

Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4800 Wheaton Drive, Fort Collins, CO 80525

Board Meeting Agenda for Tuesday,
January 24, 2023 at 6:30pm

[Zoom Link](#)

Passcode: AAK

I. OPENING SECTION

A. Call to Order

B. Board Members in attendance:

Kornfeld () Shapland () Simmons () Bowers ()

C. Approval of Agenda

Motion by:

Seconded by:

Kornfeld () Shapland () Simmons () Bowers ()

II. REPORTS

A. Secretary Report

-Approval of minutes for Nov Board minutes

Motion by:

Seconded by:

Kornfeld () Shapland () Simmons () Bowers ()

B. Executive Summary

C. Treasurer Report

-Approval of 2nd Quarter Financials

Motion by:

Seconded by:

Kornfeld () Shapland () Simmons () Bowers ()

III. BUSINESS

A. FY24 Calendar

-Approval of FY24 Calendar

Motion by:

Seconded by:

Kornfeld () Shapland () Simmons () Bowers ()

B. Facility Discussion

IV. CLOSING SECTION

A. Next Meeting Date: 2023 Jan_____at ____pm

B. Adjourned at

01.24.23 Executive Summary

Reporting:

- Nichole Schlagel, Principal - AAK
- Amanda Woods, Registrar - AAK
- Hazel Velez, Site Coordinator, Community Learning Center - AAK
- Shannon Gossard, Director of Business & Operations - MEG

ACADEMIC

Professional Development

- 3 people will attend the Charter League Conference due to a scholarship through CSI.
- Ms. Harris will attend the annual conference for school psychs on a scholarship from CSI
- Beyond School Hours Conference-2 CLC staff will attend.

Accountability

- Performance With Distinction! Our “Performance with Distinction” rating puts us in the top 25 percent of all public schools in Colorado for academics and operations. We’re proud to be one of the Colorado Charter School Institute’s highest performing schools!
- BOY Data Comparison:

Reading NWEA Maps	Fall 2021-Fall 2022
1st grade cohort	12% increase-high average/high
2nd grade cohort	12% increase-high average/high
3rd grade cohort	No Loss-high average/high
4th grade cohort	4% increase-high average/high

Beginning of the year Diagnostic iReady

Grade K		3%	13%	83%	0%	0%	30/33
Grade 1		3%	6%	77%	13%	0%	31/31
Grade 2		16%	11%	53%	21%	0%	38/39
Grade 3		11%	17%	39%	22%	11%	18/18
Grade 4		24%	12%	40%	0%	24%	25/26
Grade 5		15%	27%	36%	15%	6%	33/35

Mid Year Diagnostic iReady

Grade K		16%	28%	56%	0%	0%	32/33
Grade 1		10%	16%	58%	16%	0%	31/31
Grade 2		33%	10%	44%	13%	0%	39/39
Grade 3		28%	11%	28%	22%	11%	18/18
Grade 4		24%	12%	40%	0%	24%	25/26
Grade 5		15%	27%	36%	15%	6%	33/35

Curriculum/Arts-Integration

- Teachers working together to create a dance and students time to write an essay “What I Love About My School” for School of Choice Week.

CULTURE

PTO

- No meeting in January

Community Engagement

- Open Houses will be scheduled for Wednesday, February 15th 9am-11am and 1pm-3pm.

COMMUNITY LEARNING CENTER (CLC)

- We were able to take the students who were waitlisted last semester and switch them to be able to take the class this semester.
- We have added two new Clubs!
 - Yearbook Club
 - GEMS
- Winter Break : We served 78 students throughout the break
 - Roughly 80 students signed up with only 38 in attendance
 - We were able to incorporate a lot of reading time this break with it being so cold outside
- Upcoming News:
 - February 9th - 12th there is Beyond School Hours conference that one CLC staff member and I will be attending!
 - This past Friday 3rd - 5th graders planned for their own club and presented it to the younger students to be able to sign up.
 - Clubs include Chess, Environmental, Global and Art
 - We have partnered with GEMS (Girls in Engineering, Math and Science) and they will start coming to the school on Fridays.
 - Pending Start Date: Friday, February 24th

STAFFING

- Amber Hall-Lead Kindergarten Teacher
- Kaila DeJane-Assistant Kindergarten Teacher

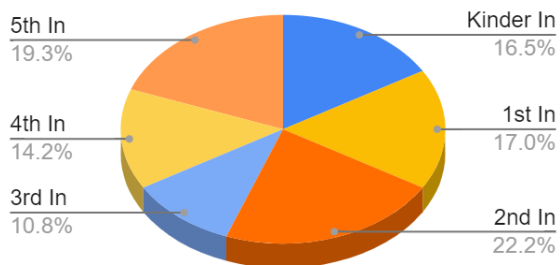
ENROLLMENT

We are getting a few calls a week asking about 23/24 enrollment. Nichole has been giving an average 3 tours a week to prospective families. We have closed kinder, 1st, and 2nd for the current school year. The Re-Enrollment form for current families went out Monday and we will have that data for the next board meeting.

22/23 Enrollment Tracking

Enrollment 21/22	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Kinder In	29	1		2						

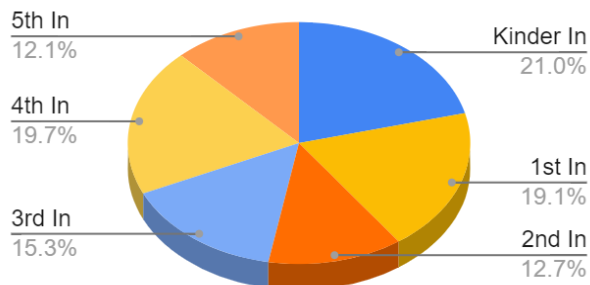
Kinder Out				-1						
1st In	30	1								
1st Out						-1				
2nd In	39				1					
2nd Out			-1							
3rd In	19									
3rd Out										
4th In	25					1				
4th Out					-1					
5th In	34									
5th Out		-1		-1						
Monthly Enrollment	176	177	176	176	176	176	176	176	176	
Total In	182									
Total out	-6									



21/22 Enrollment for Reference

Enrollment 21/22	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Kinder In	33	3	1			2	1			
Kinder Out	-1	-1	-1		-2					
1st In	30	2	1	2		1	1			
1st Out	-5		-1							
2nd In	20			1		1	1			
2nd Out	-1		-1		-1					

3rd In	24	2	1			1			1	
3rd Out	-4		-1				-1	-1		
4th In	31	2	2				1			
4th Out	-2						-1			
5th In	19			1		1				
5th Out	-2				-1					
Monthly Enrollment	142	150	151	155	151	157	159	158	159	159
Total In	186									
Total out	-27									



FINANCE/OPERATIONS

The school determined to maintain our current level of custodial services and will not be contracting with a third party at this time.

There have been some increases to our various grant funding including a nominal increase in PPR (\$30.24). We have begun work on a supplemental budget to account for the increases in revenue.

We are still expecting \$24,706 from our FY22 CCLC grant from CSI.

We are moving forward with a new e-Rate consultant (Mondavi Designs) as our previously consultant retired. The consultant handles the erate system and submissions on our behalf, allowing us to receive 50% off our internet bill and assistance with tech infrastructure.



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Academy of Arts & Knowledge



Expanding Frontiers in Public Education

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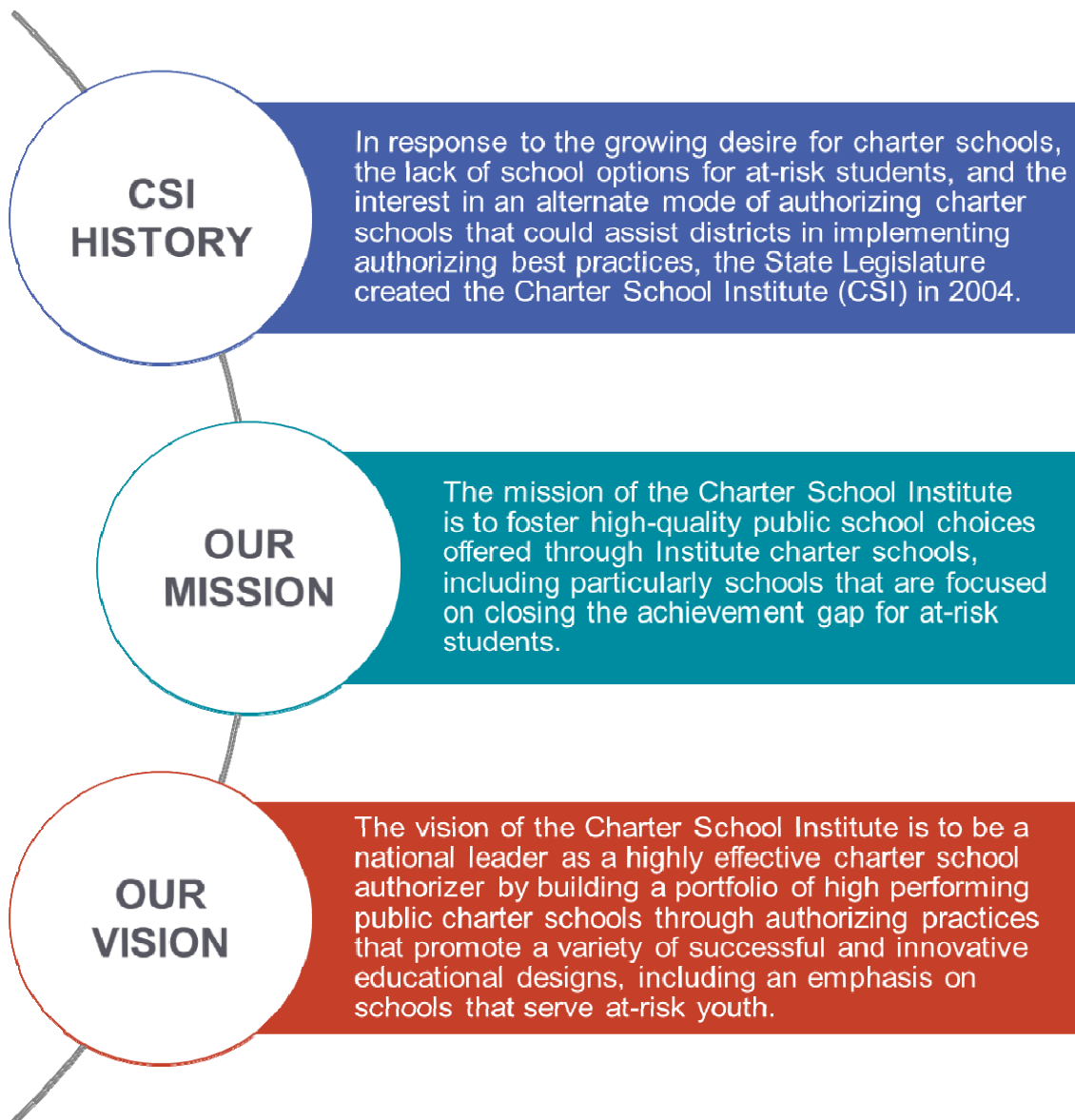


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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

- 1. Add to the *body of evidence* that is used to make authorization decisions
- 2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
- 3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Andi Denton

Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- How are students achieving on state assessments?
- How are students achieving on state assessments over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- Are students making sufficient growth on state assessments?
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How is student growth distributed across growth levels?
- How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2016 to 2022. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Academy of Arts & Knowledge Overview

Year Opened/Transferred: 2006-2007

Grades Served: K-5

School Model: Arts integration

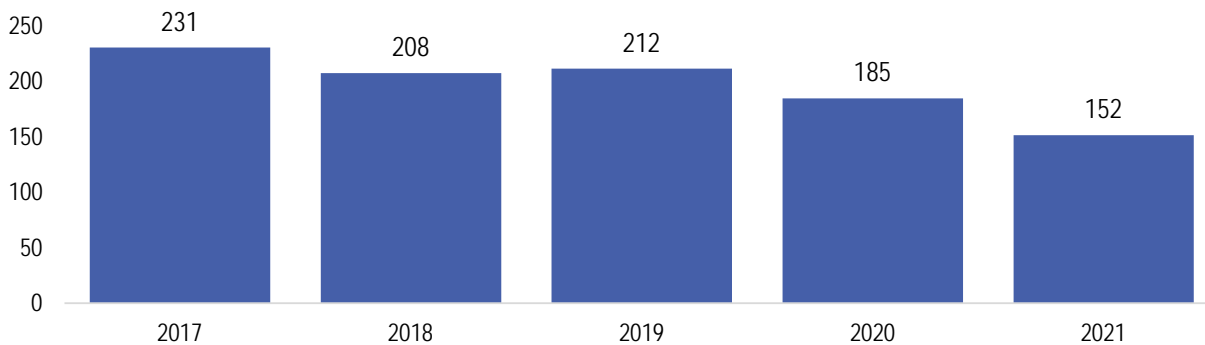
Town/City: Fort Collins

District of Residence: Poudre R-1

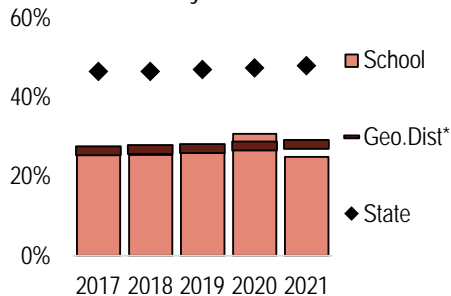
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	231	208	212	185	152
F/R Lunch	31.6%	36.1%	42.5%	43.8%	42.8%
Minority	27.3%	25.5%	25.9%	30.8%	25.0%
IEP	4.3%	6.7%	7.1%	9.2%	7.2%
EL	3.0%	3.4%	2.8%	2.7%	2.6%
Gifted	6.9%	1.9%	0.5%	2.2%	1.3%
504	3.5%	2.9%	2.4%	1.1%	2.6%

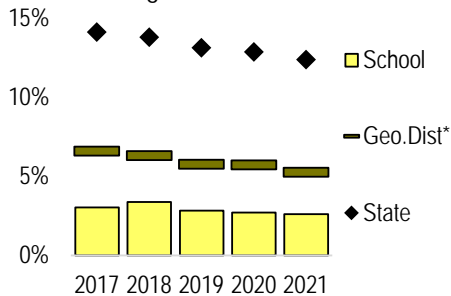
Enrollment over Time



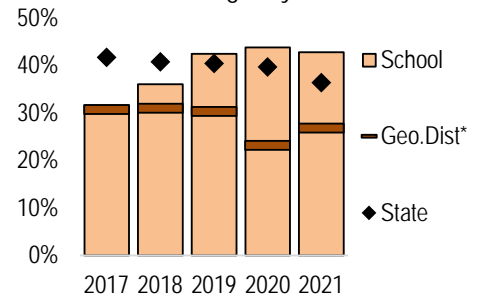
Minority Students



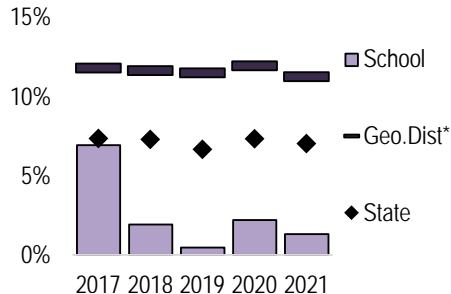
English Learners



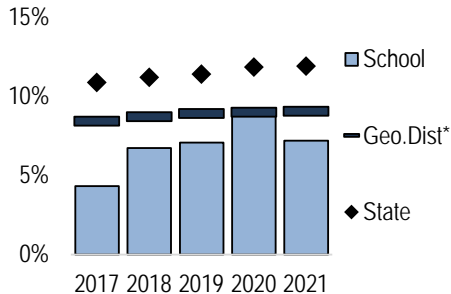
Lunch Eligibility



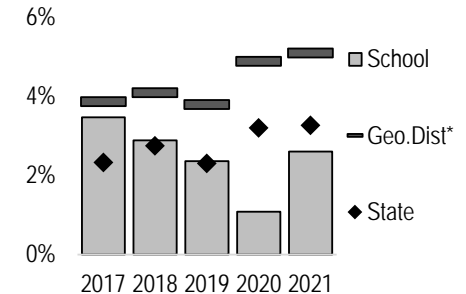
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan: Meets 95% Participation
Elementary School Rating	Performance (Points Earned: 79.5%)
Middle School Rating	--
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	70	69	98.6%	1	100.0%	Meets 95%
Math	70	69	98.6%	1	100.0%	Meets 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	70	69	98.6%	1	100.0%	Meets 95%
CMAS Math	70	69	98.6%	1	100.0%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Math	N/A	N/A	N/A	N/A	N/A	N/A

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in English Language Arts over time?

