic Program Exterior         0           531300         Interscholastic Program Expressed Services         0           531400         Interscholastic Program Supplies         0           531500         Interscholastic Program Capital Outlay         0           531700         Interscholastic Program Supline         0           531200         School Activity Program Insurance         0           532200         School Activity Program Benefits         0           5323200         School Activity Program Purchased Services         0															
524400         Gifted and Talented Program Supplies         0           524500         Gifted and Talented Program Date Retirement         0           524700         Gifted and Talented Program Debt Retirement         0           531100         Inters. An Inters. A															
524600         Gifted and Talented Program Dekt Retirement         0           524700         Gifted and Talented Program Insurance         0           531100         Interscholastic Program Seafaries         0           531200         Interscholastic Program Benefits         0           531300         Interscholastic Program Seprejus         0           531500         Interscholastic Program Seprejus         0           531500         Interscholastic Program Seprejus         0           531500         Interscholastic Program Seprejus         0           531700         Interscholastic Program Dekt Retirement         0           531700         Interscholastic Program Seprejus         0           532100         School Activity Program Selaries         0           532200         School Activity Program Purchased Services         0		Gifted and Talented Program Supplies													
S24700   Gifted and Talented Program Insurance   0															
Sal   Interscholastic Program Salaries   0   Interscholastic Program Benefits   0   Interscholastic Program Denefits   0   Interscholastic Program Supplies   0   Interscholastic Program Supplies   0   Interscholastic Program Supplies   0   Interscholastic Program Supplies   0   Interscholastic Program Capital Outlay   0   Interscholastic Program Del Retirement   0   Interscholastic Program Insurance   0   Interscholastic Program Del Retirement   0   Interscholastic															
S31200   Interscholastic Program Benefits	324700	Grace and resented Frogram insurance	0												
Sal 200															
1															
531600         Interscholastic Program Debt Retirement         0           531700         Interscholastic Program Insurance         0           532100         School Activity Program Salaries         0           532200         School Activity Program Benefits         0           532300         School Activity Program Purchased Services         0															
532100 School Activity Program Salaries 0 532200 School Activity Program Benefits 0 532200 School Activity Program Purchased Services 0	531600	Interscholastic Program Debt Retirement	0												
532200 School Activity Program Benefits 0 532300 School Activity Program Purchased Services 0	531700	Interscholastic Program Insurance	0												
532200 School Activity Program Benefits 0 532300 School Activity Program Purchased Services 0	532100	School Activity Program Salaries	n												
532300 School Activity Program Purchased Services 0															
532400 School Activity Program Supplies 0	532300	School Activity Program Purchased Services	0												
	532400	School Activity Program Supplies	0												

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
532500 532600	School Activity Program Capital Outlay School Activity Program Debt Retirement	0												
532700	School Activity Program Insurance	0												
541100	Summer School Program Salaries	0												
541200	Summer School Program Benefits	0												
541300 541400	Summer School Program Purchased Services Summer School Program Supplies	0												
541500	Summer School Program Capital Outlay	0												
541600	Summer School Program Debt Retirement	0												
541700	Summer School Program Insurance	0												
Support Se														
611100 611200	Attendance-Guidance-Health Salaries Attendance-Guidance-Health Benefits	0												
611300	Attendance-Guidance-Health Purchased Services	0												
611400 611500	Attendance-Guidance-Health Supplies Attendance-Guidance-Health Capital Outlay	0												
611600	Attendance-Guidance-Health Debt Retirement	0												
611700	Attendance-Guidance-Health Insurance	0												
616100	Special Services Program Salaries	0												
616200 616300	Special Services Program Benefits Special Services Program Purchased Services	0												
616400	Special Services Program Supplies	0												
616500 616600	Special Services Program Capital Outlay Special Services Program Debt Retirement	0												
616700	Special Services Program Insurance	0												
621100	Instruction Improvement Salaries	0												
621200	Instruction Improvement Benefits	0												
621300 621400	Instruction Improvement Purchased Services Instruction Improvement Supplies	0												
621500	Instruction Improvement Capital Outlay	0												
621600 621700	Instruction Improvement Debt Retirement Instruction Improvement Insurance	0												
622100 622200	Educational Media Salaries Educational Media Benefits	0												
622300	Educational Media Purchased Services	0												
622400 622500	Educational Media Supplies Educational Media Capital Outlay	0												
622600	Educational Media Capital Outray  Educational Media Debt Retirement	0												
622700	Educational Media Insurance	0												
623100	Instruction-Related Technology Salaries	0												
623200 623300	Instruction-Related Technology Benefits Instruction-Related Technology Purchased Services	0												
623400	Instruction-Related Technology Purchased Services Instruction-Related Technology Supplies	0												
623500	Instruction-Related Technology Capital Outlay Instruction-Related Technology Debt Retirement	0												
623600 623700	Instruction-Related Technology Debt Retirement Instruction-Related Technology Insurance	0												
631100 631200	Board of Education Program Salaries Board of Education Program Benefits	0												
631300	Board of Education Program Purchased Services	0												
631400 631500	Board of Education Program Supplies  Board of Education Program Capital Outlay	0												
631600	Board of Education Program Debt Retirement	0												
631700	Board of Education Program Insurance	0												
632100	District Administration Program Salaries	0												
632200 632300	District Administration Program Benefits District Administration Program Purchased Services	0												
632400	District Administration Program Supplies	0												
632500 632600	District Administration Program Capital Outlay District Administration Program Debt Retirement	0												
632700	District Administration Program Insurance	0												
641100	School Administration Program Salaries	126,100	10,506	10,505	10,510	10,508	10,510	10,504	10,508	10,516	10,515	10,514	10,504	10,500
641200	School Administration Program Benefits	33,500	2,137	2,408	2,355	2,408	2,408	2,408	3,259	3,259	3,299	3,259	3,173	3,127
641300 641400	School Administration Program Purchased Services School Administration Program Supplies	5,164 4,000		2,233	5,164		774		993					
641500	School Administration Program Capital Outlay	0		,										
641600 641700	School Administration Program Debt Retirement School Administration Program Insurance	0 4,180			2,040				2,140					
651100 651200	Business Operation Program Salaries Business Operation Program Benefits	3,631 379	1,210 126	1,210 126	1,211 127									
651300	Business Operation Program Purchased Services	23,350		4,550		2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,088
651400 651500	Business Operation Program Supplies Business Operation Program Capital Outlay	1,100			251			675	174					
651600	Business Operation Program Debt Retirement	0												
651700	Business Operation Program Insurance	0												
655100	Central Service Program Salaries	0												
655200 655300	Central Service Program Benefits Central Service Program Purchased Services	0												
655400	Central Service Program Supplies	0												
655500 655600	Central Service Program Capital Outlay Central Service Program Debt Retirment	0												
655700	Central Service Program Insurance	0												
656100	Administrative Technology Service Salaries	0												
656200	Administrative Technology Service Benefits	0												ļ