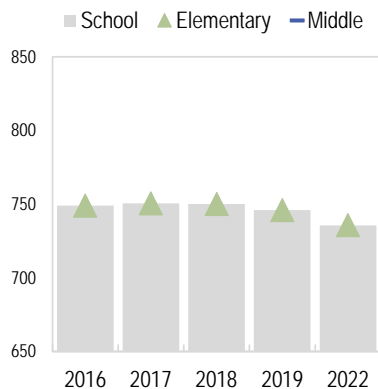
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	32	760	28	751	29	734	29	736	20	717
4	35	746	35	757	26	763	25	750	28	748
5	34	742	30	742	36	754	30	752	16	737
Elementary	101	749	93	751	91	750	84	746	64	736
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	749	93	751	91	750	84	746	64	736

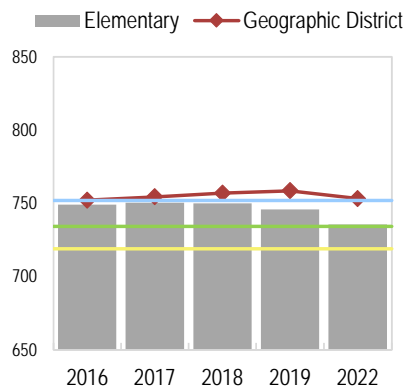
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,161	748	2,157	751	2,188	753	2,080	753	1,971	749
4	2,225	755	2,160	756	2,203	760	2,217	761	2,018	753
5	2,076	754	2,252	756	2,198	758	2,229	761	2,006	758
Elementary	6,462	752	6,569	754	6,591	757	6,526	759	5,998	753
6	2,059	751	2,009	750	2,179	753	2,173	754	1,866	753
7	1,877	754	1,925	751	1,957	755	2,105	755	1,819	752
8	1,692	754	1,697	754	1,849	754	1,801	756	1,613	756
Middle	5,628	753	5,631	752	5,983	754	6,079	755	5,295	753
Overall	13,201	752	13,269	753	12,574	755	12,605	757	11,293	753

CMAS ELA: School Status, Trends, and Local Comparison Graphs

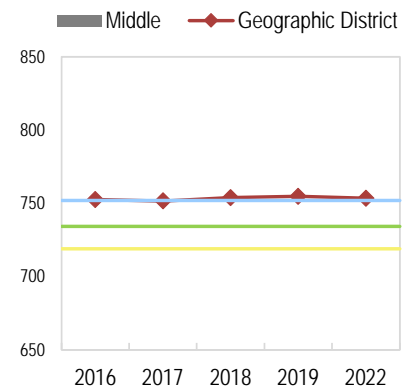
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 13.4 scale score points. Since last school year, overall mean scale score decreased by 10.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 17.7 scale score points.

English Language Arts Subgroup Achievement

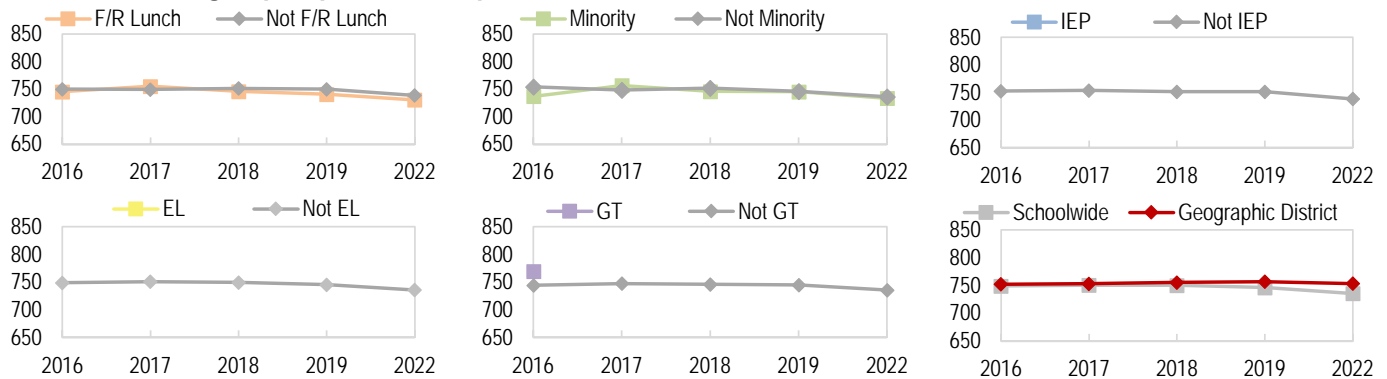
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

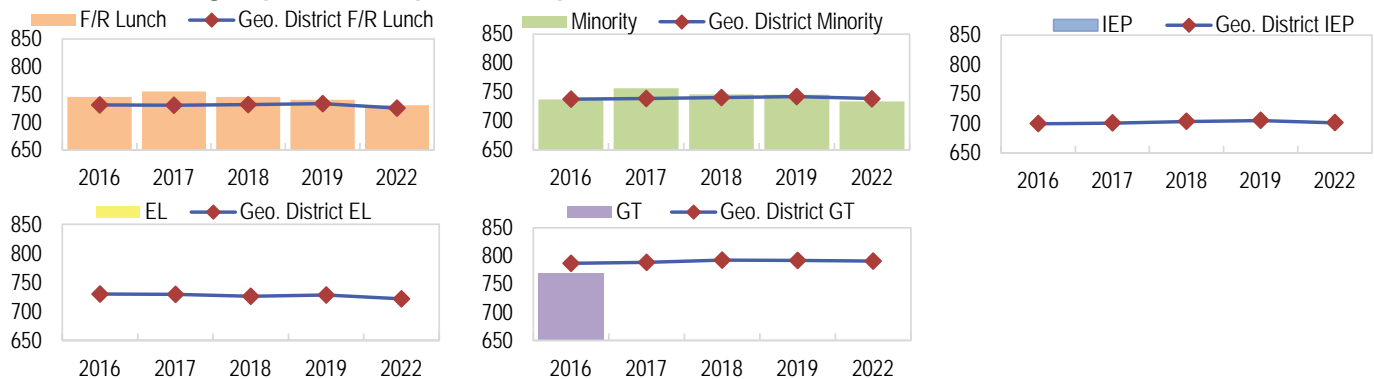
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	745.6	755.4	745.8	740.5	730.6
	N	749.9	749.4	751.6	750.2	738.7
Minority	Y	736.9	756.7	745.9	745.5	733.6
	N	754.3	748.5	751.6	746.1	736.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	752.5	753.5	751.3	751.0	738.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	748.5	750.6	749.1	745.3	735.6
GT	Y	769.3	n<16	n<16	n<16	n<16
	N	744.2	747.3	745.7	744.4	735.4
Schoolwide		749	751	750	746	736

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.3	730.5	731.8	733.5	725.8
	N	762.0	761.7	765.0	765.8	761.3
Minority	Y	737.9	739.0	740.5	742.1	738.6
	N	757.2	757.8	760.7	761.8	758.6
IEP	Y	699.3	700.5	703.4	705.0	701.2
	N	756.7	757.5	759.9	760.8	757.5
EL	Y	729.9	729.3	726.2	728.3	721.9
	N	754.6	755.5	758.3	759.5	756.2
GT	Y	786.9	788.4	792.5	791.9	790.7
	N	745.0	746.3	748.2	749.6	746.7
Geographic District		752	753	755	757	753

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

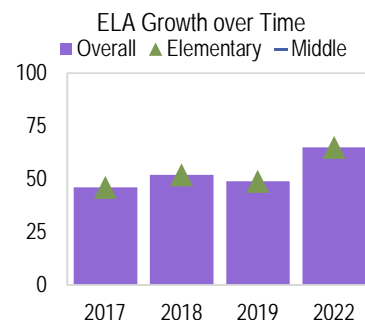
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

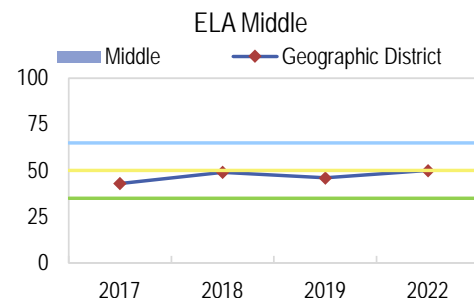
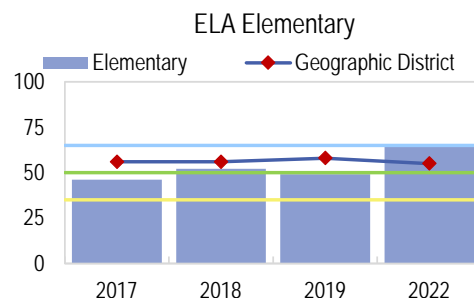
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	31	50.0	23	53.0	23	60.0	25	65.0
5	28	36.5	30	45.0	27	35.0	--	--
Elementary	59	46.0	53	52.0	50	49.0	25	65.0
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	59	46.0	53	52.0	50	49.0	25	65.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,036	59.0	2,062	59.0	2,083	61.0	1,657	55.0
5	2,110	53.0	2,065	53.0	2,131	55.0	--	--
Elementary	4,146	56.0	4,129	56.0	4,214	58.0	1,657	55.0
6	1,884	42.5	2,045	48.0	2,042	46.0	1,557	47.0
7	1,785	41.0	1,780	48.0	1,965	45.0	--	--
8	1,534	45.0	1,647	50.0	1,665	47.0	1,318	55.0
Middle	5,203	43.0	5,472	49.0	5,672	46.0	2,875	50.0
Overall	10,277	49.0	9,601	52.0	9,886	51.0	4,532	52.0



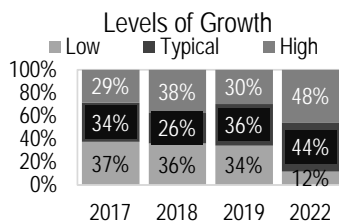
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 16 percentile points. In 2022, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

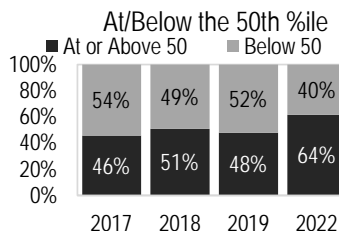
CMAS ELA: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	37%	36%	34%	12%
Typical (35-65)	34%	26%	36%	44%
High (above 65)	29%	38%	30%	48%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	46%	51%	48%	64%
Below 50	54%	49%	52%	40%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 12% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 48% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 64%). Since 2017, the percent of students at or above the 50th percentile has increased (46% to 64%).

English Language Arts Subgroup Growth

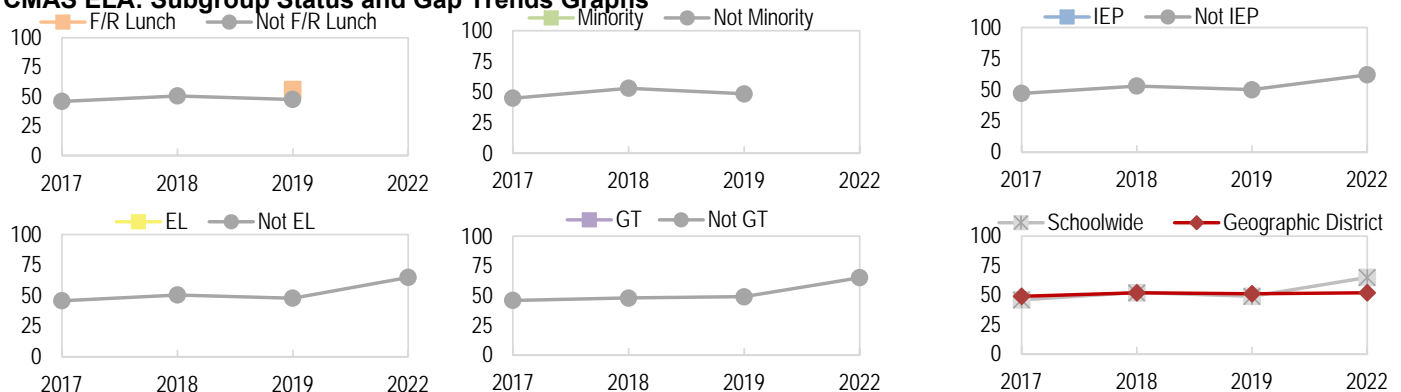
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

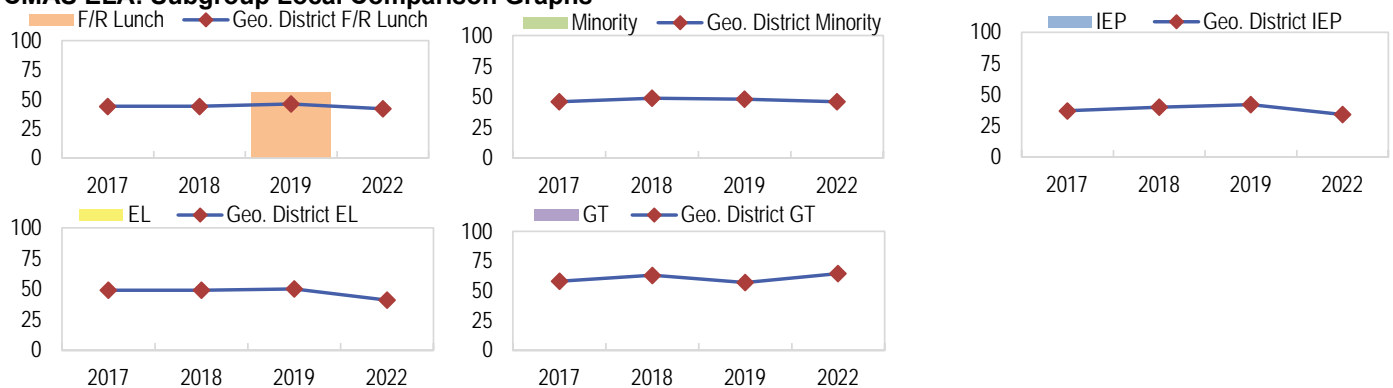
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	56.0	n<20
	N	46.0	50.5	47.5	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	45.0	53.0	48.5	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	47.0	53.0	50.0	62.0
EL	Y	n<20	n<20	n<20	n<20
	N	46.0	50.5	48.0	65.0
GT	Y	n<20	n<20	n<20	n<20
	N	46.0	48.0	49.0	65.0
Schoolwide		46.0	52.0	49.0	65.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	44.0	46.0	42.0
	N	51.0	55.0	53.0	55.0
Minority	Y	46.0	49.0	48.0	46.0
	N	50.0	53.0	52.0	54.0
IEP	Y	37.0	40.0	42.0	34.0
	N	50.0	53.0	52.0	54.0
EL	Y	49.0	49.0	50.0	41.0
	N	49.0	52.0	51.0	53.0
GT	Y	58.0	63.0	57.0	64.5
	N	47.0	49.0	49.0	49.0
Geographic District		49.0	52.0	51.0	52.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): overall, the school outperformed Poudre R-1. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in Mathematics over time?

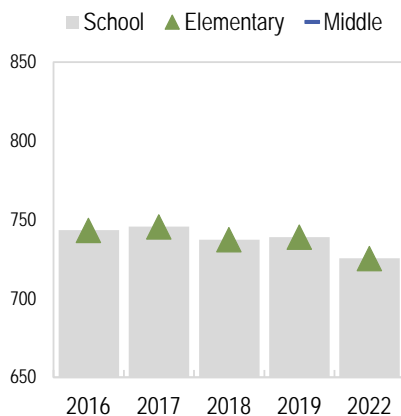
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	32	773	29	759	31	735	29	732	20	722
4	35	730	34	745	26	756	25	742	29	733
5	34	729	30	733	36	726	30	743	16	717
Elementary	101	743	93	746	93	737	84	739	65	726
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	743	93	746	93	737	84	739	65	726

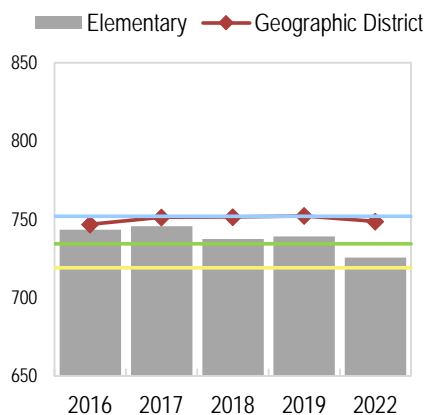
Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,159	747	2,160	755	2,193	753	2,089	753	1,978	749
4	2,227	746	2,165	750	2,204	750	2,219	750	2,029	746
5	2,075	747	2,251	749	2,213	752	2,234	754	2,010	751
Elementary	6,461	747	6,576	751	6,612	752	6,542	752	6,020	749
6	2,072	744	2,026	744	2,196	743	2,180	747	1,857	741
7	1,892	743	1,937	743	1,971	745	2,113	746	1,807	742
8	1,692	740	1,706	741	1,859	743	1,811	754	1,596	751
Middle	5,656	743	5,669	743	6,024	744	6,104	749	5,257	744
Overall	13,230	744	13,313	747	12,636	748	12,646	751	11,277	747

CMAS Math: School Status, Trends, and Local Comparison Graphs

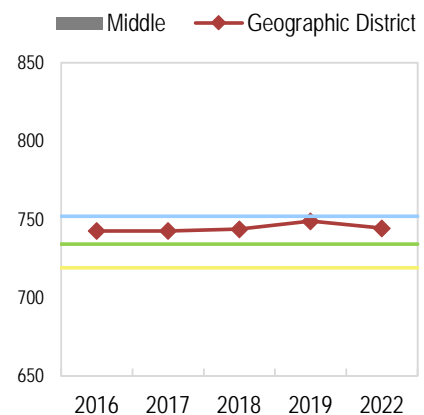
Math - Schoolwide



Math - Elementary



Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 17.9 scale score points. Since last school year, overall mean scale score decreased by 13.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 21.1 scale score points.

Mathematics Subgroup Achievement

CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-How are traditionally underserved --

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

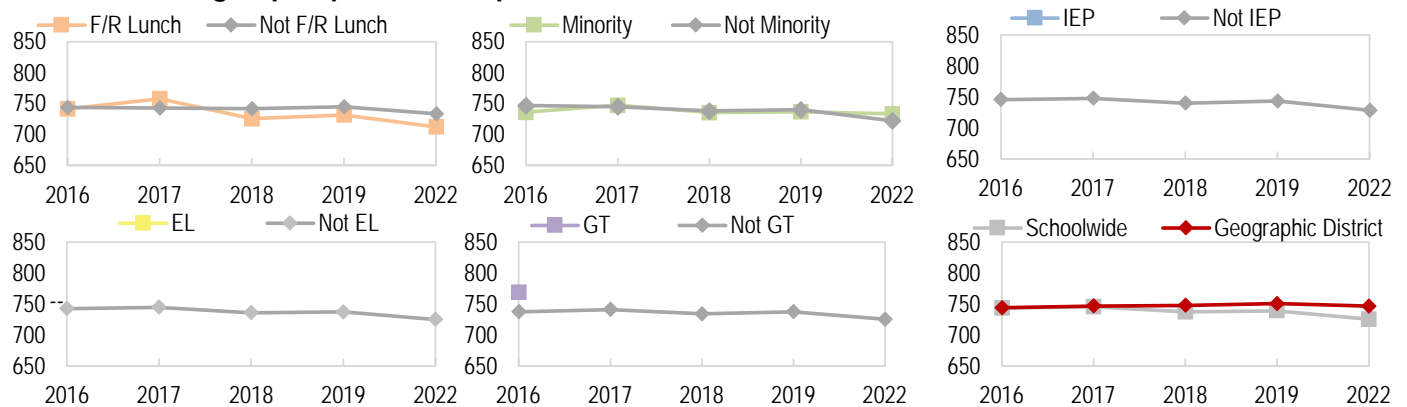
-How are traditionally underserved students achieving on state assessments in comparison to other schools in their

geographic home district or schools that students might otherwise attend?

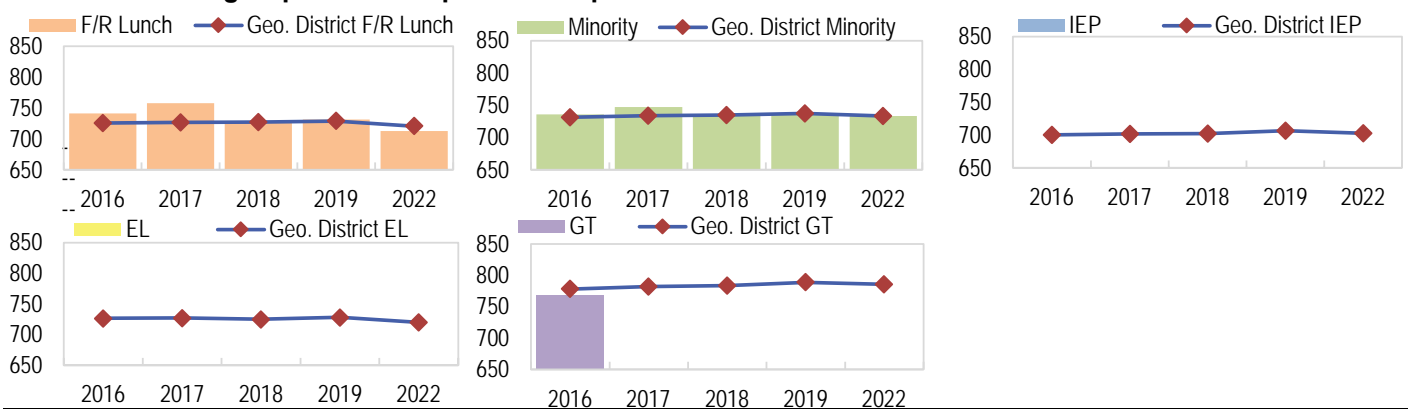
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	741.4	757.9	725.7	731.5	712.5
	N	744.0	743.1	741.9	744.9	733.7
Minority	Y	736.0	747.4	735.4	736.8	733.3
	N	746.7	745.1	738.1	740.0	722.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	745.7	747.6	739.9	743.3	728.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	742.6	744.8	736.0	737.3	725.0
GT	Y	768.6	n<16	n<16	n<16	n<16
	N	737.6	741.2	734.1	737.5	725.3
Schoolwide		743	746	737	739	726

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.7	726.5	727.2	729.0	720.6
	N	752.9	754.7	756.2	759.0	754.1
Minority	Y	731.5	733.9	734.8	737.4	733.3
	N	748.7	751.2	752.4	755.2	751.4
IEP	Y	700.3	701.8	702.3	706.7	702.8
	N	747.9	750.6	751.7	754.1	750.1
EL	Y	726.5	727.3	725.1	728.2	720.1
	N	746.1	748.9	750.1	752.8	749.1
GT	Y	778.1	781.8	783.3	788.7	785.3
	N	737.2	740.3	741.0	742.9	739.8
Geographic District		744	747	748	751	747

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

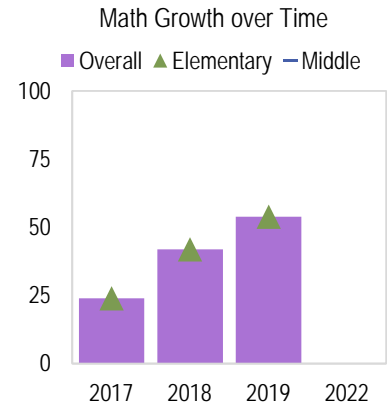
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	30	15.5	24	63.5	25	72.0	--	--
5	28	34.0	29	28.0	28	38.0	n < 20	--
Elementary	58	24.0	53	42.0	53	54.0	n < 20	--
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	58	24.0	53	42.0	53	54.0	n < 20	--

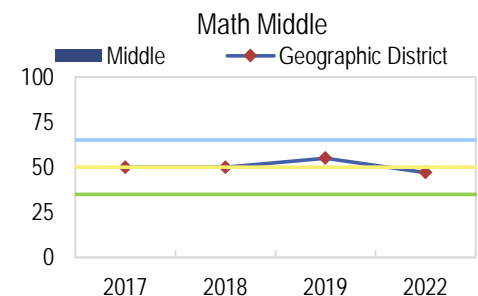
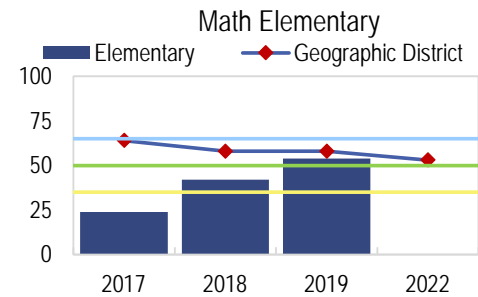


CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,059	66.0	2,076	58.0	2,111	61.0	--	--
5	2,110	61.0	2,074	57.0	2,129	55.0	1,656	53.0
Elementary	4,169	64.0	4,152	58.0	4,240	58.0	1,656	53.0
6	1,892	48.0	2,050	45.0	2,045	54.0	--	--
7	1,801	49.0	1,487	54.0	1,978	54.0	1,526	47.0
8	1,537	52.0	1,310	54.0	1,385	57.0	--	--
Middle	5,230	50.0	4,847	50.0	5,408	55.0	1,526	47.0
Overall	9,924	55.0	8,999	54.0	9,648	56.0	3,182	50.0

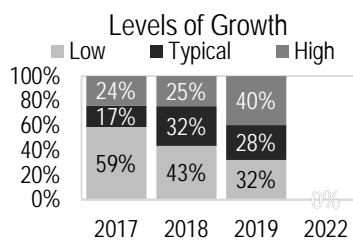
Growth Status and Local Comparison Narrative	
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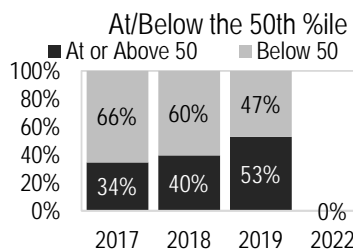
CMAS Math: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	59%	43%	32%	--
Typical (35-65)	17%	32%	28%	--
High (above 65)	24%	25%	40%	--



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	34%	40%	53%	--
Below 50	66%	60%	47%	--



Levels of Growth Narrative	
--	

Mathematics Subgroup Growth

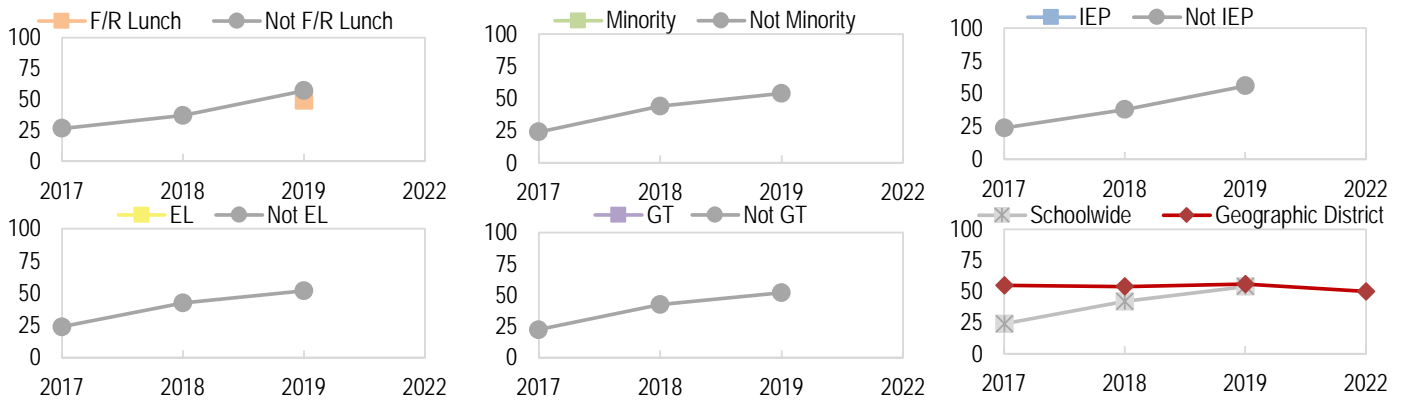
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