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
656300	Administrative Technology Service Purchased Services	0					1.000		4.555	4.555	* * * * * * * * * * * * * * * * * * * *			
656400 656500	Administrative Technology Service Supplies Administrative Technology Service Capital Outlay	17,400 0	1,220	1,220	1,220	1,060	1,060	1,660	1,660	1,660	1,660	1,660	1,660	1,660
656600	Administrative Technology Service Debt Retirement	0												
656700	Administrative Technology Service Insurance	0												
661100	Buildings - Care Program Salaries	32,640	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720
661200	Buildings - Care Program Benefits	12,600	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
661300 661400	Buildings - Care Program Purchased Services Buildings - Care Program Supplies	35,200 5,100	1,256	1,480	2,351	2,222	3,350	4,050	4,450	3,338	3,350	3,310	3,440	2,700
661500	Buildings - Care Program Capital Outlay	225,715		225,715										
661600	Buildings - Care Program Debt Retirement	0												
661700	Buildings - Care Program Insurance	0												
663100	Maintenance - Non-Student Occupied Salaries	0												
663200 663300	Maintenance - Non-Student Occupied Benefits  Maintenance - Non-Student Occupied Purchased Services	0												
663400	Maintenance - Non-Student Occupied Purchased Services  Maintenance - Non-Student Occupied Supplies	0												
663500	Maintenance - Non-Student Occupied Capital Outlay	0												
663600 663700	Maintenance - Non-Student Occupied Debt Retirement Maintenance - Non-Student Occupied Insurance	0												
003700														
664100	Maintenance - Student Occupied Salaries	0												
664200 664300	Maintenance - Student Occupied Benefits  Maintenance - Student Occupied Purchased Services	0												
664400	Maintenance - Student Occupied Supplies	0												
664500	Maintenance - Student Occupied Capital Outlay	0												
664600 664700	Maintenance - Student Occupied Debt Retirement Maintenance - Student Occupied Insurance	0												
665100 665200	Maintenance - Grounds Salaries Maintenance - Grounds Benefits	0												
665300	Maintenance - Grounds Purchased Services	0												
665400	Maintenance - Grounds Supplies	242				240								
665500	Maintenance - Grounds Capital Outlay	0												
665600 665700	Maintenance - Grounds Debt Retirement Maintenance - Grounds Capital Insurance	0												
667100	Security Program Salaries	0												
667200 667300	Security Program Benefits Security Program Purchased Services	0												
667400	Security Program Supplies	0												
667500	Security Program Capital Outlay	0												
667600 667700	Security Program Debt Retirement Security Program Insurance	0												
681100 681200	Pupil-to-School Transportation Salaries	0												
681300	Pupil-to-School Transportation Benefits Pupil-to-School Transportation Purchased Services	19,300				6,000			4,434		4,433		4,433	
681400	Pupil-to-School Transportation Supplies	0				.,			, .		,			
681500 681600	Pupil-to-School Transportation Capital Outlay	0												
681700	Pupil-to-School Transportation Debt Retirement Pupil-to-School Transportation Insurance	0												
503400	Build And St. Turning St. February	0												
682100 682200	Pupil-Activity Transportation Salaries Pupil-Activity Transportation Benefits	0												
682300	Pupil-Activity Transportation Purchased Services	0												
682400	Pupil-Activity Transportation Supplies	0												
682500 682600	Pupil-Activity Transportation Capital Outlay Pupil-Activity Transportation Debt Retirement	0												
682700	Pupil-Activity Transportation Insurance	ō												
683100	General Transportation Salaries	0												
683200	General Transportation Benefits	0												
683300	General Transportation Purchased Services	0												
683400 683500	General Transportation Supplies General Transportation Capital Outlay	0												
683600	General Transportation Debt Retirement	0												
683700	General Transportation Insurance	0												
691100	Other Support Services Program Salaries	0												
691200	Other Support Services Program Benefits	0												
691300 691400	Other Support Services Program Purchased Services Other Support Services Program Supplies	0												
691500	Other Support Services Program Capital Outlay	0												
691600	Other Support Services Program Debt Retirement	0												
691700	Other Support Services Program Insurance	0												
Non-Instructio														
710100	Child Nutrition Salaries	0												
710200 710300	Child Nutrition Benefits Child Nutrition Purchased Services	0												
710400	Child Nutirition Supplies	0												
710500	Child Nutrition Capital Outlay	0												
710600 710700	Child Nutrition Debt Retirement Child Nutrition Insurance	0												
720100	Community Services Program Salaries	0												
720200 720300	Community Services Program Benefits Community Services Program Purchased Services	0												
720400	Community Services Program Supplies	0												
720500	Community Services Program Capital Outlay	0												
720600 720700	Community Services Program Debt Retirement Community Services Program Insurance	0												

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
730100	Enterprise Operations Program Salaries	0												
730200	Enterprise Operations Program Benefits	0												
730300	Enterprise Operations Program Purchased Services	0												
730400	Enterprise Operations Program Supplies	0												
730500	Enterprise Operations Program Capital Outlay	0												
730600	Enterprise Operations Program Debt Retirement	0												
730700	Enterprise Operations Program Capital Insurance	0												
810300	Capital Assets - Student Occupied Purchased Services	0												
810400	Capital Assets - Student Occupied Supplies	0												
810500	Capital Assets - Student Occupied Capital Outlay	0												
811300	Capital Assets - Non-Student Occupied Purchased Services	0												
811400	Capital Assets - Non-Student Occupied Supplies	0												
811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
911500	Principal Capital Outlay	0												
911600	Principal Debt Retirement	59,932	2,601	2,626	2,649	5,677	5,698	5,729	5,761	5,784	5,814	5,835	5,861	5,897
912500	Interest Capital Outlay	0												
912600	Interest Debt Retirement	69,620	2,261	2,231	2,201	7,151	7,123	7,102	7,067	7,009	6,924	6,903	6,852	6,796
913500	Refunded Debt Capital Outlay	0												
913600	Refunded Debt - Debt Retirement	0												
N/A	Other Loan Payments & Obligations (line of credit, etc.)													
N/A	OTHER Costs (any not included above)													
	•													
TOTAL EXPEND	ITURES	\$1,702,120	\$77,036	\$332,918	\$129,337	\$116,382	\$123,674	\$129,514	\$137,352	\$137,500	\$132,435	\$127,861	\$129,176	\$123,930

### **BCCLC-- BUDGET SUMMARY**

		PROJECTED PRE-OPENING	LIKELY / PRO	JECTED OPERAT	ING BUDGET	BEST CA	SE OPERATING E	BUDGET	WORST C	ASE OPERATING	BUDGET
ACCOUNT D	DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO F	Projected Enrollment (Number of Student)	N/A	490	568	645	0	0	0	0	0	0
REVENUE											
414100 T	Fuition	-	-	-	-	-	-	-	-	-	-
415000 E	Earnings on Investments	-	400.00	400.00	400.00	-	-	-	-	-	-
416100 S	School Food Service	-	-	-	-	-	-	-	-	-	-
416200 N	Meal sales: non-reimbursable	-	-	-	-	-	-	-	-	-	-
416900 C	Other Food Sales	-	-	-	-	-	-	-	-	-	7
417100 A	Admissions / Activities	-	-	_	-	_	-	-	_	_	_
417200 E	Bookstore Sales	-	-	-	-	-	-	-	-	-	-
417300 C	Clubs / Organization Fees, etc.	-	-	-	-	-	-	-	-	-	
	School Fees & Charges/Fundraising	-	-	-	-	-	-	_	-	_	
	Other Student Revenue	-	-	-	-	-	-	-	-	-	
419100 F	Rentals	_	_	_	-	_	_	-	_	-	
419200 C	Contributions/Donations	-	-	-	-	-	-	_	-	_	
419900 C	Other Local Revenue	-	5,400.00	5,400.00	6,000.00	-	-	-	-	-	
431100 E	Base Support Program	-	1,500,206.00	1,819,484.00	2,146,512.00	-	-	-	-	-	
	Fransportation Support	-	-	-	-	-	-	_	-	_	
431400 E	Exceptional Child Support	-	-	-	-	-	-	-	-	-	
	ruition Equivalency	-	-	-	-	-	-	_	-	_	
431800 E	Benefit Apportionment	-	193,310.00	233,778.00	272,686.00	-	-	_	-	_	
	Other State Support	-	33,962.00	35,170.00	38,980.00	-	-	_	-	_	
	Lottery / Addtl State Maintenance	-	22,275.00	25,102.00	26,152.00	-	-	-	-	-	
	Other State Revenue	-	107,599.00	122,888.00	139,117.00	-	-	-	-	-	
442000 li	ndirect Unrestricted Federal	-	-	-	-	-	-	-	-	-	
443000 E	Direct Restricted Federal	-	59,395.00	66,364.00	76,120.00	-	-	_	-	_	
445000 T	Γitle I - ESEA	-	72,740.00	80,506.00	92,380.00	-	-	-	-	-	
445500 C	Child Nutrition Reimbursement	-	-	· -	-	-	-	-	-	-	
445600 T	Fitle VI-B IDEA	-	63,700.00	77,420.00	86,820.00	-	-	-	-	-	
445900 C	Other Indirect Restricted Federal	-	-	-	-	-	-	-	-	-	
451000 P	Proceeds	-	-	-	-	-	-	-	-	-	
460000 T	Fransfers In	-	-	-	-	-	-	-	-	-	
OTAL REVE	NUE	\$0.00	\$2,058,987.00	\$2,466,512.00	\$2,885,167,00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0