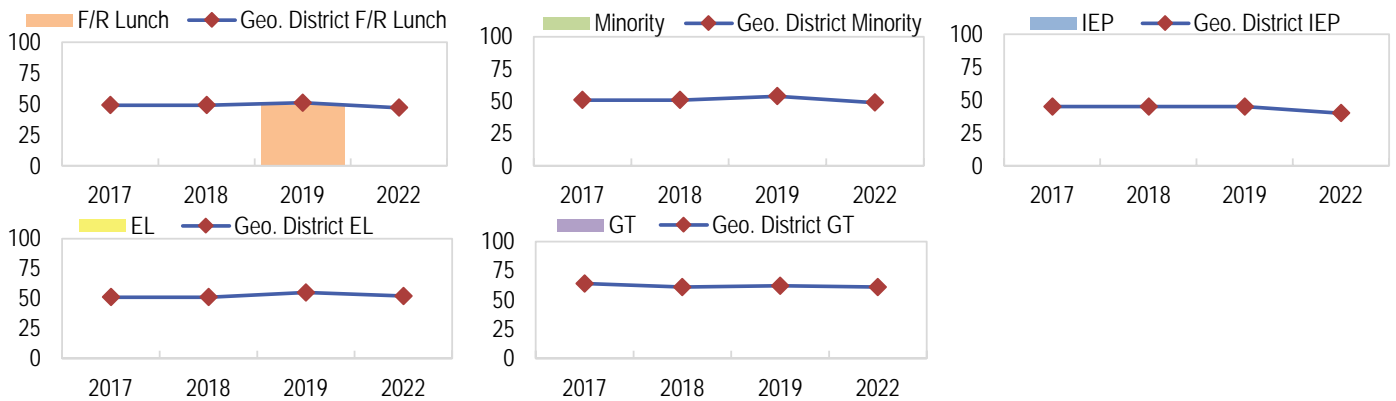
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	49.0	n<20
	N	26.5	37.0	57.0	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	24.0	44.0	54.0	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	24.0	38.0	56.0	n<20
EL	Y	n<20	n<20	n<20	n<20
	N	24.0	42.5	52.0	n<20
GT	Y	n<20	n<20	n<20	n<20
	N	22.5	42.5	52.0	n<20
Schoolwide		24.0	42.0	54.0	--

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	49.0	51.0	47.0
	N	58.0	56.0	58.0	51.0
Minority	Y	51.0	51.0	54.0	49.0
	N	57.0	55.0	57.0	51.0
IEP	Y	45.0	45.0	45.0	40.0
	N	56.0	54.0	57.0	51.0
EL	Y	51.0	51.0	55.0	52.0
	N	56.0	54.0	56.0	50.0
GT	Y	64.0	61.0	62.0	61.0
	N	54.0	52.0	55.0	48.0
Geographic District		55.0	54.0	56.0	50.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

--

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	--	--	--	--	--	--	--
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--

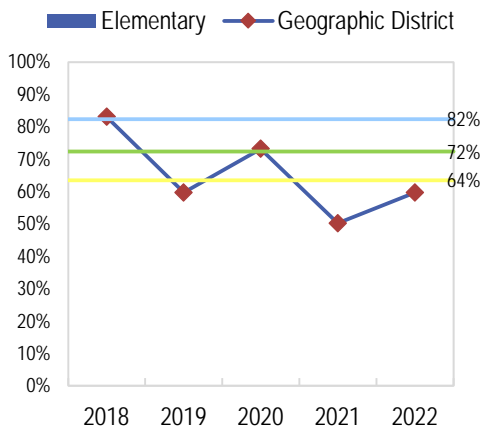
Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	782	57.0	720	53.0	654	55.0	583	52.0	601	50.0	59.7%
Middle	174	48.5	134	62.5	101	55.0	78	50.0	103	58.0	23.1%
High	145	56.0	94	68.0	88	56.0	85	53.0	103	64.0	28.9%
Overall	1,101	56.0	948	56.0	843	55.0	746	52.0	807	53.0	52.2%

^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

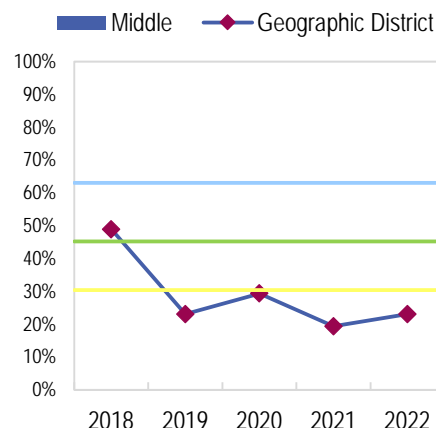
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

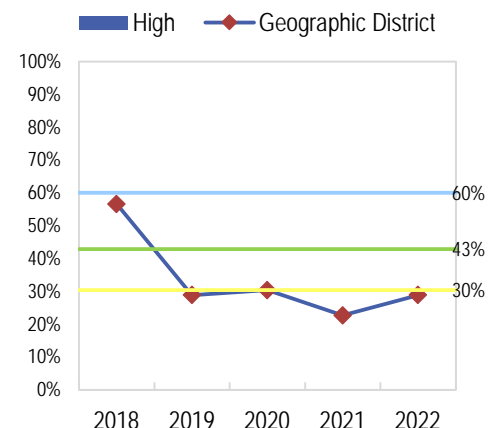
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

Not applicable.

Academic Performance Metrics

School Observations

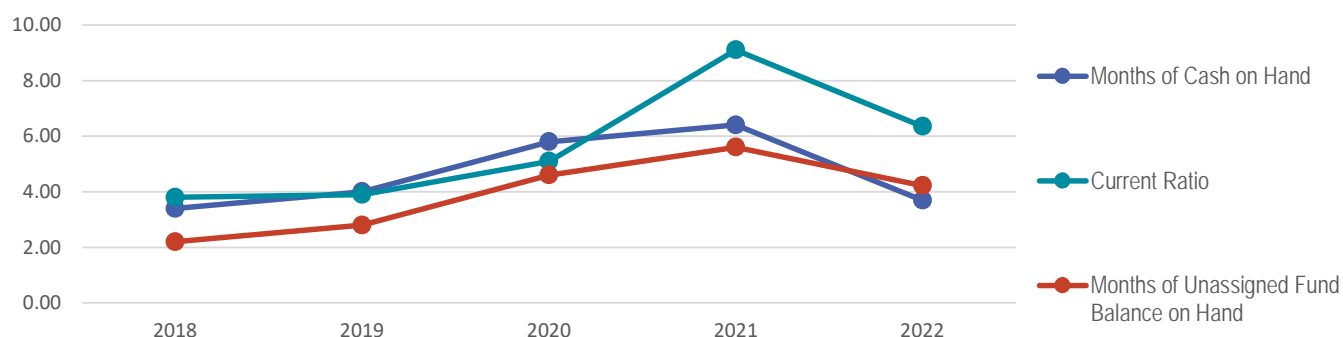
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Operating Margin	6.8%	4.9%	12.8%	7.1%	-2.6%
Months of Cash on Hand	3.40	4.00	5.80	6.40	3.69
Current Ratio	3.80	3.90	5.10	9.10	6.35
Months of Unassigned Fund Balance on Hand	2.20	2.80	4.60	5.60	4.22
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	2.9%	-9.1%	-8.8%	-5.2%	-28.5%
Change in FPC from Prior-Year	6.7%	-8.8%	6.8%	-11.2%	-18.1%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	--	--	--
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	--	\$0	\$0

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Debt to Asset Ratio	0.23	0.23	0.18	0.10	0.15
Change in Net Position	\$163,490	\$79,180	\$259,114	\$131,554	(\$54,900)
Default	No	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative
Academy Of Arts & Knowledge ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position and reportedno statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by -60.5 or -28.53 percent, and -33.5 students or -18.11 percent lower than the prior year. The school's governmental funds ended the year with 3.69 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a negative operating margin of -2.65

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements in the 2021-22 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

The school failed to provide FAPE for students with disabilities resulting in an OCR complaint. The complaint was settled with an OCR rapid resolution in Fall of 2021.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2022, overall student growth did not meet state expectations and was equal to the geo. district. Additionally, 0% of students were reported as being on track to reach English language proficiency.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements in the 2021-22 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the school exhibited moderate operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued. However, the school received an OCR complaint for failure to provide FAPE for students with disabilities. The complaint was settled with OCR rapid resolution in Fall of 2021.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



Expanding Frontiers in Public Education

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Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Academy of Arts & Knowledge



Expanding Frontiers in Public Education

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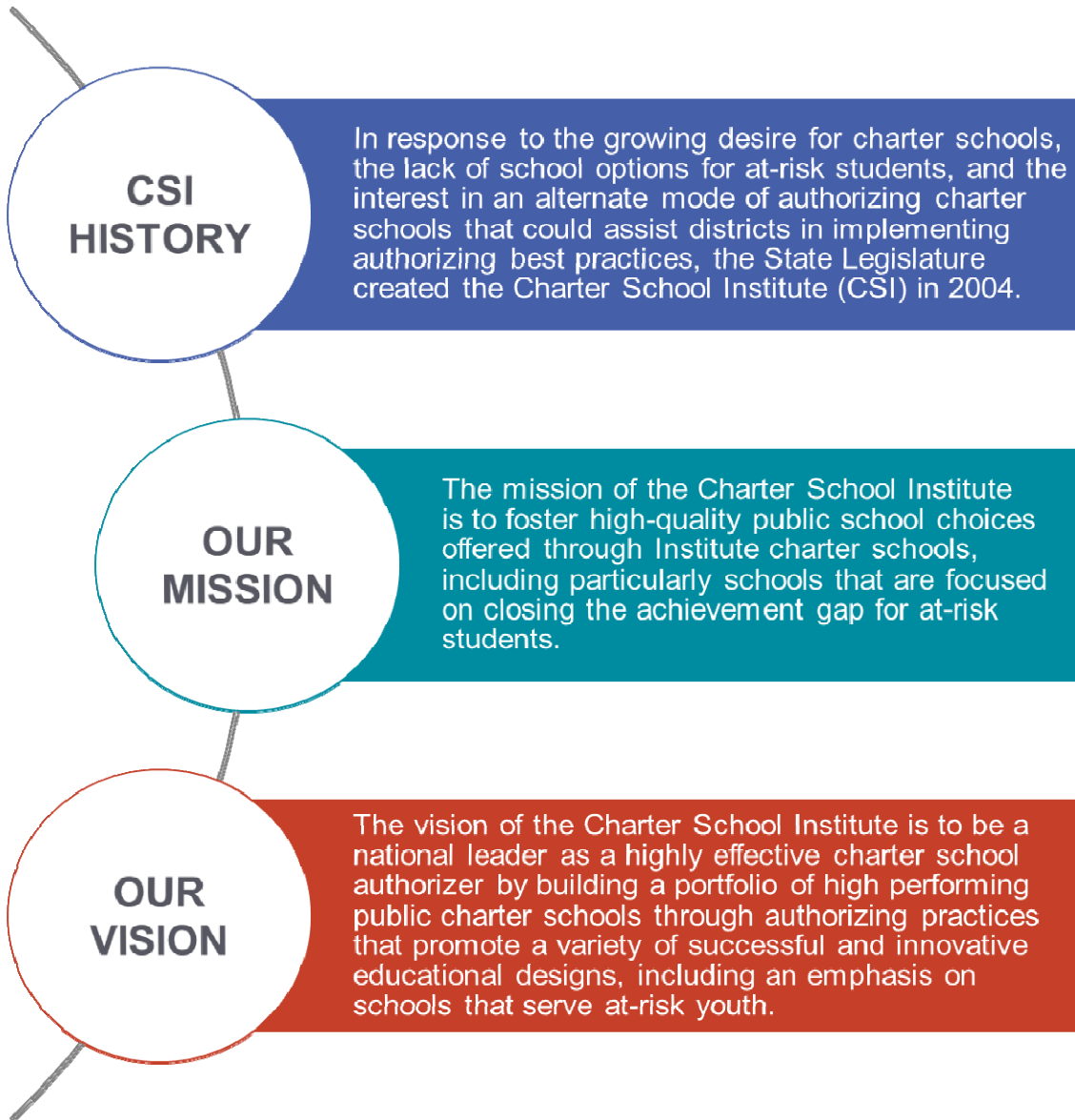


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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

- 1. Add to the *body of evidence* that is used to make authorization decisions
- 2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
- 3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Andi Denton

Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- How are students achieving on state assessments?
- How are students achieving on state assessments over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- Are students making sufficient growth on state assessments?
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How is student growth distributed across growth levels?
- How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- What is the school's post-completion success rate?

*Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2016 to 2022. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Academy of Arts & Knowledge Overview

Year Opened/Transferred: 2006-2007

Grades Served: K-5

School Model: Arts integration

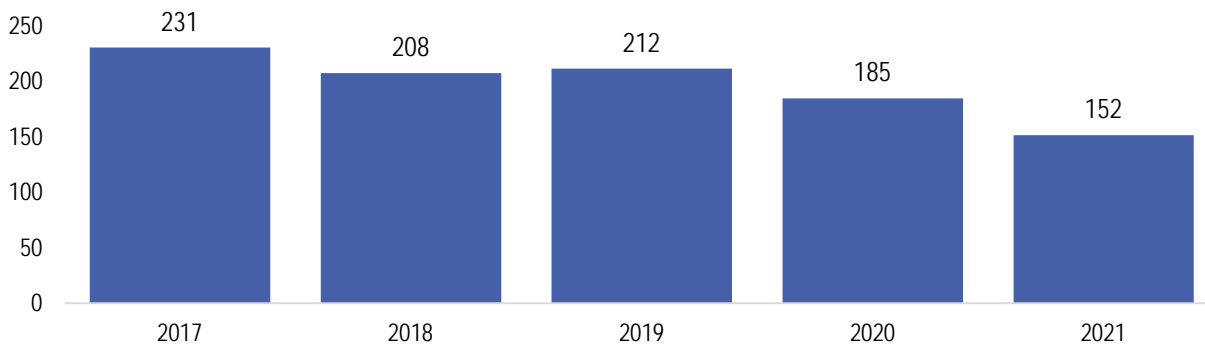
Town/City: Fort Collins

District of Residence: Poudre R-1

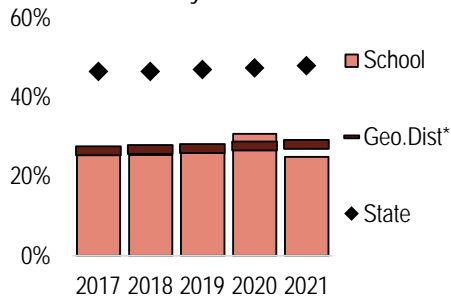
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	231	208	212	185	152
F/R Lunch	31.6%	36.1%	42.5%	43.8%	42.8%
Minority	27.3%	25.5%	25.9%	30.8%	25.0%
IEP	4.3%	6.7%	7.1%	9.2%	7.2%
EL	3.0%	3.4%	2.8%	2.7%	2.6%
Gifted	6.9%	1.9%	0.5%	2.2%	1.3%
504	3.5%	2.9%	2.4%	1.1%	2.6%

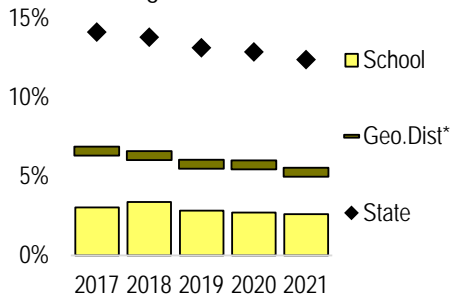
Enrollment over Time



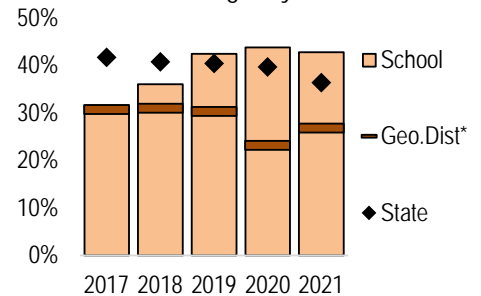
Minority Students



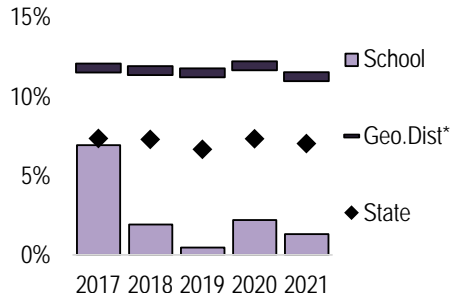
English Learners



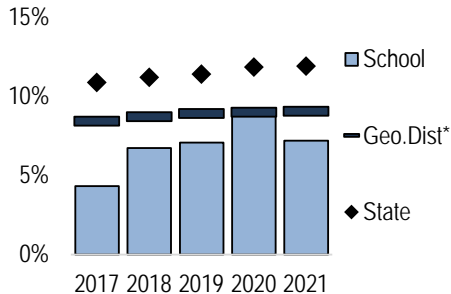
Lunch Eligibility



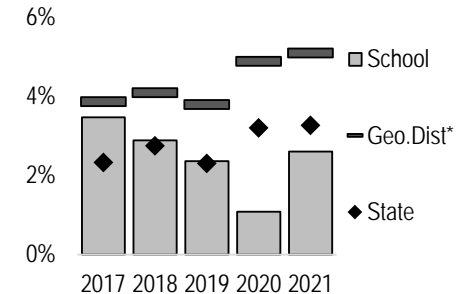
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan: Meets 95% Participation
Elementary School Rating	Performance (Points Earned: 79.5%)
Middle School Rating	--
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	70	69	98.6%	1	100.0%	Meets 95%
Math	70	69	98.6%	1	100.0%	Meets 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	70	69	98.6%	1	100.0%	Meets 95%
CMAS Math	70	69	98.6%	1	100.0%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Math	N/A	N/A	N/A	N/A	N/A	N/A

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in English Language Arts over time?

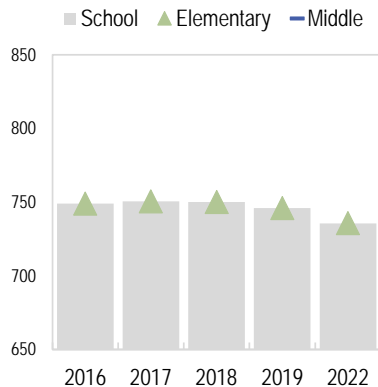
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	32	760	28	751	29	734	29	736	20	717
4	35	746	35	757	26	763	25	750	28	748
5	34	742	30	742	36	754	30	752	16	737
Elementary	101	749	93	751	91	750	84	746	64	736
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	749	93	751	91	750	84	746	64	736

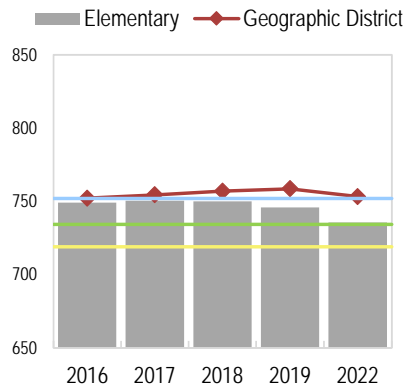
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,161	748	2,157	751	2,188	753	2,080	753	1,971	749
4	2,225	755	2,160	756	2,203	760	2,217	761	2,018	753
5	2,076	754	2,252	756	2,198	758	2,229	761	2,006	758
Elementary	6,462	752	6,569	754	6,591	757	6,526	759	5,998	753
6	2,059	751	2,009	750	2,179	753	2,173	754	1,866	753
7	1,877	754	1,925	751	1,957	755	2,105	755	1,819	752
8	1,692	754	1,697	754	1,849	754	1,801	756	1,613	756
Middle	5,628	753	5,631	752	5,983	754	6,079	755	5,295	753
Overall	13,201	752	13,269	753	12,574	755	12,605	757	11,293	753

CMAS ELA: School Status, Trends, and Local Comparison Graphs

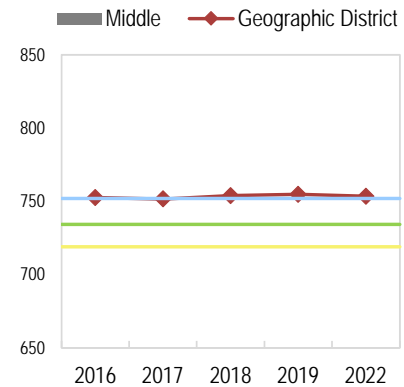
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 13.4 scale score points. Since last school year, overall mean scale score decreased by 10.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 17.7 scale score points.

English Language Arts Subgroup Achievement

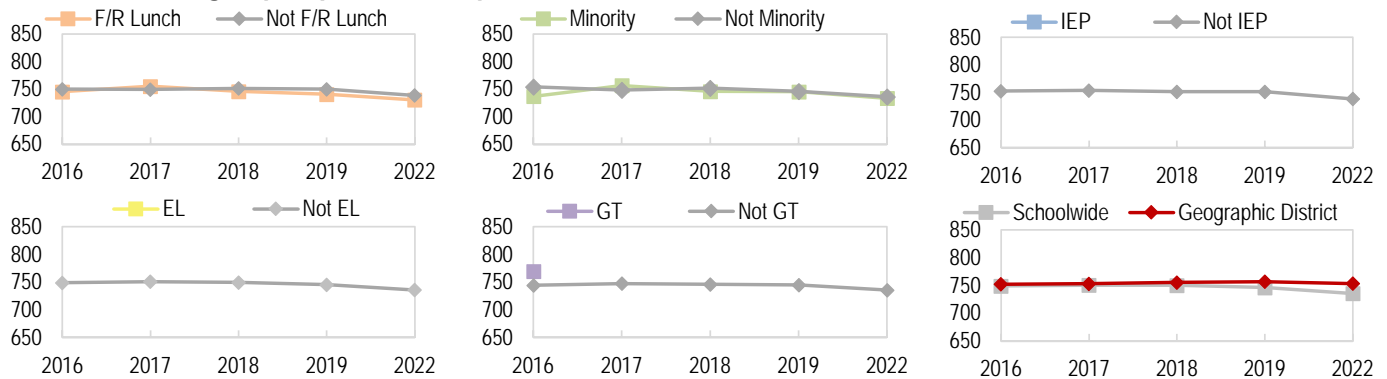
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

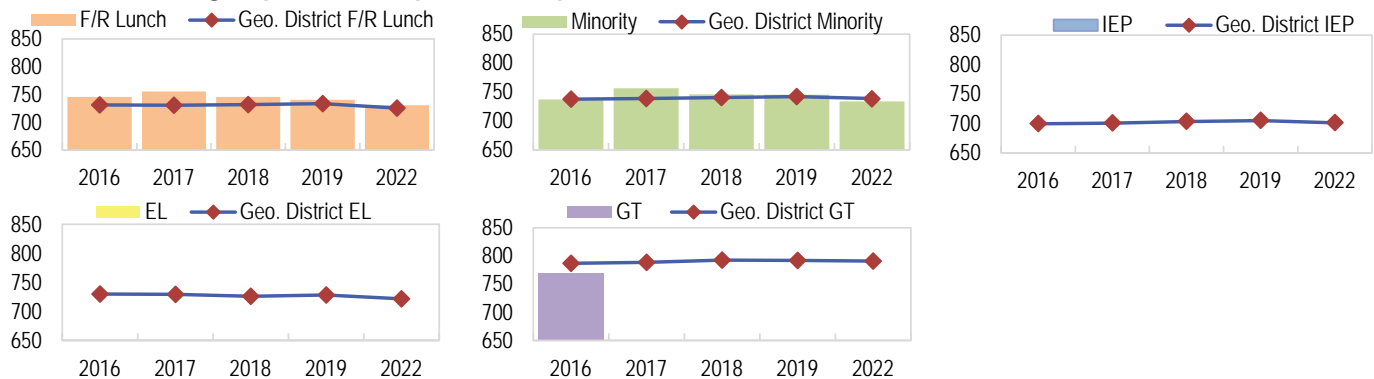
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	745.6	755.4	745.8	740.5	730.6
	N	749.9	749.4	751.6	750.2	738.7
Minority	Y	736.9	756.7	745.9	745.5	733.6
	N	754.3	748.5	751.6	746.1	736.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	752.5	753.5	751.3	751.0	738.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	748.5	750.6	749.1	745.3	735.6
GT	Y	769.3	n<16	n<16	n<16	n<16
	N	744.2	747.3	745.7	744.4	735.4
Schoolwide		749	751	750	746	736

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.3	730.5	731.8	733.5	725.8
	N	762.0	761.7	765.0	765.8	761.3
Minority	Y	737.9	739.0	740.5	742.1	738.6
	N	757.2	757.8	760.7	761.8	758.6
IEP	Y	699.3	700.5	703.4	705.0	701.2
	N	756.7	757.5	759.9	760.8	757.5
EL	Y	729.9	729.3	726.2	728.3	721.9
	N	754.6	755.5	758.3	759.5	756.2
GT	Y	786.9	788.4	792.5	791.9	790.7
	N	745.0	746.3	748.2	749.6	746.7
Geographic District		752	753	755	757	753

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

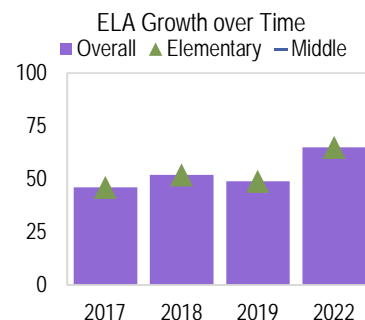
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

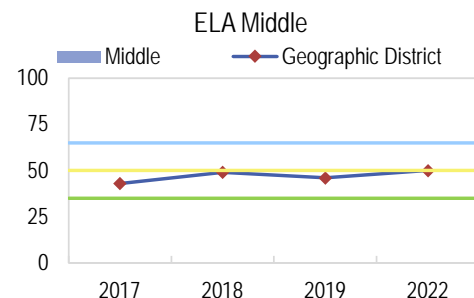
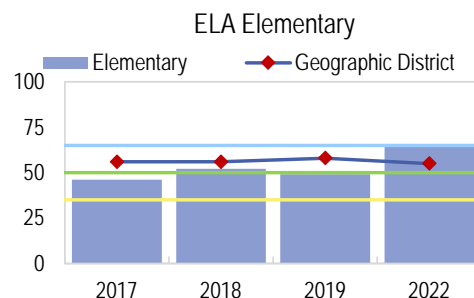
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	31	50.0	23	53.0	23	60.0	25	65.0
5	28	36.5	30	45.0	27	35.0	--	--
Elementary	59	46.0	53	52.0	50	49.0	25	65.0
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	59	46.0	53	52.0	50	49.0	25	65.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,036	59.0	2,062	59.0	2,083	61.0	1,657	55.0
5	2,110	53.0	2,065	53.0	2,131	55.0	--	--
Elementary	4,146	56.0	4,129	56.0	4,214	58.0	1,657	55.0
6	1,884	42.5	2,045	48.0	2,042	46.0	1,557	47.0
7	1,785	41.0	1,780	48.0	1,965	45.0	--	--
8	1,534	45.0	1,647	50.0	1,665	47.0	1,318	55.0
Middle	5,203	43.0	5,472	49.0	5,672	46.0	2,875	50.0
Overall	10,277	49.0	9,601	52.0	9,886	51.0	4,532	52.0



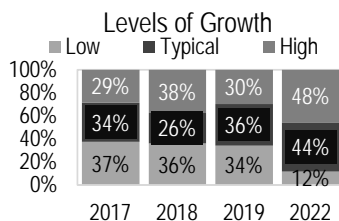
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 16 percentile points. In 2022, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

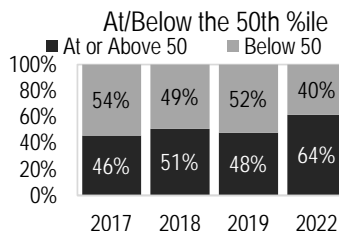
CMAS ELA: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	37%	36%	34%	12%
Typical (35-65)	34%	26%	36%	44%
High (above 65)	29%	38%	30%	48%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	46%	51%	48%	64%
Below 50	54%	49%	52%	40%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 12% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 48% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 64%). Since 2017, the percent of students at or above the 50th percentile has increased (46% to 64%).