### **BCCLC-- BUDGET SUMMARY**

	PROJECTED PRE-OPENING	LIKELY / PRO	DJECTED OPERAT	ING BUDGET	BEST CAS	SE OPERATING B	UDGET	WORST CA	ASE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
EXPENDITURES										
Salaries	-	1,072,468.00	1,250,632.00	1,577,728.00	-	-	-	-	-	-
Benefits	-	332,231.00	439,964.00	507,770.00	-	-	-	-	-	-
Subtotal: Payroll	-	1,404,699.00	1,690,596.00	2,085,498.00	-	-	-	-	-	-
Buildings-Care	-	142,828.00	186,700.00	191,160.00	-	-	-	-	-	-
Maintenance	-	-	-	-	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-	-	-	-	-
Principal	-	91,058.00	100,781.00	110,480.00	-	-	-	-	-	-
Interest	-	86,422.00	80,998.00	79,321.00	-	-	-	-	-	-
Subtotal: Facilities	-	320,308.00	368,479.00	380,961.00	-	-	-	-	-	-
Elementary Supplies	_	85,490.00	83,600.00	100,620.00	-	<u>-</u>	_	-	_	_
Elementary Purchases Services	_	61,995.00	69,164.00	79,320.00	-	_	_	-	_	-
Secondary Supplies	_	-	-	-	-	_	_	_	_	-
Secondary Purchased Services	_	_	_	_	-	_	_	_	_	-
Professional Development	_	_	_	_	-	_	_	-	_	-
Technology	_	_	_	_	-	_	_	_	_	-
Exceptional Child	_	_	_	_	-	_	_	_	_	-
Transportation	_	33,000.00	35,600.00	38,800.00	-	_	_	_	_	_
Nutrition	_	-	-	-	-	_	_	_	_	-
Support Services	-	_	_	_	_	_	_	_	_	_
Administration / Operations	_	72,550.00	67,630.00	81,988.00	-	_	_	_	_	_
Other Program Costs	-	-	-	-	_	_	_	_	_	_
_		252.025.00	355 004 00	200 720 00						
Subtotal: Educational Program	-	253,035.00	255,994.00	300,728.00	-	-	-	-	-	-
Capital Outlay	-	-	48,100.00	69,400.00	-	-	-	-	-	-
Debt Retirement	-	-	-	-	-	-	-	-	-	-
Insurance	-	10,300.00	10,900.00	11,750.00	-	-	-	-	-	-
Other Costs	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
Subtotal: Other Costs	-	10,300.00	59,000.00	81,150.00	-	-	-	-	-	-
TOTAL EXPENDITURES	\$0.00	\$1,988,342.00	\$2,374,069.00	\$2,848,337.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	, , , , ,		. , ,	. , , , , , , , , , , , , , , , , , , ,	, ,	,	,	,	,	1
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL BEGINNING BALANCE (All Funds)	\$0.00	\$0.00	\$70,645.00	\$163,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL BEGINNING BALANCE (All Fullus)	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00 \$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING BALANCE (All Funds)	\$0.00	\$70,645.00	\$163,088.00	\$199,918.00	\$0.00	\$0.00 \$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING BALANCE (All FUNGS)	\$0.00	\$70,645.00	\$103,088.00	5132,318.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

### **BCCLC-- BUDGET SUMMARY**

	PROJECTED PRE-OPENING	LIKELY / PRO.	IECTED OPERAT	ING BUDGET	BEST CAS	E OPERATING B	UDGET	WORST CA	SE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
CHANGES IN FUND BALANCE BY FUND										
100 Beginning Fund Balance	\$0.00	\$0.00	\$70,645.00	\$163,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Changes in Fund Balance	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Ending Fund Balance	\$0.00	\$70,645.00	\$163,088.00	\$199,918.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		PROJECTED PRE-OPENING	LIKELY / PRO	JECTED OPERAT	ING BUDGET	BEST (	CASE OPERATING	BUDGET	WORST C	ASE OPERATING	BUDGET
ACCOUNT	DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO	Projected Enrollment (Number of Student)	N/A	490	568	645						
REVENUE											
100.4141	00 Tuition										
100.4150	00 Earnings on Investments		400.00	400.00	400.00						
100.4171	00 Admissions / Activities										
100.4172	00 Bookstore Sales										
	00 Clubs / Organization Dues, etc.										
	00 School Fees & Charges										
100.4179	00 Other Student Revenue										
100.4191	00 Rentals										
100.4192	00 Contributions/Donations										
100.4199	00 Other Local Revenue		5,400.00	5,400.00	6,000.00						
100 4311	00 Base Support		1,500,206.00	1 819 484 00	2,146,512.00						
	00 Transportation Support		1,500,200.00	1,015,404.00	2,140,312.00						
	00 Exceptional Child Support										
	00 Tuition Equivalency										
	00 Benefit Apportionment		193,310.00	233,778.00	272,686.00						
	00 Other State Support		33,962.00	35,170.00	38,980.00						
100.4370	00 Lottery / Addtl State Maintenance		22,275.00	25,102.00	26,152.00						
100.4390	00 Other State Revenue		89,100.00	102,240.00	116,100.00						
100.4420	00 Indirect Unrestricted Federal										
100.4430	00 Direct Restricted Federal										
100.4459	00 Other Indirect Restricted Federal										
100.4600	00 Transfers In										
TOTAL GENI	RAL FUND REVENUES	\$0.00	\$1,844,653.00	\$2,221,574.00	\$2,606,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITU	DEC										
	00 Elementary Salaries		744,690.00	901 450 00	1,207,154.00						
	00 Elementary Salaries		244,750.00	298,890.00	347,760.00						
	00 Elementary Purchased Services		2,600.00	2,800.00	3,200.00						
	00 Elementary Supplies		85,490.00	83,600.00	100,620.00						
	00 Elementary Sapplies 00 Elementary Capital Outlay		23, .33.00	23,222.00	200,020.00						
	00 Elementary Debt Retirement										
	00 Elementary Insurance										

	PROJECTED PRE-OPENING	LIKELY / PROJE	CTED OPERATII	NG BUDGET	BEST CA	SE OPERATING I	BUDGET	WORST C	ASE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
ACCOUNT DESCRIPTION  100.515100 Secondary Salaries 100.515200 Secondary Benefits 100.515300 Secondary Purchased Services 100.515400 Secondary Supplies 100.515500 Secondary Capital Outlay 100.515600 Secondary Debt Retirement 100.515700 Secondary Insurance  100.517100 Alternative School Program Salaries 100.517200 Alternative School Program Benefits 100.517300 Alternative School Program Purchased Services 100.517400 Alternative School Program Supplies 100.517500 Alternative School Program Capital Outlay 100.517600 Alternative School Program Debt Retirement 100.517700 Alternative School Program Insurance  100.521100 Exceptional Child Salaries 100.521200 Exceptional Child Benefits 100.521300 Exceptional Child Purchased Services 100.521400 Exceptional Child Supplies 100.521500 Exceptional Child Capital Outlay 100.521600 Exceptional Child Capital Outlay	PRE-OPENING	-								
100.521700 Exceptional Child Insurance  100.524100 Gifted and Talented Program Salaries 100.524200 Gifted and Talented Program Benefits 100.524300 Gifted and Talented Program Purchased Services 100.524400 Gifted and Talented Program Supplies 100.524500 Gifted and Talented Program Capital Outlay 100.524600 Gifted and Talented Program Debt Retirement 100.524700 Gifted and Talented Program Insurance  100.531100 Interscholastic Program Salaries 100.531200 Interscholastic Program Benefits 100.531300 Interscholastic Program Supplies 100.531400 Interscholastic Program Supplies 100.531500 Interscholastic Program Capital Outlay 100.531600 Interscholastic Program Debt Retirement 100.531700 Interscholastic Program Insurance										

	PROJECTED PRE-OPENING	LIKELY / PRO	JECTED OPERAT	ING BUDGET	BEST CA	SE OPERATING E	BUDGET	WORST C	ASE OPERATING	G BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.532100 School Activity Program Salaries										
100.532200 School Activity Program Benefits										
100.532300 School Activity Program Purchased Services										
100.532400 School Activity Program Supplies										
100.532500 School Activity Program Capital Outlay										
100.532600 School Activity Program Debt Retirement										
100.532700 School Activity Program Insurance										
100.541100 Summer School Program Salaries										
100.541200 Summer School Program Benefits										
100.541300 Summer School Program Purchased Services										
100.541400 Summer School Program Supplies										
100.541500 Summer School Program Capital Outlay										
100.541600 Summer School Program Debt Retirement										
100.541700 Summer School Program Insurance										
Cubbabala, Instruction		1 110 350 00	1 222 152 00	1,000,034,00						
Subtotals: Instruction		1,110,250.00	1,322,152.00	1,699,824.00	-					
100.611100 Attendance-Guidance-Health Salaries										
100.611200 Attendance-Guidance-Health Benefits										
100.611300 Attendance-Guidance-Health Purchased Services										
100.611400 Attendance-Guidance-Health Supplies										
100.611500 Attendance-Guidance-Health Capital Outlay										
100.611600 Attendance-Guidance-Health Debt Retirement										
100.611700 Attendance-Guidance-Health Insurance										
100.616100 Special Services Program Salaries										
100.616200 Special Services Program Benefits										
100.616300 Special Services Program Purchased Services										
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										
200020700 Special Sci Vices 170g. ann mourance										
100.621100 Instruction Improvement Salaries										
100.621200 Instruction Improvement Benefits										
100.621300 Instruction Improvement Purchased Services										
100.621400 Instruction Improvement Supplies										
100.621500 Instruction Improvement Capital Outlay										
100.621600 Instruction Improvement Debt Retirement										
100.621700 Instruction Improvement Insurance				ļ						