English Language Arts Subgroup Growth

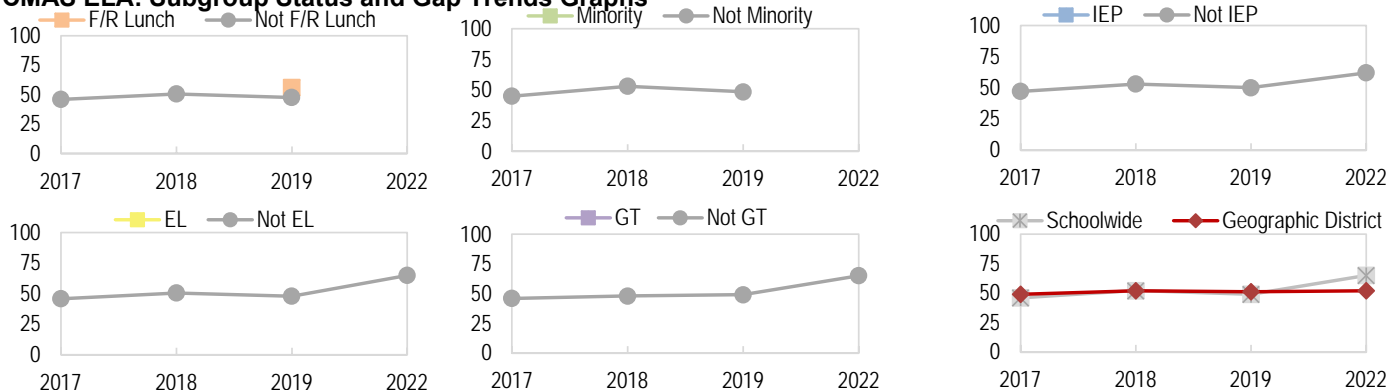
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

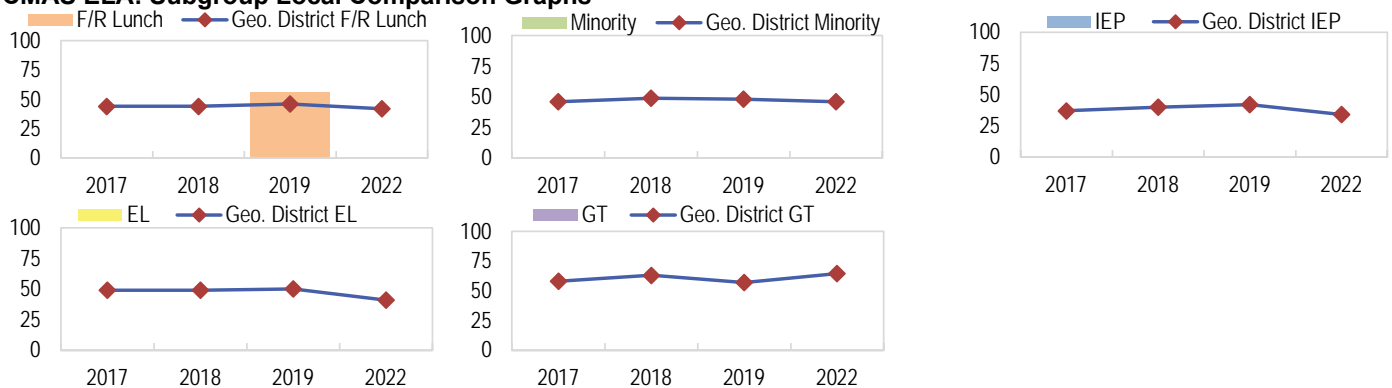
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	56.0	n<20
	N	46.0	50.5	47.5	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	45.0	53.0	48.5	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	47.0	53.0	50.0	62.0
EL	Y	n<20	n<20	n<20	n<20
	N	46.0	50.5	48.0	65.0
GT	Y	n<20	n<20	n<20	n<20
	N	46.0	48.0	49.0	65.0
Schoolwide		46.0	52.0	49.0	65.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	44.0	46.0	42.0
	N	51.0	55.0	53.0	55.0
Minority	Y	46.0	49.0	48.0	46.0
	N	50.0	53.0	52.0	54.0
IEP	Y	37.0	40.0	42.0	34.0
	N	50.0	53.0	52.0	54.0
EL	Y	49.0	49.0	50.0	41.0
	N	49.0	52.0	51.0	53.0
GT	Y	58.0	63.0	57.0	64.5
	N	47.0	49.0	49.0	49.0
Geographic District		49.0	52.0	51.0	52.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): overall, the school outperformed Poudre R-1. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in Mathematics over time?

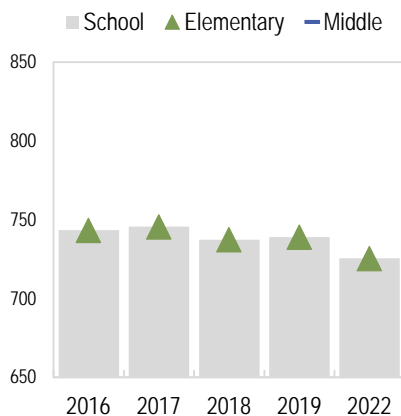
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	32	773	29	759	31	735	29	732	20	722
4	35	730	34	745	26	756	25	742	29	733
5	34	729	30	733	36	726	30	743	16	717
Elementary	101	743	93	746	93	737	84	739	65	726
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	743	93	746	93	737	84	739	65	726

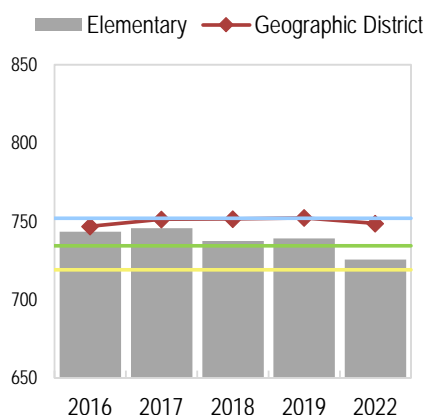
Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,159	747	2,160	755	2,193	753	2,089	753	1,978	749
4	2,227	746	2,165	750	2,204	750	2,219	750	2,029	746
5	2,075	747	2,251	749	2,213	752	2,234	754	2,010	751
Elementary	6,461	747	6,576	751	6,612	752	6,542	752	6,020	749
6	2,072	744	2,026	744	2,196	743	2,180	747	1,857	741
7	1,892	743	1,937	743	1,971	745	2,113	746	1,807	742
8	1,692	740	1,706	741	1,859	743	1,811	754	1,596	751
Middle	5,656	743	5,669	743	6,024	744	6,104	749	5,257	744
Overall	13,230	744	13,313	747	12,636	748	12,646	751	11,277	747

CMAS Math: School Status, Trends, and Local Comparison Graphs

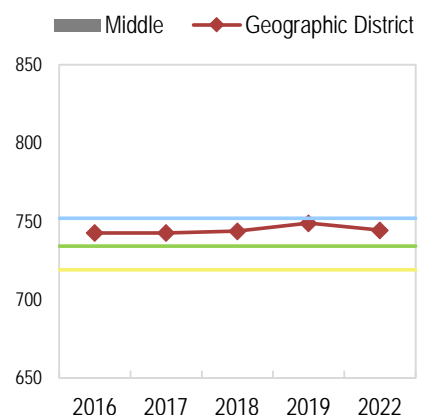
Math - Schoolwide



Math - Elementary



Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 17.9 scale score points. Since last school year, overall mean scale score decreased by 13.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 21.1 scale score points.

Mathematics Subgroup Achievement

CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-How are traditionally underserved --

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

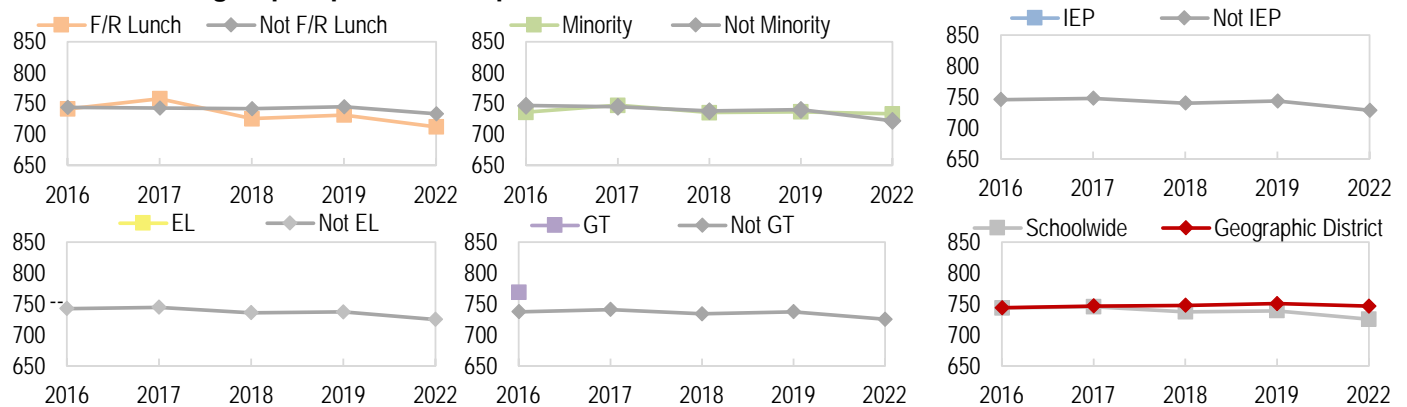
-How are traditionally underserved students achieving on state assessments in comparison to other schools in their

geographic home district or schools that students might otherwise attend?

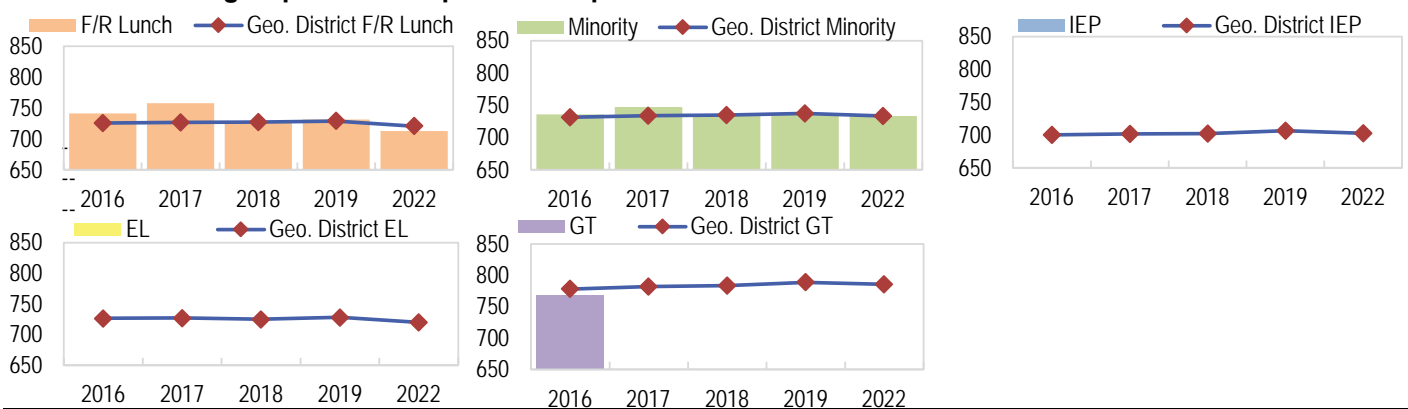
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	741.4	757.9	725.7	731.5	712.5
	N	744.0	743.1	741.9	744.9	733.7
Minority	Y	736.0	747.4	735.4	736.8	733.3
	N	746.7	745.1	738.1	740.0	722.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	745.7	747.6	739.9	743.3	728.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	742.6	744.8	736.0	737.3	725.0
GT	Y	768.6	n<16	n<16	n<16	n<16
	N	737.6	741.2	734.1	737.5	725.3
Schoolwide		743	746	737	739	726

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.7	726.5	727.2	729.0	720.6
	N	752.9	754.7	756.2	759.0	754.1
Minority	Y	731.5	733.9	734.8	737.4	733.3
	N	748.7	751.2	752.4	755.2	751.4
IEP	Y	700.3	701.8	702.3	706.7	702.8
	N	747.9	750.6	751.7	754.1	750.1
EL	Y	726.5	727.3	725.1	728.2	720.1
	N	746.1	748.9	750.1	752.8	749.1
GT	Y	778.1	781.8	783.3	788.7	785.3
	N	737.2	740.3	741.0	742.9	739.8
Geographic District		744	747	748	751	747

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

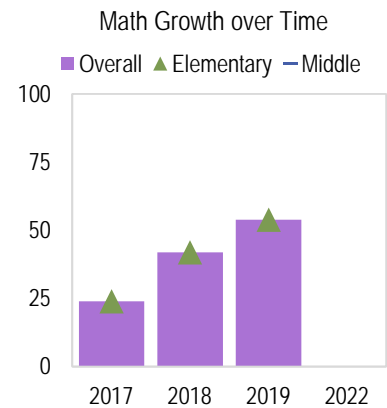
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

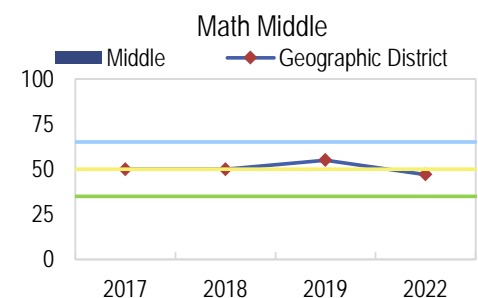
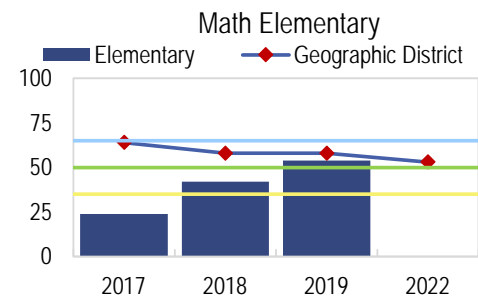
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	30	15.5	24	63.5	25	72.0	--	--
5	28	34.0	29	28.0	28	38.0	n < 20	--
Elementary	58	24.0	53	42.0	53	54.0	n < 20	--
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	58	24.0	53	42.0	53	54.0	n < 20	--



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,059	66.0	2,076	58.0	2,111	61.0	--	--
5	2,110	61.0	2,074	57.0	2,129	55.0	1,656	53.0
Elementary	4,169	64.0	4,152	58.0	4,240	58.0	1,656	53.0
6	1,892	48.0	2,050	45.0	2,045	54.0	--	--
7	1,801	49.0	1,487	54.0	1,978	54.0	1,526	47.0
8	1,537	52.0	1,310	54.0	1,385	57.0	--	--
Middle	5,230	50.0	4,847	50.0	5,408	55.0	1,526	47.0
Overall	9,924	55.0	8,999	54.0	9,648	56.0	3,182	50.0

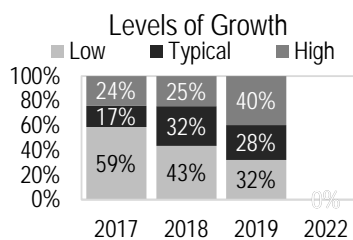


Growth Status and Local Comparison Narrative								
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CMAS Math: Levels of Growth Tables and Graphs

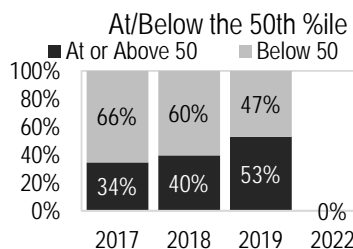
-How is student growth distributed across growth levels over time?

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	59%	43%	32%	--
Typical (35-65)	17%	32%	28%	--
High (above 65)	24%	25%	40%	--



Levels of Growth Narrative				
--				

Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	34%	40%	53%	--
Below 50	66%	60%	47%	--



Mathematics Subgroup Growth

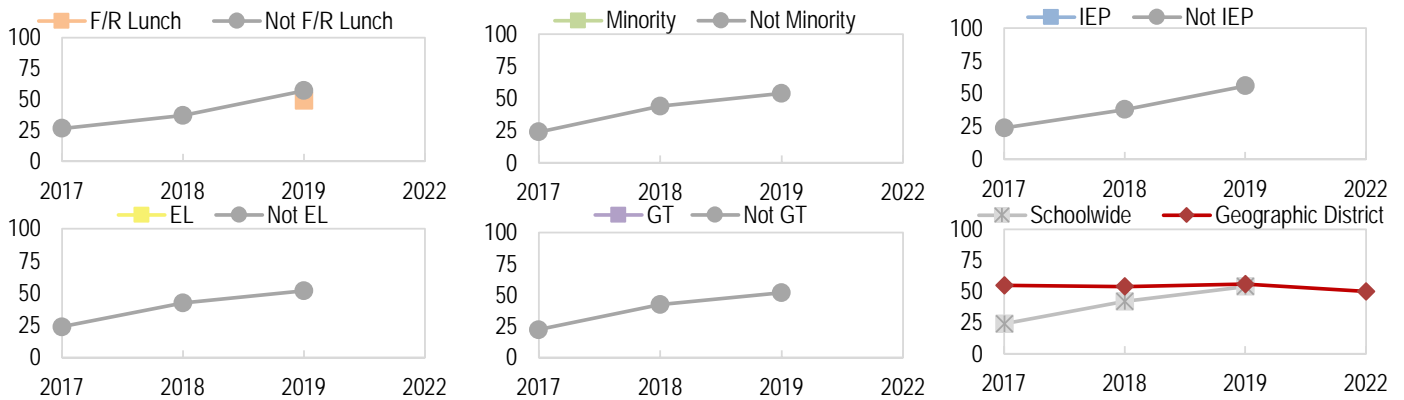
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

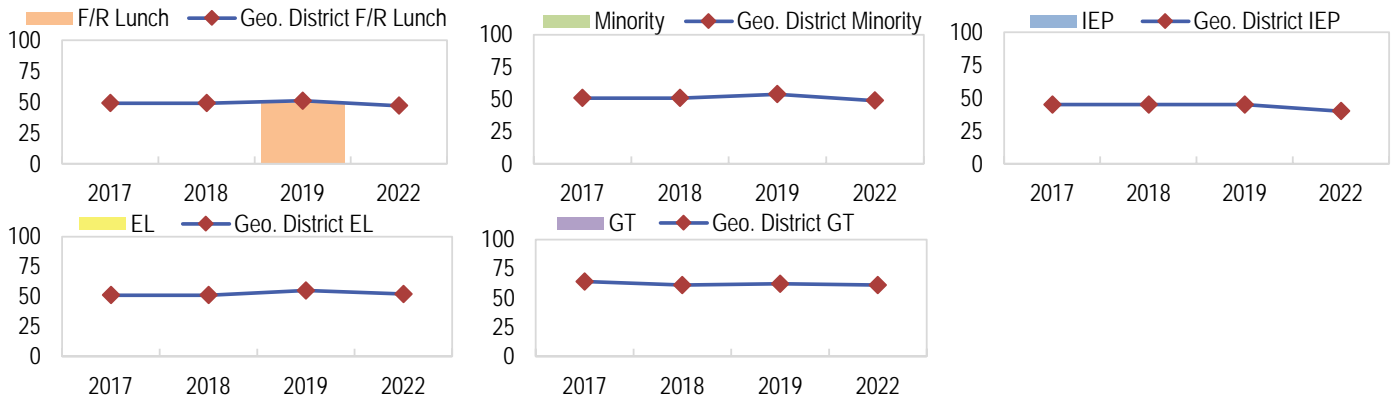
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	49.0	n<20
	N	26.5	37.0	57.0	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	24.0	44.0	54.0	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	24.0	38.0	56.0	n<20
EL	Y	n<20	n<20	n<20	n<20
	N	24.0	42.5	52.0	n<20
GT	Y	n<20	n<20	n<20	n<20
	N	22.5	42.5	52.0	n<20
Schoolwide		24.0	42.0	54.0	--

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	49.0	51.0	47.0
	N	58.0	56.0	58.0	51.0
Minority	Y	51.0	51.0	54.0	49.0
	N	57.0	55.0	57.0	51.0
IEP	Y	45.0	45.0	45.0	40.0
	N	56.0	54.0	57.0	51.0
EL	Y	51.0	51.0	55.0	52.0
	N	56.0	54.0	56.0	50.0
GT	Y	64.0	61.0	62.0	61.0
	N	54.0	52.0	55.0	48.0
Geographic District		55.0	54.0	56.0	50.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	--	--	--	--	--	--	--
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--

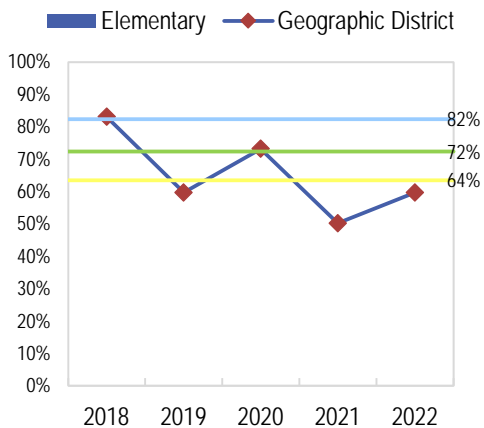
Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	782	57.0	720	53.0	654	55.0	583	52.0	601	50.0	59.7%
Middle	174	48.5	134	62.5	101	55.0	78	50.0	103	58.0	23.1%
High	145	56.0	94	68.0	88	56.0	85	53.0	103	64.0	28.9%
Overall	1,101	56.0	948	56.0	843	55.0	746	52.0	807	53.0	52.2%

^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

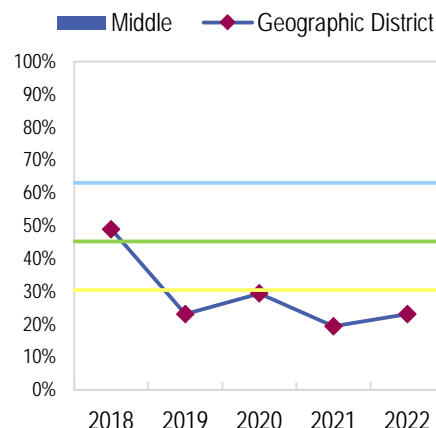
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

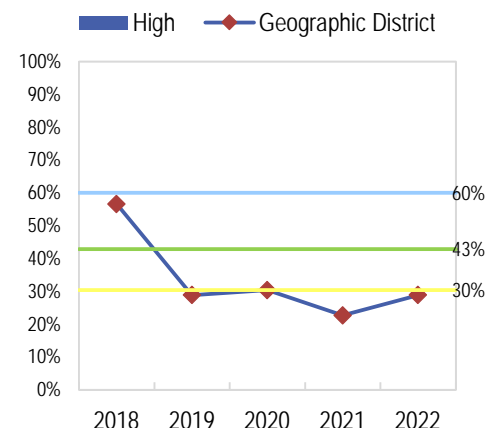
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

Not applicable.

Academic Performance Metrics

School Observations

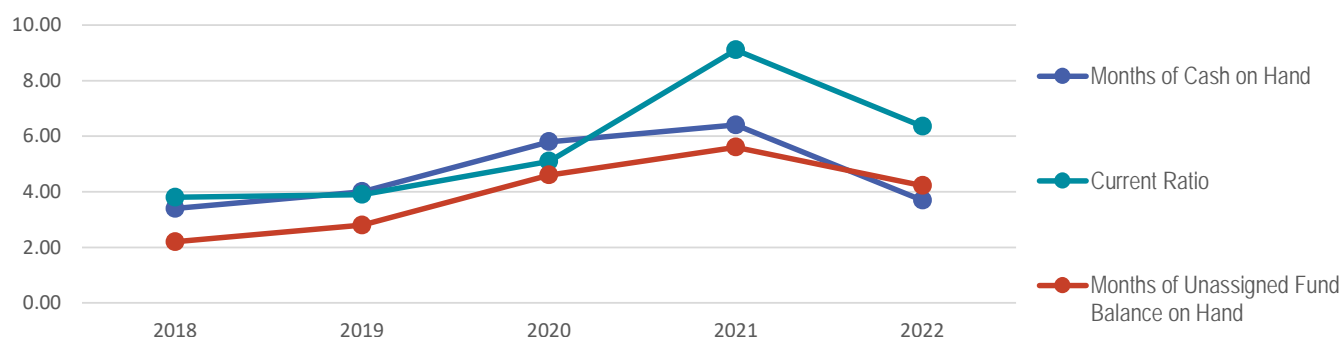
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Operating Margin	6.8%	4.9%	12.8%	7.1%	-2.6%
Months of Cash on Hand	3.40	4.00	5.80	6.40	3.69
Current Ratio	3.80	3.90	5.10	9.10	6.35
Months of Unassigned Fund Balance on Hand	2.20	2.80	4.60	5.60	4.22
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	2.9%	-9.1%	-8.8%	-5.2%	-28.5%
Change in FPC from Prior-Year	6.7%	-8.8%	6.8%	-11.2%	-18.1%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	--	--	--
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	--	\$0	\$0

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Debt to Asset Ratio	0.23	0.23	0.18	0.10	0.15
Change in Net Position	\$163,490	\$79,180	\$259,114	\$131,554	(\$54,900)
Default	No	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative
Academy Of Arts & Knowledge ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position and reportedno statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by -60.5 or -28.53 percent, and -33.5 students or -18.11 percent lower than the prior year. The school's governmental funds ended the year with 3.69 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a negative operating margin of -2.65

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements in the 2021-22 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

The school failed to provide FAPE for students with disabilities resulting in an OCR complaint. The complaint was settled with an OCR rapid resolution in Fall of 2021.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2022, overall student growth did not meet state expectations and was equal to the geo. district. Additionally, 0% of students were reported as being on track to reach English language proficiency.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements in the 2021-22 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the school exhibited moderate operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued. However, the school received an OCR complaint for failure to provide FAPE for students with disabilities. The complaint was settled with OCR rapid resolution in Fall of 2021.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



Expanding Frontiers in Public Education

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Management Report

Academy of Arts & Knowledge

For the period ended December 31, 2022



Prepared by

JP Consulting, LLC.

Prepared on

January 17, 2023

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Executive Summary

Academy of Arts & Knowledge (AAK) Monthly Financials as of December 31, 2022

Balance Sheet

Total Assets are \$994,758 with outstanding accounts receivable of \$125,137, which relates to reimbursable grant funds AAK has been awarded, including food service reimbursements.

Total Liabilities are \$169,987. Accrued contracts payable for utilities has been recorded for the 2nd quarter of the fiscal year and accrued salary and benefits are for the 2nd payroll of the month, as well as the salary accrual for the end of the fiscal year with July and August 2023 pay dates.

Total Fund Balance is \$824,770. Fund balance is made up of TABOR reserves of \$48,500 and Unassigned/Unrestricted amounts of \$776,270 and an estimated net income of \$25,066 for the current fiscal year.

Profit & Loss – Comparison

Revenues – 50% fiscal year completed

For the period ending December 31, 2022, the AAK actual revenues total \$1,150,785 or 53.09% of the Revised budget amount of \$2,167,803.

Per Pupil funding is currently \$9,073.87 for 173.6 sFTE (student full time equivalent); October count has been finalized and reconciled with the December PPR payment.

Expenditures – 50% fiscal year completed

For the period ending December 31, 2022, total expenditure are \$1,125,719 or 52.34% of the Revised budget amount of \$2,150,469. Salary and Benefits account for \$639,035 of total actual expenditures.