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CAS	SE OPERATING E	BUDGET	worst o	ASE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.622100 Educational Media Salaries										
100.622200 Educational Media Benefits										
100.622300 Educational Media Purchased Services										
100.622400 Educational Media Supplies										
100.622500 Educational Media Capital Outlay										
100.622600 Educational Media Debt Retirement										
100.622700 Educational Media Insurance										
100.623100 Instruction-Related Technology Salaries										
100.623200 Instruction-Related Technology Benefits										
100.623300 Instruction-Related Technology Purchased Services										
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										
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 C22100 District Advantation Description										
100.632100 District Administration Program Salaries										
100.632200 District Administration Program Benefits										
100.632300 District Administration Program Purchased Services										
100.632400 District Administration Program Supplies 100.632500 District Administration Program Capital Outlay										
100.632600 District Administration Program Capital Outlay										
100.632700 District Administration Program Debt Nethrenient										
100.032700 District Authinistration Program insurance										
100.641100 School Administration Program Salaries		126,100.00	132,340.00	136,405.00						
100.641200 School Administration Program Benefits		33,500.00	36,230.00	38,892.00						
100.641300 School Administration Program Purchased Services		27,300.00	34,530.00	47,208.00						
100.641400 School Administration Program Supplies		11,900.00	12,400.00	12,980.00						
100.641500 School Administration Program Capital Outlay										
100.641600 School Administration Program Debt Retirement										
100.641700 School Administration Program Insurance		10,300.00	10,900.00	11,750.00						

	PROJECTED PRE-OPENING	ENING LIKELY / PROJECTED OPERATING BUDGET			BEST CA	SE OPERATING	BUDGET	WORST (	ASE OPERATING	G BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.651100 Business Operation Program Salaries 100.651200 Business Operation Program Benefits 100.651200 Business Operation Program Purchased Services 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  100.655100 Central Service Program Salaries 100.655200 Central Service Program Benefits 100.655300 Central Service Program Purchased Services 100.655400 Central Service Program Supplies 100.655500 Central Service Program Capital Outlay 100.655600 Central Service Program Debt Retirment 100.655700 Central Service Program Insurance  100.656100 Administrative Technology Service Salaries 100.656300 Administrative Technology Service Purchased Services 100.656400 Administrative Technology Service Supplies 100.656500 Administrative Technology Service Capital Outlay 100.656600 Administrative Technology Service Debt Retirement 100.656700 Administrative Technology Service Debt Retirement		27,250.00 6,100.00	36,500.00 14,100.00 6,600.00	38,000.00 14,800.00 7,000.00						
100.661100 Buildings - Care Program Salaries 100.661200 Buildings - Care Program Benefits 100.661300 Buildings - Care Program Purchased Services 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 Purchased Services 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 Debt Retirement		51,800.00 16,200.00 118,628.00 24,200.00	54,200.00 17,000.00 149,000.00 37,700.00	56,100.00 17,880.00 149,660.00 41,500.00						

	PROJECTED PRE-OPENING	LIKELY / PROJE	CTED OPERATIF	NG BUDGET	BEST CA	SE OPERATING I	BUDGET	WORST C	ASE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.664100 Maintenance - Student Occupied Salaries 100.664200 Maintenance - Student Occupied Benefits 100.664300 Maintenance - Student Occupied Purchased Services 100.664400 Maintenance - Student Occupied Supplies 100.664500 Maintenance - Student Occupied Capital Outlay 100.664600 Maintenance - Student Occupied Debt Retirement 100.665100 Maintenance - Student Occupied Insurance  100.665100 Maintenance - Grounds Salaries 100.665200 Maintenance - Grounds Benefits 100.665300 Maintenance - Grounds Purchased Services 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 100.667400 Security Program Supplies 100.667500 Security Program Capital Outlay 100.667600 Security Program Debt Retirement										
100.681100 Pupil-to-School Transportation Salaries 100.681200 Pupil-to-School Transportation Benefits 100.681300 Pupil-to-School Transportation Purchased Services 100.681400 Pupil-to-School Transportation Supplies 100.681500 Pupil-to-School Transportation Capital Outlay 100.681600 Pupil-to-School Transportation Debt Retirement 100.681700 Pupil-to-School Transportation Insurance  100.682100 Pupil-Activity Transportation Salaries 100.682200 Pupil-Activity Transportation Benefits 100.682300 Pupil-Activity Transportation Purchased Services 100.682400 Pupil-Activity Transportation Supplies 100.682500 Pupil-Activity Transportation Capital Outlay 100.682600 Pupil-Activity Transportation Debt Retirement 100.682700 Pupil-Activity Transportation Debt Retirement		33,000.00	35,600.00 48,100.00	38,800.00 69,400.00						

		PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CA	SE OPERATING I	BUDGET	WORST C	ASE OPERATING	BUDGET
ACCOUNT	DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	0 General Transportation Salaries										
	0 General Transportation Benefits										
	0 General Transportation Purchased Services										
	0 General Transportation Supplies										
	0 General Transportation Capital Outlay										
100.68360	0 General Transportation Debt Retirement										
100.68370	0 General Transportation Insurance										
100.69110	0 Other Support Services Program Salaries										
100.69120	O Other Support Services Program Benefits										
100.69130	O Other Support Services Program Purchased Services										
100.69140	O Other Support Services Program Supplies										
100.69150	O Other Support Services Program Capital Outlay										
100.69160	O Other Support Services Program Debt Retirement										
100.69170	O Other Support Services Program Insurance										
Subtotal	s: Support Services		486,278.00	625,200.00	680,375.00						
Subtotal	s. Support Services	<u> </u>	480,278.00	023,200.00	080,373.00	}					
100.71010	0 Child Nutrition Salaries										
100.71020	0 Child Nutrition Benefits										
100.71030	0 Child Nutrition Purchased Services										
100.71040	0 Child Nutirition Supplies										
100.71050	0 Child Nutrition Capital Outlay										
100.71060	0 Child Nutrition Debt Retirement										
100.71070	0 Child Nutrition Insurance										
100.72010	0 Community Services Program Salaries										
	0 Community Services Program Benefits										
	0 Community Services Program Purchased Services										
	0 Community Services Program Supplies										
	0 Community Services Program Capital Outlay										
100.72060	0 Community Services Program Debt Retirement										
100.72070	0 Community Services Program Insurance										
100.73010	0 Enterprise Operations Program Salaries										
	Enterprise Operations Program Benefits										
	Enterprise Operations Program Purchased Services										
	Enterprise Operations Program Supplies										
	Enterprise Operations Program Capital Outlay										
	Enterprise Operations Program Debt Retirement										
	Enterprise Operations Program Deat Remember     Enterprise Operations Program Capital Insurance										
100.75070	o zacespino operations i rogium capital insulatice	ll l	I		ļ	II			II		

	PROJECTED PRE-OPENING	LIKELY / PRO	JECTED OPERAT	ING BUDGET	BEST CASE	OPERATING BU	IDGET	WORST CAS	SE OPERATING I	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.810300 Capital Assets - Student Occupied Purchased Services 100.810400 Capital Assets - Student Occupied Supplies 100.810500 Capital Assets - Student Occupied Capital Outlay										
100.811300 Capital Assets - Non-Student Occupied Purchased Services 100.811400 Capital Assets - Non-Student Occupied Supplies 100.811500 Capital Assets - Non-Student Occupied Capital Outlay										
100.911500 Principal Capital Outlay 100.911600 Principal Debt Retirement		91,058.00	100,781.00	110,480.00						
100.912500 Interest Capital Outlay 100.912600 Interest Debt Retirement		86,422.00	80,998.00	79,321.00						
100.913500 Refunded Debt Capital Outlay 100.913600 Refunded Debt - Debt Retirement										
100.920000 Transfers Out										
Subtotals: Non-Instruction		177,480.00	181,779.00	189,801.00						<u> </u>
TOTAL GENERAL FUND EXPENDITURES	0.00	1,774,008.00	2,129,131.00	2,570,000.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE CHANGES IN FUND BALANCE ENDING FUND BALANCE	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$70,645.00 <b>\$70,645.00</b>	\$70,645.00 \$92,443.00 <b>\$163,088.00</b>	\$163,088.00 \$36,830.00 <b>\$199,918.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>

# BCCLC --- FUND 245 (Technology-State)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CAS	E OPERATING BI	JDGET	WORST CA	SE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE										
245.431900 Other State Support										
245.439000 Other State Revenue		18,499.00	20,648.00	23,017.00						
245.460000 Transfers In										
TOTAL FUND REVENUE	\$0.00	\$18,499.00	\$20,648.00	\$23,017.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	φοιοσ	<b>\$10,133.00</b>	φ20/0 .0.00	ψ23,017.00	φοισσ	φοιου	ψ0.00	φο.σσ	ψ0.00	φο.σσ
EXPENDITURES										
245.512100 Elementary Salaries		13,989.00	15,518.00	17,033.00						
245.512200 Elementary Benefits		4,510.00	5,130.00	5,984.00						
245.512300 Elementary Purchased Services										
245.512400 Elementary Supplies										
245.512500 Elementary Capital Outlay										
245.512600 Elementary Debt Retirement										
245.512700 Elementary Insurance										
245.515100 Secondary Salaries										
245.515200 Secondary Benefits										
245.515300 Secondary Purchased Services										
245.515400 Secondary Supplies										
245.515500 Secondary Capital Outlay										
245.515600 Secondary Debt Retirement										
245.515700 Secondary Insurance										
245.622100 Educational Media Salaries										
245.622200 Educational Media Benefits										
245.622300 Educational Media Purchased Services										
245.622400 Educational Media Supplies										
245.622500 Educational Media Capital Outlay										
245.622600 Educational Media Debt Retirement										
245.622700 Educational Media Insurance										
245.623100 Instruction-Related Technology Salaries										
245.623200 Instruction-Related Technology Benefits										
245.623300 Instruction-Related Technology Purchased Services										
245.623400 Instruction-Related Technology Supplies										
245.623500 Instruction-Related Technology Capital Outlay										
245.623600 Instruction-Related Technology Debt Retirement										
245.623700 Instruction-Related Technology Insurance										

# BCCLC --- FUND 245 (Technology-State)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CASE	OPERATING BU	JDGET	WORST CAS	SE OPERATING E	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
245.656100 Administrative Technology Service Salaries 245.656200 Administrative Technology Service Benefits 245.656300 Administrative Technology Service Purchased Services 245.656400 Administrative Technology Service Supplies 245.656500 Administrative Technology Service Capital Outlay 245.656600 Administrative Technology Service Debt Retirement 245.656700 Administrative Technology Service Insurance										
245.920000 Transfers Out										
TOTAL FUND EXPENDITURES	\$0.00	\$18,499.00	\$20,648.00	\$23,017.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE CHANGES IN FUND BALANCE ENDING FUND BALANCE	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>

# BCCLC-- FUND 251 (Title I-A, ESEA)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CAS	E OPERATING B	UDGET	WORST CA	SE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE										
251.443000 Direct Restricted Federal										
251.445100 Title I - ESEA		72,740.00	80,506.00	92,380.00						
251.445900 Other Indirect Restricted Federal										
251.460000 Transfers In										
TOTAL FUND REVENUE	\$0.00	\$72,740.00	\$80,506.00	\$92,380.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EVDENDITUDES										
EXPENDITURES		C1 920 00	CE 404.00	67 427 00						
251.512100 Elementary Salaries		61,829.00	65,404.00	67,437.00						
251.512200 Elementary Benefits 251.512300 Elementary Purchased Services		10,911.00	15,102.00	24,943.00						
251.512400 Elementary Furchased Services 251.512400 Elementary Supplies										
251.512500 Elementary Capital Outlay										
251.512600 Elementary Capital Outlay 251.512600 Elementary Debt Retirement										
251.512700 Elementary Dest Neurance										
2511512700 Elementary insurance										
251.515100 Secondary Salaries										
251.515200 Secondary Benefits										
251.515300 Secondary Purchased Services										
251.515400 Secondary Supplies										
251.515500 Secondary Capital Outlay										
251.515600 Secondary Debt Retirement										
251.515700 Secondary Insurance										
251.621100 Instruction Improvement Program Salaries										
251.621200 Instruction Improvement Program Benefits										
251.621300 Instruction Improvement Program Purchased Services										
251.621400 Instruction Improvement Program Supplies										
251.621500 Instruction Improvement Program Capital Outlay										
251.621600 Instruction Improvement Program Debt Retirement										
251.621700 Instruction Improvement Program Insurance										
251.920000 Transfers Out										
231.320000 Hanslers Out										
TOTAL FUND EXPENDITURES	\$0.00	\$72,740.00	\$80,506.00	\$92,380.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	φσ.σσ	Ç. 2,7 10.00	Ç00,000.00	φ <b>3</b> Ξ,300.00	ψο.σσ	φο.σο	φυ.υυ	Ţ0.00	Ψ0.00	φο.σσ
TOTAL FUND REVENUE OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			•					•		
BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

# BCCLC --- FUND 257 (IDEA Part B)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CAS	E OPERATING B	UDGET	WORST CA	SE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE 257.443000 Direct Restricted Federal										
257.445600 Title VI-B IDEA Federal Revenue 257.445900 Other Indirect Restricted Federal		63,700.00	77,420.00	86,820.00						
257.460000 Transfers In										
TOTAL FUND REVENUES	\$0.00	\$63,700.00	\$77,420.00	\$86,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES  257.512100 Elementary Salaries 257.512200 Elementary Benefits 257.512300 Elementary Purchased Services 257.512400 Elementary Supplies 257.512500 Elementary Capital Outlay 257.512600 Elementary Debt Retirement 257.512700 Elementary Insurance  257.515100 Secondary Salaries 257.515200 Secondary Purchased Services 257.515300 Secondary Purchased Services 257.515400 Secondary Supplies 257.515500 Secondary Capital Outlay 257.515500 Secondary Debt Retirement 257.515700 Secondary Insurance  257.515700 Secondary Insurance  257.521100 Exceptional Child Salaries 257.521200 Exceptional Child Benefits 257.521200 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 257.616200 Special Services Benefits 257.616300 Special Services Purchased Services 257.616400 Special Services Capital Outlay 257.616600 Special Services Debt Retirement 257.616600 Special Services Debt Retirement 257.616700 Special Services Debt Retirement		50,960.00 12,740.00	56,310.00 21,110.00	63,379.00 23,441.00						
257.920000 Transfers Out										

# BCCLC --- FUND 257 (IDEA Part B)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATII	NG BUDGET	BEST CASI	E OPERATING BU	IDGET	WORST CA	SE OPERATING B	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
TOTAL FUND EXPENDITURES	\$0.00	\$63,700.00	\$77,420.00	\$86,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	PROJECTED PRE-OPENING	LIKELY / PROJI	ECTED OPERATI	NG BUDGET	BEST CAS	E OPERATING B	UDGET	WORST CA	SE OPERATING	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE										
262.443000 Direct Restricted Federal		37,315.00	41,254.00	47,600.00						
262.445900 Other Indirect Restricted Federal										
262.460000 Transfers In										
TOTAL FUND REVENUES	\$0.00	\$37,315.00	\$41,254.00	\$47,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES										
262.512100 Elementary Salaries										
262.512200 Elementary Benefits										
262.512300 Elementary Purchased Services		37,315.00	41,254.00	47,600.00						
262.512400 Elementary Supplies		37,313.00	41,234.00	47,000.00						
262.512500 Elementary Capital Outlay										
262.512600 Elementary Debt Retirement										
262.512700 Elementary Insurance										
262.515100 Secondary Salaries										
262.515200 Secondary Benefits										
262.515300 Secondary Purchased Services										
262.515400 Secondary Supplies										
262.515500 Secondary Capital Outlay										
262.515600 Secondary Debt Retirement										
262.515700 Secondary Insurance										
262.621100 Exceptional Child Salaries										
262.621200 Exceptional Child Benefits										
262.621300 Exceptional Child Purchased Services										
262.621400 Exceptional Child Supplies										
262.621500 Exceptional Child Capital Outlay										
262.621600 Exceptional Child Debt Retirement										
262.621700 Exceptional Child Insurance										
262 624400 leader of the leader of Select										
262.621100 Instruction Improvement Salaries										
262.621200 Instruction Improvement Benefits										
262.621300 Instruction Improvement Purchased Services										
262.621400 Instruction Improvement Supplies										
262.621500 Instruction Improvement Capital Outlay										
262.621600 Instruction Improvement Debt Retirement										
262.621700 Instruction Improvement Insurance										
262.920000 Transfers Out										
TOTAL FUND EXPENDITURES	\$0.00	\$37,315.00	\$41,254.00	\$47,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

# **BCCLC --- FUND 262 (Title VI-B, ESEA, Rural Education)**

	PROJECTED PRE-OPENING	LIKELY / PROJE	ECTED OPERATIN	NG BUDGET	BEST CAS	E OPERATING BU	JDGET	WORST CA	SE OPERATING E	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1 Year 2 Year 3			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

# BCCLC --- FUND 271 (Title II-A, ESEA)

	PROJECTED PRE-OPENING	LIKELY / PROJ	ECTED OPERATI	NG BUDGET	BEST CAS	E OPERATING BU	IDGET	WORST CA	SE OPERATING I	BUDGET
ACCOUNT DESCRIPTION	BUDGET	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE										
271.443000 Direct Restricted Federal		22,080.00	25,110.00	28,520.00						
271.445900 Other Indirect Restricted Federal										
271.460000 Transfers In										
TOTAL FUND REVENUES	\$0.00	\$22,080.00	\$25,110.00	\$28,520.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES  271.512100 Elementary Salaries 271.512200 Elementary Benefits 271.512300 Elementary Purchased Services 271.512400 Elementary Supplies 271.512500 Elementary Capital Outlay 271.512500 Elementary Debt Retirement 271.512700 Elementary Insurance  271.515100 Secondary Salaries 271.515200 Secondary Benefits 271.515300 Secondary Purchased Services 271.515400 Secondary Supplies 271.515500 Secondary Capital Outlay 271.515600 Secondary Debt Retirement 271.515700 Secondary Insurance  271.621100 Instruction Improvement Salaries 271.621200 Instruction Improvement Benefits 271.621300 Instruction Improvement Supplies 271.621300 Instruction Improvement Supplies 271.621500 Instruction Improvement Capital Outlay 271.621600 Instruction Improvement Debt Retirement 271.621700 Instruction Improvement Debt Retirement		22,080.00	25,110.00	28,520.00						
271.920000 Transfers Out										
TOTAL FUND EXPENDITURES	\$0.00	\$22,080.00	\$25,110.00	\$28,520.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE CHANGES IN FUND BALANCE ENDING FUND BALANCE	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>	\$0.00 \$0.00 <b>\$0.00</b>