AR Aging Detail – this report shows amounts due to AAK as of December 31, 2022

AP Aging Detail – this report shows the payable amounts to vendors as of December 31, 2022; all invoices have either been paid or are in the process of being paid as of the reporting date

FY22 Profit & Loss to date with prior year comparison – Year to Date comparative data with prior year

FY22 Profit and Loss by Fund/Grant - Profit & Loss showing by the funding sources used by AAK over the fiscal year and what expenditures relate to those revenues

Instructional vs Support Services vs Food Service

Instructional expenditures for the period ending December 31, 2022, totaled \$459,295 or 40.80% of total actual expenditures

Support services (excluding food services) totaled \$637,330 or 56.61% of total actual expenditures

Food service expenditures total \$29,094 and is 2.58% of actual expenditures

FY23 Balance Sheet

As of December 31, 2022

	As of Dec 31, 2022	As of Dec 31, 2021 (PY)	Total % Change
ASSETS			
Current Assets			
Bank Accounts			
8101000 US Bank Operating 4045	510,360	487,007	5.00 %
8101001 US Bank Reserve 4011	350,213	350,196	0.00 %
8101003 PayPal Bank	1,633	5,945	-73.00 %
8101074 US Bank PTO	627	6,333	-90.00 %
8103000 Debit Card	4,204	4,652	-10.00 %
8109074 US Bank Gift Card Funds 2094	2,583	2,545	1.00 %
Total Bank Accounts	869,620	856,678	2.00 %
Accounts Receivable			
8153000 Accounts Receivable (A/R)	0	0	
8131001 Default QBO AR	125,137	132,626	-6.00 %
8142000 Grant Accounts Receivable (A/R)	0	50,594	-100.00 %
Total 8153000 Accounts Receivable (A/R)	125,137	183,220	-32.00 %
Total Accounts Receivable	125,137	183,220	-32.00 %
Total Current Assets	994,758	1,039,898	-4.00 %
TOTAL ASSETS	\$994,758	\$1,039,898	-4.00 %
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
7421000 Accounts Payable (A/P)	2,170	2,833	-23.00 %
Total Accounts Payable	2,170	2,833	-23.00 %
Credit Cards			
7421001 American Express	1,398	2,971	-53.00 %
Total Credit Cards	1,398	2,971	-53.00 %
Other Current Liabilities			
7431000 Contracts Payable	22,581	24,829	-9.00 %
7461000 Accrued Salary & Benefit	143,838	55,341	160.00 %
Total Other Current Liabilities	166,419	80,170	108.00 %
Total Current Liabilities	169,987	85,974	98.00 %
Total Liabilities	169,987	85,974	98.00 %
Equity			
6721000 Fund Balance TABOR	48,500	48,500	0.00 %
6770000 Fund Balance Unassigned	674,715	729,615	-8.00 %
6770074 Fund Balance Unassigned F74	5,751	5,751	0.00 %
6790000 Unrestricted Net Assets	70,738	70,738	0.00 %
Net Revenue	25,066	99,320	-75.00 %
Total Equity	824,770	953,924	-14.00 %

			Total
	As of Dec 31, 2022	As of Dec 31, 2021 (PY)	% Change
TOTAL LIABILITIES AND EQUITY	\$994,758	\$1,039,898	-4.00 %

FY23 Profit and Loss Comparative

July - December, 2022

	Total	
	Jul - Dec, 2022	Jul - Dec, 2021 (PP)
REVENUE		
1000 Revenue Local Sources	39,850	14,722
3000 Revenue State Sources	193,947	216,150
4000 Revenue Federal Sources	45,982	113,178
5000 Revenue Other Sources	871,006	835,794
Total Revenue	1,150,785	1,179,843
GROSS PROFIT	1,150,785	1,179,843
EXPENDITURES		
0100 Salaries	549,933	493,507
0200 Employee Benefits	93,208	71,301
0300 Purchased Prof & Tech Services	118,212	150,310
0400 Purchased Property Services	179,330	131,782
0500 Other Purchased Services	101,325	99,937
0600 Supplies	78,752	43,906
0700 Property	3,496	88,116
0800 Other Objects	1,463	1,664
Total Expenditures	1,125,719	1,080,523
NET OPERATING REVENUE	25,066	99,320
NET REVENUE	\$25,066	\$99,320

A/R Aging Detail

As of December 31, 2022

Date	Transaction Type	Num	Client	Business	Due Date	Amount	Open Balance
91 or more days past due							
05/31/2022	Pledge	1250	CSI	4010 Title IA	05/31/2022	15,766.97	44.18
05/31/2022	Pledge	1247	CSI	6287 CLC	05/31/2022	24,706.63	24,706.63
09/01/2022	Pledge	1278	CSI	21 Food Svs Fund	09/01/2022	2,813.67	2,813.67
Total for 91 or more days past due						\$43,287.27	\$27,564.48
61 - 90 days past due							
10/31/2022	Pledge	1336	CSI	21 Food Svs Fund	10/31/2022	2,839.27	2,839.27
Total for 61 - 90 days past due						\$2,839.27	\$2,839.27
31 - 60 days past due							
11/30/2022	Pledge	1351	CSI	21 Food Svs Fund	11/30/2022	3,114.11	3,114.11
11/30/2022	Pledge	1352	CSI	4010 Title IA	11/30/2022	9,026.65	9,026.65
11/30/2022	Pledge	1353	CSI	4027 IDEA Part B	11/30/2022	16,054.17	16,054.17
Total for 31 - 60 days past due						\$28,194.93	\$28,194.93
1 - 30 days past due							
12/07/2022	Pledge	1356	CSI	11 General Fund	12/07/2022	1,459.81	1,459.81
12/09/2022	Pledge	1362	CSI	6287 CLC	12/09/2022	55,139.35	55,139.35
12/01/2022	Pledge	1348	CSI	3113 Capital Construction	12/16/2022	4,559.77	4,559.77
12/19/2022	Pledge	1357	CSI	9202 Title I Homeless	12/19/2022	3,000.00	3,000.00
Total for 1 - 30 days past due						\$64,158.93	\$64,158.93
Current							

Date	Transaction Type	Num	Client	Business	Due Date	Amount	Open Balance
12/31/2022	Pledge	1361	CSI	21 Food Svs Fund	12/31/2022	2,379.78	2,379.78
Total for Current						\$2,379.78	\$2,379.78
TOTAL						\$140,860.18	\$125,137.39

A/P Aging Detail

As of December 31, 2022

Date	Transaction Type	Num	Vendor	Business	Due Date	Past Due	Amount	Open Balance
1 - 30 days past due								
12/26/2022	Bill	2	Randall Foss	11 General Fund	12/26/2022	22	438.75	438.75
Total for 1 - 30 days past due							\$438.75	\$438.75
Current								
12/31/2022	Bill	2285	Colorado Youth for a Change	11 General Fund	12/31/2022	17	1,500.00	1,500.00
12/21/2022	Bill	IN108986	VLCM	11 General Fund	01/20/2023	-3	72.24	72.24
12/31/2022	Bill	12/31/2022	Royal Crest Dairy Inc	6555 SCA	01/30/2023	-13	159.36	159.36
Total for Current							\$1,731.60	\$1,731.60
TOTAL							\$2,170.35	\$2,170.35

FY23 Profit and Loss by Fund or Grant

July - December, 2022

	11 General Fund	21 Food Svs Fund	3113 Capital Construction	4010 Title IA	4027 IDEA Part B	6287 CLC	6555 SCA	9202 Title I Homeless	Total
REVENUE									
1000 Revenue Local Sources	31,655	8,195							39,850
3000 Revenue State Sources	84,087	196	27,444			55,139			166,867
4000 Revenue Federal Sources	-0	17,901		9,027	16,054			3,000	45,982
5000 Revenue Other Sources	871,006								871,006
									1,123,705
Total Revenue	986,748	26,292	27,444	9,027	16,054	55,139	0	3,000	1,123,705
GROSS PROFIT									
	986,748	26,292	27,444	9,027	16,054	55,139	0	3,000	1,123,705
EXPENDITURES									
0100 Salaries	396,298	1,936		9,027	20,157	56,903		3,000	487,320
0200 Employee Benefits	83,747				1,384				85,131
0300 Purchased Prof & Tech Services	117,763								117,763
0400 Purchased Property Services	151,886		27,444						179,330
0500 Other Purchased Services	76,708	24,617							101,325
0600 Supplies	74,713						2,541		77,254
0700 Property	3,496								3,496
0800 Other Objects	1,463								1,463
									1,053,083
Total Expenditures	906,075	26,553	27,444	9,027	21,541	56,903	2,541	3,000	1,053,083
NET OPERATING REVENUE	80,674	-261	-0	0	-5,487	-1,764	-2,541	0	70,621
NET REVENUE	\$80,674	\$ -261	\$ -0	\$0	\$ -5,487	\$ -1,764	\$ -2,541	\$0	\$70,621

FY23 Expenditures Instructional

July - December, 2022

	Instructional Support	0010 Elementary Ed	0060 Integrated Ed	1700 SPED	Total Instructional Support	TOTAL
REVENUE						
Total Revenue					0	0
GROSS PROFIT	0	0	0	0	0	0
EXPENDITURES						
0100 Salaries		201,108	82,641	25,779	309,528	309,528
0200 Employee Benefits		40,585	15,937	5,092	61,614	61,614
0300 Purchased Prof & Tech Services		16,054			16,054	16,054
0500 Other Purchased Services		7,727	450		8,177	8,177
0600 Supplies		62,029	395	1,498	63,922	63,922
Total Expenditures	0	327,503	99,424	32,368	459,295	459,295
NET OPERATING REVENUE	0	-327,503	-99,424	-32,368	-459,295	-459,295
						\$ -
NET REVENUE	\$0	\$ -327,503	\$ -99,424	\$ -32,368	\$ -459,295	459,295

FY23 Expenditures Support Services

July - December, 2022

	Support Services	2130 SS Health Svs	2140 SS Psych	2150 SS SLP	2160 SS OT PT	2213 SS Instruct Staff Trn	2220 SS Library/IT	2240 Technology	2300 SS Gen Admin	2315 SS Legal Svs	2317 SS Audit Svs	2410 SS School Admin	2510 SS Business Svs	2620 SS Op Bldg Svs	2630 Care and Upkeep Grounds Svs	2660 SS Security Svs	2823 Public Comm Svs	2830 SS Staff Svs	2845 Telecom. Svs	2850 SS Risk Mgmt Svs	2900 Extended Day Svs	Total Support Services	TOTAL
REVENUE																							
Total Revenue																						0	0
GROSS PROFIT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXPENDITURES																							
0100 Salaries		6,024	12,052	20,400	16,384			3,552				84,661	0	20,150							75,246	238,469	238,469
0200 Employee Benefits		185	860	4,459	1,156			298				14,498	0	2,643							7,494	31,593	31,593
0300 Purchased Prof & Tech Services						7,102			4,522	4,564	9,050		75,669				550		39	223	439	102,158	102,158
0400 Purchased Property Services														175,353	3,977							179,330	179,330
0500 Other Purchased Services									26,181			74		0			12,668	2,264	5,158	20,671	1,514	68,531	68,531
0600 Supplies		188					299	93				3,900	1,184	5,659		530		79			357	12,288	12,288
0700 Property												3,496										3,496	3,496
0800 Other Objects												1,463										1,463	1,463
Total Expenditures	0	6,397	12,912	24,859	17,540	7,102	299	3,943	30,702	4,564	9,050	108,093	76,853	203,805	3,977	530	13,218	2,264	5,276	20,894	85,050	637,330	637,330
NET OPERATING REVENUE	0	-6,397	-12,912	-24,859	-17,540	-7,102	-299	-3,943	-30,702	-4,564	-9,050	-108,093	-76,853	-203,805	-3,977	-530	-13,218	-2,264	-5,276	-20,894	-85,050	-637,330	637,330
NET REVENUE	\$0	\$ -6,397	\$ -12,912	\$ -24,859	\$ -17,540	\$ -7,102	\$ -299	\$ -3,943	\$ -30,702	\$ -4,564	\$ -9,050	\$ -108,093	\$ -76,853	\$ -203,805	\$ -3,977	\$ -530	\$ -13,218	\$ -2,264	\$ -5,276	\$ -20,894	\$ -85,050	\$ -637,330	\$ -637,330

FY23 Profit & Loss Food Services

July - December, 2022

	21 Food Svs Fund	6555 SCA	Total
REVENUE			
1000 Revenue Local Sources			0
1956001 Food Sales, paid by parents	8,195		8,195
Total 1000 Revenue Local Sources	8,195		8,195
3000 Revenue State Sources			0
3956000 ST Lunch K-2 Reimb 3169	185		185
3956001 ST Start Smart Grant 3164	11		11
Total 3000 Revenue State Sources	196		196
4000 Revenue Federal Sources			0
4010001 FED US Commodities Grant 4555	2,080		2,080
4956001 FED FS School Lunch Reimb 4555	12,837		12,837
4956002 FED FS Breakfast Reimb Grant 4553	2,983		2,983
Total 4000 Revenue Federal Sources	17,901		17,901
Total Revenue	26,292	0	26,292
GROSS PROFIT	26,292	0	26,292
EXPENDITURES			
0100 Salaries			0
0110607 Salary Food Services	1,936		1,936
Total 0100 Salaries	1,936		1,936
0500 Other Purchased Services			0
0572000 OPS FS Food Management	21,528		21,528
0596000 OPS FS Lunch admin fee 5555	193		193
0596001 OPS FS Fee Snack Admin Fee 4555	815		815
0633000 OPS FS Commodities Expense 4550	2,080		2,080
Total 0500 Other Purchased Services	24,617		24,617
0600 Supplies			0
0631000 SUPPLIES Milk		2,541	2,541
Total 0600 Supplies		2,541	2,541
Total Expenditures	26,553	2,541	29,094
NET OPERATING REVENUE	-261	-2,541	-2,802
NET REVENUE	\$ -261	\$ -2,541	\$ -2,802

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- These financials are for internal use only
 - These financials have not been audited. No assurance is made pertaining to to their accuracy
 - These financials should not be relied upon by any third-party entity
 - No work was performed to identify embezzlement, fraud or other irregularities

July 2023							January 2024							January	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
						1		1	2	3	4	5	6	01/08	First Day Back!
2	3	4	5	6	7	8	7	8	9	10	11	12	13	01/15	MLK Day/No School/No CLC
9	10	11	12	13	14	15	14	15	16	17	18	19	20	01/19	End of 2nd Quarter
16	17	18	19	20	21	22	21	22	23	24	25	26	27		
23	24	25	26	27	28	29	28	29	30	31					
30	31														
August 2023							February 2024							February	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5					1	2	3	02/16	No Students/Teacher Work Day/CLC Open
6	7	8	9	10	11	12	4	5	6	7	8	9	10	02/19	Presidents Day/No School/CLC Closed
13	14	15	16	17	18	19	11	12	13	14	15	16	17		
20	21	22	23	24	25	26	18	19	20	21	22	23	24		
27	28	29	30	31			25	26	27	28	29				
September 2023							March 2024							March	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
					1	2						1	2	03/08	Science Fair
3	4	5	6	7	8	9	3	4	5	9	7	8	9	03/29	End of 3rd Quarter
10	11	12	13	14	15	16	10	11	12	13	14	15	16		
17	18	19	20	21	22	23	17	18	19	20	21	22	23		
24	25	26	27	28	29	30	24	25	26	27	28	29	30		
							31								
October 2023							April 2024							April	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7		1	2	3	4	5	6	04/08-04/19	State Assessments
8	9	10	11	12	13	14	7	8	9	10	11	12	13	04/26	Professional Development Day/CLC Closed
15	16	17	18	19	20	21	14	15	16	17	18	19	20	04/29-04/30	Spring Break
22	23	24	25	26	27	28	21	22	23	24	25	26	27		
29	30	31					28	29	30						
November 2023							May 2024							May	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
			1	2	3	4				1	2	3	4	05/01-05/03	Spring Break
5	6	7	8	9	10	11	5	6	7	8	9	10	11	05/17	Talent Show
12	13	14	15	16	17	18	12	13	14	15	16	17	18	05/23-05/24	Transistion Conferences/CLC Open
19	20	21	22	23	24	25	19	20	21	22	23	24	25	05/27	Memorial Day/No School/No CLC
26	27	28	29	30			29	27	28	29	30	31			
December 2023							June 2024							June	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
					1	2							1	06/13	Field Day/Last Day of School 12:30pm/CLC CLOSED
3	4	5	6	7	8	9	2	3	4	5	6	7	8	06/13	End of 4th Quarter
10	11	12	13	14	15	16	9	10	11	12	13	14	15		
17	18	19	20	21	22	23	16	17	18	19	20	21	22		
2															