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2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	REVENUE	Tutking	0												
4	414100	Tuition	0		4-	2.4	25	20		••	20		20	20	20
5	415000	Earnings on Investments	400	14	15	24	35	39	40	40	38	40	39	38	38
7	416100	School Food Service	0												
/	416100	Meal Sales - non reimbursable	0												
0	416200	Other Food Sales	0												
10	410900	Other Food Sales	U												
11	417100	Admissions / Activities	0												
12	417200	Bookstore Sales	0												
13	417300	Clubs / Organization Dues, etc.	0												
14	417400	School Fees & Charges	0												
15	417900	Other Student Revenue	0												
16															
17	419100	Rentals	0												
18	419200	Contributions/Donations	0												
19	419900	Other Local Revenue	5,400		1,200				4,200						
20															
21	431100	Base Support	1,500,206	300,041	150,021			450,061			300,041			300,042	
22	431200	Transportation Support	0												
23	431400	Exceptional Child Support	0												
24	431600	Tuition Equivalency	0												
25	431800	Benefit Apportionment	193,310		57,993			57,993			38,662			38,662	
26	431900	Other State Support	33,962												
27	437000	Lottery / Addtl State Maintenance	22,275		22,275										
28	439000	Other State Revenue	107,599		6,598		61,244		7,597				32,160		
5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 22 23 24 25 26 27 27 28 29 30 31 31 32 33 34 35 36 37 37 37 38 38 38 38 38 39 39 39 39 39 39 39 39 39 39 39 39 39															
30	442000	Indirect Unrestricted Federal	0						24.25-				20.4==		
31	443000	Direct Restricted Federal	59,395						31,225				28,170		
32	445100	Title I	72,740						39,370				33,370		
33	445500 445600	Child Nutrition Reimbursement	0 63,700						35,000				34,998		
34		Title VI-B							35,000				34,998		
35	445900	Other Indirect Restricted Federal	0												
37	451000	Proceeds	0												
38	431000	rioceeus	0												
	OTAL REVENU	IFS	\$2,058,987	\$300,055	\$238,102	\$24	\$61,279	\$508,093	\$117,432	\$40	\$338,741	\$40	\$128,737	\$338,742	\$38
35	O I AL NEVENU	)LJ	72,030,367	3300,033	3Z30,1UZ	۶24	λ01,279	\$300,093	432,411	40	7550,741	40,	\$120,737	3550,742	<b>350</b>

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1			Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
40				•	_									-	
41 42 43	EXPENDITURES														
42		/ Educational Program													
43	512100	Elementary Salaries	871,468	38,030	38,240	81,010	81,030	81,011	81,025	81,036	81,036	81,031	81,031	81,026	65,962
44	512200	Elementary Benefits	272,911	6,901	7,186	27,036	27,049	27,005	27,040	27,052	27,052	27,042	27,049	27,049	15,450
45	512300	Elementary Purchased Services	61,995	2,310	5,971	5,971	5,971	5,971	5,971	5,971	5,971	4,771	4,771	5,896	2,450
46	512400 512500	Elementary Supplies	85,490 0		66,290			19,200							
47	512500	Elementary Capital Outlay Elementary Debt Retirement	0												
40	512700	Elementary Insurance	0												
50	312700	Elementary insurance	· ·												
51	515100	Secondary Salaries	0												
52	515200	Secondary Benefits	0												
53	515300	Secondary Purchased Services	0												
54	515400	Secondary Supplies	0												
55	515500	Secondary Capital Outlay	0												
56	515600	Secondary Debt Retirement	0												
57	515700	Secondary Insurance	0												
58															
59	517100	Alternative School Program Salaries	0												
60	517200	Alternative School Program Benefits	0												
61	517300	Alternative School Program Purchased Services	0												
62	517400	Alternative School Program Supplies	0												
63	517500	Alternative School Program Capital Outlay	-												
64	517600 517700	Alternative School Program Debt Retirement Alternative School Program Insurance	0												
66	317700	Alternative School Program insurance	U												
67	521100	Exceptional Child Salaries	23,100		5,775	5,775	5,775	5,775							
68	521200	Exceptional Child Benefits	9,620		2,405	2,405	2,405	2,405							
69	521300	Exceptional Child Purchased Services	0		_,	_,	_,	_,							
70	521400	Exceptional Child Supplies	0												
71	521500	Exceptional Child Capital Outlay	0												
72	521600	Exceptional Child Debt Retirement	0												
73	521700	Exceptional Child Insurance	0												
74															
75	524100	Gifted and Talented Program Salaries	0												
76	524200	Gifted and Talented Program Benefits	0												
77	524300	Gifted and Talented Program Purchased Services	0												
78	524400	Gifted and Talented Program Supplies	0												
79	524500	Gifted and Talented Program Capital Outlay	0												
80	524600	Gifted and Talented Program Debt Retirement	0												
444 455 466 477 488 499 501 512 533 544 555 660 601 616 626 636 647 689 970 771 772 733 744 775 766 777 788 880 881 882 883 884 885 886 889 990 991 992 993 994 995 995 995 995 995 995 995 995 995	524700	Gifted and Talented Program Insurance	U												
83	531100	Interscholastic Program Salaries	0												
84	531200	Interscholastic Program Benefits	0												
85	531300	Interscholastic Program Purchased Services	0												
86	531400	Interscholastic Program Supplies	0												
87	531500	Interscholastic Program Capital Outlay	0												
88	531600	Interscholastic Program Debt Retirement	0												
89	531700	Interscholastic Program Insurance	0												
90															
91	532100	School Activity Program Salaries	0												
92	532200	School Activity Program Benefits	0												
93	532300	School Activity Program Purchased Services	0												
94	532400	School Activity Program Supplies	0												
95	532500	School Activity Program Capital Outlay	0												
96	532600	School Activity Program Debt Retirement	0												
97	532700	School Activity Program Insurance	0												

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1			Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
98			30202.	,	,	55 <b>p.</b>				Ju.,				,	34
99	541100	Summer School Program Salaries	0												
100	541200	Summer School Program Benefits	0												
101	541300	Summer School Program Purchased Services	0												
102	541400	Summer School Program Supplies	0												
103	541500	Summer School Program Capital Outlay	0												
104	541600	Summer School Program Debt Retirement	0												
105	541700	Summer School Program Insurance	0												
106															
107	Support Ser	vices													
108	611100	Attendance-Guidance-Health Salaries	0												
109	611200	Attendance-Guidance-Health Benefits	0												
110	611300	Attendance-Guidance-Health Purchased Services	0												
111	611400	Attendance-Guidance-Health Supplies	0												
112	611500	Attendance-Guidance-Health Capital Outlay	0												
113	611600	Attendance-Guidance-Health Debt Retirement	0												
114	611700	Attendance-Guidance-Health Insurance	0												
115															
116	616100	Special Services Program Salaries	0												
117	616200	Special Services Program Benefits	0												
118	616300	Special Services Program Purchased Services	0												
119	616400	Special Services Program Supplies	0												
120	616500	Special Services Program Capital Outlay	0												
121	616600	Special Services Program Debt Retirement	0												
122	616700	Special Services Program Insurance	0												
123															
124	621100	Instruction Improvement Salaries	0												
125	621200	Instruction Improvement Benefits	0												
126	621300	Instruction Improvement Purchased Services	0												
127	621400	Instruction Improvement Supplies	0												
128	621500	Instruction Improvement Capital Outlay	0												
129	621600	Instruction Improvement Debt Retirement	0												
130	621700	Instruction Improvement Insurance	0												
132	622100	Educational Media Salaries	0												
133	622200	Educational Media Salaries  Educational Media Benefits	0												
134	622300	Educational Media Purchased Services	0												
135	622400	Educational Media Supplies	0												
136	622500	Educational Media Capital Outlay	0												
137	622600	Educational Media Debt Retirement	0												
138	622700	Educational Media Insurance	0												
98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 120 121 122 123 124 125 126 127 128 129 130 131 131 131 131 131 131 131															
140	623100	Instruction-Related Technology Salaries	0												
141	623200	Instruction-Related Technology Benefits	0												
142	623300	Instruction-Related Technology Purchased Services	0												
143	623400	Instruction-Related Technology Supplies	0												
144	623500	Instruction-Related Technology Capital Outlay	0												
145	623600	Instruction-Related Technology Debt Retirement	0												
146	623700	Instruction-Related Technology Insurance	0												
147															
148	631100	Board of Education Program Salaries	0												
149	631200	Board of Education Program Benefits	0												
150	631300	Board of Education Program Purchased Services	0												
151	631400	Board of Education Program Supplies	0												
152	631500	Board of Education Program Capital Outlay	0												
153	631600	Board of Education Program Debt Retirement	0												
154	631700	Board of Education Program Insurance	0												

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1			Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
155 156 157 158 159 160 161 162 163 164 165 166 167 177 173 174 175 176 177 178 188 181 182 183 184 185 186 187 190 191 191 192 193 194 195 196 197 198 199 199 199 199 199 199 199 199 199															
156	632100	District Administration Program Salaries	0												
157	632200	District Administration Program Benefits	0												
158	632300	District Administration Program Purchased Services	0												
159	632400	District Administration Program Supplies	0												
160	632500	District Administration Program Capital Outlay	0												
161	632600	District Administration Program Debt Retirement	0												
162	632700	District Administration Program Insurance	0												
163	641100	School Administration Program Salaries	126,100	10,508	10,508	10,508	10,508	10,509	10,508	10,509	10,508	10,509	10,508	10,509	10,508
104	641100	-	33,500	2,791	2,792	2,792	2,792	2,792	2,792	2,792	2,791	2,792	2,791	2,792	2,791
166	641300	School Administration Program Benefits School Administration Program Purchased Services	27,300	2,751	6,100	1,650	1,700	1,650	1,700	1,750	1,750	1,700	1,700	1,700	5,900
167	641400	School Administration Program Supplies	11,900		8,900	1,030	1,700	3,000	1,700	1,730	1,730	1,700	1,700	1,700	3,900
168	641500	School Administration Program Capital Outlay	0		0,500			3,000							
169	641600	School Administration Program Debt Retirement	0												
170	641700	School Administration Program Insurance	10,300		5,100					5,200					
171	0.17.00	Seriosi / tarimiseration / rogitalii insarance	10,500		3,200					3,200					
172	651100	Business Operation Program Salaries	0												
173	651200	Business Operation Program Benefits	0												
174	651300	Business Operation Program Purchased Services	27,250	2,270	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,270
175	651400	Business Operation Program Supplies	6,100	ŕ	3,050	,	,		,	3,050	,	ŕ	,	,	,
176	651500	Business Operation Program Capital Outlay	0		.,					-,					
177	651600	Business Operation Program Debt Retirement	0												
178	651700	Business Operation Program Insurance	0												
179															
180	655100	Central Service Program Salaries	0												
181	655200	Central Service Program Benefits	0												
182	655300	Central Service Program Purchased Services	0												
183	655400	Central Service Program Supplies	0												
184	655500	Central Service Program Capital Outlay	0												
185	655600	Central Service Program Debt Retirment	0												
186	655700	Central Service Program Insurance	0												
187															
188	656100	Administrative Technology Service Salaries	0												
189	656200	Administrative Technology Service Benefits	0												
190	656300	Administrative Technology Service Purchased Services	0												
191	656400	Administrative Technology Service Supplies	0												
192	656500	Administrative Technology Service Capital Outlay	0												
193	656600	Administrative Technology Service Debt Retirement	0												
194	656700	Administrative Technology Service Insurance	0												
195															
196	661100	Buildings - Care Program Salaries	51,800	4,316	4,316	4,316	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,316
197	661200	Buildings - Care Program Benefits	16,200	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350
198	661300	Buildings - Care Program Purchased Services	118,628	8,350	8,420	9,210	10,860	10,910	11,200	11,020	11,930	9,985	9,570	8,610	8,563
199	661400	Buildings - Care Program Supplies	24,200		19,600				4,600						
200	661500	Buildings - Care Program Capital Outlay	0												
201	661600	Buildings - Care Program Debt Retirement													
202	661700	Buildings - Care Program Insurance	0												
203	662100	Maintenance Non Student Ossumind Coloring	0												
204	663100	Maintenance - Non-Student Occupied Salaries	0												
205	663200	Maintenance - Non-Student Occupied Benefits	0												
200	663300	Maintenance - Non-Student Occupied Purchased Services	0												
207	663400	Maintenance - Non-Student Occupied Supplies	0												
208	663500 663600	Maintenance - Non-Student Occupied Capital Outlay	0												
210	663700	Maintenance - Non-Student Occupied Debt Retirement	0												
210	003700	Maintenance - Non-Student Occupied Insurance	0												

	Α	В	D	E	F	G	Н	I	J	K	L	M	N	0	Р
П			Likely /												
1			Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
211															
212	664100	Maintenance - Student Occupied Salaries	0												
213	664200	Maintenance - Student Occupied Benefits	0												
214	664300	Maintenance - Student Occupied Purchased Services	0												
215	664400	Maintenance - Student Occupied Supplies	0												
216	664500	Maintenance - Student Occupied Capital Outlay	0												
217	664600	Maintenance - Student Occupied Debt Retirement	0												
218	664700	Maintenance - Student Occupied Insurance	0												
219															
220	665100	Maintenance - Grounds Salaries	0												
221	665200	Maintenance - Grounds Benefits	0												
222	665300	Maintenance - Grounds Purchased Services	0												
223	665400	Maintenance - Grounds Supplies	0												
224	665500	Maintenance - Grounds Capital Outlay	0												
225	665600	Maintenance - Grounds Debt Retirement	0												
226	665700	Maintenance - Grounds Capital Insurance	0												
227	667400	Coguetty Drogram Coloring	0												
228	667100	Security Program Salaries	0												
229	667200	Security Program Benefits	0												
230	667300	Security Program Purchased Services	0												
231	667400 667500	Security Program Supplies	0												
232	667600	Security Program Capital Outlay	0												
233	667700	Security Program Debt Retirement	0												
234	667700	Security Program Insurance	0												
235	681100	Pupil-to-School Transportation Salaries	0												
237	681200	Pupil-to-School Transportation Benefits	0												
238	681300	Pupil-to-School Transportation Purchased Services	33,000				11,000				11,000				11,000
230	681400	Pupil-to-School Transportation Supplies	33,000				11,000				11,000				11,000
240	681500	Pupil-to-School Transportation Capital Outlay	0												
241	681600	Pupil-to-School Transportation Debt Retirement	0												
242	681700	Pupil-to-School Transportation Insurance	0												
243	001700	Tupil to School Hunsportation insurance	· ·												
244	682100	Pupil-Activity Transportation Salaries	0												
245	682200	Pupil-Activity Transportation Benefits	0												
246	682300	Pupil-Activity Transportation Purchased Services	0												
247	682400	Pupil-Activity Transportation Supplies	0												
248	682500	Pupil-Activity Transportation Capital Outlay	0												
249	682600	Pupil-Activity Transportation Debt Retirement	0												
250	682700	Pupil-Activity Transportation Insurance	0												
211 212 213 214 215 216 217 220 221 222 223 224 225 226 227 228 229 230 231 231 232 233 234 242 233 234 242 243 244 245 246 247 248 249 250 260 277 238 239 230 231 231 232 233 234 244 255 266 277 238 239 240 250 260 277 288 299 290 200 200 200 200 200 200															
252	683100	General Transportation Salaries	0												
253	683200	General Transportation Benefits	0												
254	683300	General Transportation Purchased Services	0												
255	683400	General Transportation Supplies	0												
256	683500	General Transportation Capital Outlay	0												
257	683600	General Transportation Debt Retirement	0												
258	683700	General Transportation Insurance	0												
259															
260	691100	Other Support Services Program Salaries	0												
261	691200	Other Support Services Program Benefits	0												
262	691300	Other Support Services Program Purchased Services	0												
263	691400	Other Support Services Program Supplies	0												
264	691500	Other Support Services Program Capital Outlay	0												
	691600	Other Support Services Program Debt Retirement	0												
266	691700	Other Support Services Program Insurance	0												

П	А	В	D	E	F	G	Н	I	J	K	L	М	N	0	Р
$\Box$			Likely /			•					<u> </u>	•		•	
1			Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
267															
268 I	Non-Instruction	n													
269	710100	Child Nutrition Salaries	0												
270	710200	Child Nutrition Benefits	0												
271	710300	Child Nutrition Purchased Services	0												
272	710400	Child Nutirition Supplies	0												
273	710500	Child Nutrition Capital Outlay	0												
274	710600	Child Nutrition Debt Retirement	0												
275	710700	Child Nutrition Insurance	0												
276															
277	720100	Community Services Program Salaries	0												
278	720200	Community Services Program Benefits	0												
279	720300	Community Services Program Purchased Services	0												ļ
280	720400	Community Services Program Supplies	0												
281	720500	Community Services Program Capital Outlay	0												
282	720600 720700	Community Services Program Debt Retirement	0												
203	720700	Community Services Program Insurance	U												
204	730100	Enterprise Operations Program Salaries	0												
286	730200	Enterprise Operations Program Benefits	0												
287	730200	Enterprise Operations Program Purchased Services	0												
288	730400	Enterprise Operations Program Supplies	0												
289	730500	Enterprise Operations Program Supplies  Enterprise Operations Program Capital Outlay	0												
290	730600	Enterprise Operations Program Debt Retirement	0												
291	730700	Enterprise Operations Program Capital Insurance	0												
292															
293	810300	Capital Assets - Student Occupied Purchased Services	0												
294	810400	Capital Assets - Student Occupied Supplies	0												
295	810500	Capital Assets - Student Occupied Capital Outlay	0												
296															
297	811300	Capital Assets - Non-Student Occupied Purchased Services	0												ļ
298	811400	Capital Assets - Non-Student Occupied Supplies	0												ļ
269 270 271 272 273 274 275 276 277 278 280 281 282 283 284 285 285 286 287 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 307 307 307 307 307 307 307 307	811500	Capital Assets - Non-Student Occupied Capital Outlay	0												ļ
300															ļ
301	911500	Principal Capital Outlay	0												
302	911600	Principal Debt Retirement	91,058	7,475	7,507	7,525	7,547	7,565	7,587	7,601	7,619	7,633	7,652	7,667	7,680
303															
304	912500	Interest Capital Outlay	0												
305	912600	Interest Debt Retirement	86,422	7,093	7,122	7,143	7,161	7,179	7,201	7,215	7,233	7,247	7,265	7,280	7,303
306	040500														
307	913500	Refunded Debt Capital Outlay	0												
308	913600	Refunded Debt - Debt Retirement	0												ļ
309	TOTAL EVENT	UTI I DEC	¢1 000 242	¢01.204	¢313.003	¢169.063	Ć101 73C	¢102.010	\$167.563	¢171 124	Ć174 030	\$160.640	¢160.275	¢160.467	Ć145 543
310	OTAL EXPEND	IIUKES	\$1,988,342	\$91,394	\$212,903	\$168,962	\$181,736	\$192,910	\$167,562	\$171,134	\$174,828	\$160,648	\$160,275	\$160,467	\$145,543

BCCLC FIRST YEAR CASH FLOW (FY16 All Funds)

DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	25,860	234,521	259,720	90,782	(29,675)	285,508	235,378	64,284	228,197	67,589	36,051	214,326	N/A
RECEIPTS														
Base Support	1,500,206	300,041	150,021	0	0	450,061	0	0	300,041	0	0	300,042	0	1,500,206
Benefit Apportionment	193,310	0	57,993	0	0	57,993	0	0	38,662	0	0	38,662	0	193,310
Lottery / Maintenance	22,275	0	22,275	0	0	0	0	0	0	0	0	0	0	22,275
Transportation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	33,962	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Revenue	107,599	0	6,598	0	61,244	0	7,597	0	0	0	32,160	0	0	107,599
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	72,740	0	0	0	0	0	39,370	0	0	0	33,370	0	0	72,740
Federal Revenue	123,095	0	0	0	0	0	66,225	0	0	0	63,168	0	0	129,393
Local Revenue	5,400	0	1,200	0	0	0	4,200	0	0	0	0	0	0	5,400
Fees & Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue	400	14	15	24	35	39	40	40	38	40	39	38	38	400
TOTAL RECEIPTS	2,058,987	300,055	238,102	24	61,279	508,093	117,432	40	338,741	40	128,737	338,742	38	2,031,323
	,,	,	,			,	, -		,		-, -	,		,,.
OUTFLOW														
Salaries	0	52,854	58,839	101,609	101,630	101,612	95,850	95,862	95,861	95,857	95,856	95,852	80,786	1,072,468
Benefits	0	11,042	13,733	33,583	33,596	33,552	31,182	31,194	31,193	31,184	31,190	31,191	19,591	332,231
Subtotal - Payroll	0	63,896	72,572	135,192	135,226	135,164	127,032	127,056	127,054	127,041	127,046	127,043	100,377	1,404,699
Facility Costs (All)	0	22,918	42,649	23,878	25,568	25,654	30,588	25,836	26,782	24,865	24,487	23,557	23,546	320,328
Subtotal - Occupancy	0	22,918	42,649	23,878	25,568	25,654	30,588	25,836	26,782	24,865	24,487	23,557	23,546	320,328
Elementary Supplies & Services	0	2,310	72,261	5,971	5,971	25,171	5,971	5,971	5,971	4,771	4,771	5,896	2,450	147,485
Secondary Supplies & Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Development	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	0	0	0	0	11,000	0	0	0	11,000	0	0	0	11,000	33,000
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Support Services	0	0 2,270	0	0	0 3,971	0	0	7.074	0	0	0	0	0 170	72.550
Administration / Operations Other Program Costs	0	2,270	20,321 0	3,921 0	3,971	6,921 0	3,971 0	7,071 0	4,021 0	3,971 0	3,971 0	3,971 0	8,170 0	72,550 0
Subtotal - Educational Program	0	4,580	92,582	9,892	20,942	32,092	9,942	13,042	20,992	8,742	8,742	9,867	21,620	253,035
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Retirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	0	0	5,100	0	0	0	0	5,200	0	0	0	0	0	10,300
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	0	0	5,100	0	0	0	0	5,200	0	0	0	0	0	10,300
TOTAL OUTFLOW	0	91,394	212,903	168,962	181,736	192,910	167,562	171,134	174,828	160,648	160,275	160,467	145,543	1,988,362
CHANGE IN CASH	2,058,987	208,661	25,199	(168,938)	(120,457)	315,183	(50,130)	(171,094)	163,913	(160,608)	(31,538)	178,275	(145,505)	
ENDING CASH	N/A	234,521	259,720	90,782	(29,675)	285,508	235,378	64,284	228,197	67,589	36,051	214,326	68,821	

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points % of Total Poi	nts POINTS EARNED
State/Federal Accountability	1a	25	3%	20.00	25 2%	20.00
	1b	25	3%	15.00	25 2%	15.00
Proficiency	2a	75	8%	55.54	75 7%	55.54
	2b	75	8%	47.41	75 7%	47.41
	2c	75	8%	49.16	75 7%	49.16
Growth	3a	100	11%	96.81	100 10%	96.81
	3b	100	11%	33.75	100 10%	33.75
	3c	100	11%	75.52	100 10%	75.52
	3d	75	8%	47.74	75 7%	47.74
	3e	75	8%	43.20	75 7%	43.20
	3f	75	8%	57.68	75 7%	57.68
	3g	100	11%	72.70	100 10%	72.70
College & Career Readiness	4a				50 5%	0.00
	4b1 / 4b2				50 5%	0.00
	4c				50 5%	0.00
Total Possible Academic Points		900	100%		1050	
- Points from Non-Applicable						
Total Possible Academic Points for This School		900			1050	
Total Academic Points Received				614.51		614.51
% of Possible Academic Points for This School				68.28%		58.52%

MISSION-SPECIFIC Measure Possible Points % of Total Points POINTS EARNED Possible Points % of Total Points POINTS
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Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. BCCLC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

Total Possible Mission-Specific Points	0	0%	0	0%
Total Mission-Specific Points Received		0.00		0.00
% of Possible Mission-Specific Points Received		0.00%		#DIV/0!
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	900		1050	
TOTAL DOINTS DECEIVED		614 51		614 51

68.28%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	<b>1</b> b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	<b>2</b> a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	375.00
% OF POSSIBLE OPERATIONAL POINTS				93 75%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned	
Near-Term Measures	1a	50	13%	50.00	
	1b	50	13%	50.00	The financial measures included here are based on industry standards. They
	1c	50	13%	50.00	are not intended to reflect the nuances of a school's financial status. A low
	1d	50	13%	50.00	score on any single measure indicates only the possibility of a problem. In
Sustainability Measures	2a	50	13%	50.00	many cases, contextual information that alleviates concern is provided in the
	<b>2</b> b	50	13%	50.00	notes that accompany individual measures. Please see the financial section of
	<b>2</b> c	50	13%	50.00	this framework for additional detail.
	2d	50	13%	50.00	
TOTAL FINANCIAL POINTS		400	100%	400.00	
% OF POSSIBLE FINANCIAL POINTS				100.00%	

% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS

58.52%

	Academic & N	Aission-Specific	Opera	Fina	Financial		
ACCOUNTABILITY DESIGNATION	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible	. OSSINIC LUTTEU	90% - 100% of points possible	93.75%	85% - 100% of points possible	100.00%	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	68.28%	80% - 89% of points possible		65% - 84% of points possible		
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible		
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non- renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible		