

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

Board Meeting Agenda for Thursday 30 November at 6:30pm
4800 Wheaton Drive, Fort Collins, CO 80525 Room #122
<https://us06web.zoom.us/j/9773943168?pwd=aZ5Wzm68VknyFfyM4z88RgDX7cuJlV.1>

I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance:
Bowers () Kornfeld () Neal () Shapland () Simmons ()
- C. Approval of Agenda
Motion by: _____ Seconded by:
Bowers () Kornfeld () Neal () Shapland () Simmons ()

II REPORTS

- A. Secretary Report
Motion to approve minutes from 26 October 2023:
Motion by: _____ Seconded by:
Bowers () Kornfeld () Neal () Shapland () Simmons ()
- B. Executive Update
- C. Treasury Report
Review of Oct. 2023 Financial Report

III. BUSINESS

- A. Review of 2024-2025 Calendar
- B. Review of Title 19 Policy
- C. Review of Budget 2023-2024
- D. Facility Discussion

IV. CLOSING SECTION

- A. Next Meeting Date: 2023 December _____ at _____ pm
- B. Adjourned at:

Board Meeting Minutes for Thursday 26 October 2023 18:30

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4800 Wheaton Drive, Fort Collins, CO 80525**

<https://us06web.zoom.us/j/9773943168?pwd=aZ5Wzm68VknyFfyM4z88RgDX7cuJlV.1>

I. OPENING SECTION

- A. Call to Order at: 18:32
- B. Board Members in attendance:
Bowers (X) Kornfeld (X) Neal (X) Shapland (X) Simmons (Absent)
- C. Motion to approve the agenda: Approved
Motion by: Shapland Seconded by: Bowers
Bowers (Aye) Kornfeld (Abstain) Shapland (Aye) Simmons (Absent)

II. REPORTS

- A. Secretary Report
Motion to approve the September 2023 minutes: Approved
Motion by: Shapland Seconded by: Bowers
Bowers (Aye) Kornfeld (Abstain) Shapland (Aye) Simmons (Absent)
- B. Treasury Report
Motion to approve FY2023-24 First Quarter Financial: Approval
Motion by: Bowers Seconded by: Shapland
Bowers (Aye) Kornfeld (Abstain) Neal (Aye) Shapland (Aye) Simmons (Absent)
- C. Executive Summary
 1. School Administration now present to board via Google drive dashboard
 2. Draft UIP compete
 3. Second PTO Meeting held, next is on Monday Nov. 27Th
 4. Development day set for Friday Nov. 10Th, will include CLC staff
 5. Amy with Minga shall help Nichole review teacher evaluation
 6. PTO will be setting up online store for hoodies, shirts, and etc.
 7. CLC now has new lead and new co-lead in
 8. Won Library expansion grant
 9. Multiyear CLC grant will need renewal after this year

III. Discussion Items

- A. Facility Discussion

IV. Action Items

- A. Board Election
Motion to appointment Anthony Neal to AAK board seat: Approved
Motion by: Shapland Seconded by: Bowers
Bowers (Aye) Kornfeld (Abstain) Shapland (Aye) Simmons (Absent)

Board Meeting Minutes for Thursday 26 October 2023 18:30

B. FY23 Audit

Motion to accept 2022-23 Audit performed by Hoelting: Approved

Motion by: Bowers Seconded by: Neal

Bowers (Aye) Kornfeld (Abstain) Neal (Aye) Shapland (Aye) Simmons (Absent)

V. CLOSING SECTION

A. Next Meeting Dates: Thursday 30 Nov. 2023 at 18:30

B. Adjourned at 19:20



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2022-2023

Academy of Arts & Knowledge



Expanding Frontiers in Public Education

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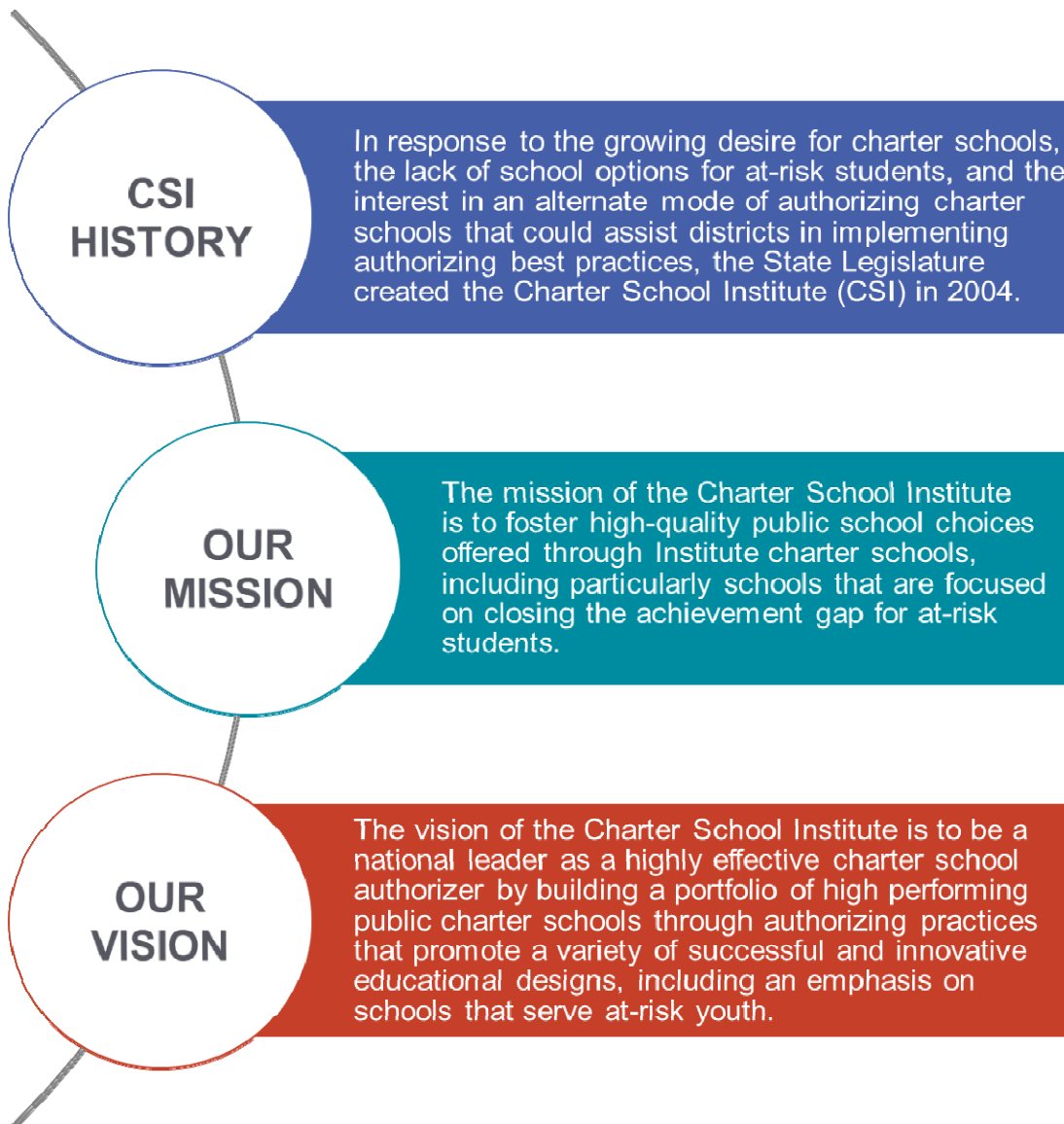


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CSI Annual Review of Schools (CARS) Summary

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 (ryanmarks@csi.state.co.us)

Financial Performance: Andi Denton (andradenton@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (stephaniearagon@csi.state.co.us) - 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

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. 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

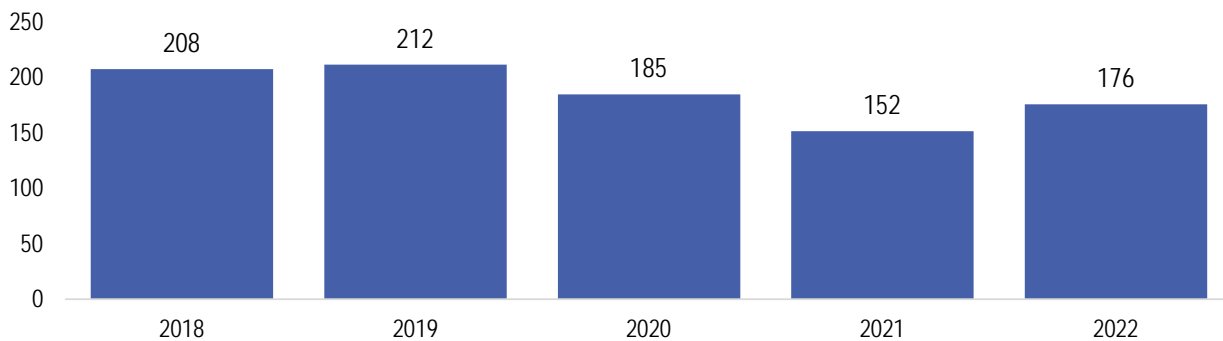
Town/City: Fort Collins

District of Residence: Poudre R-1

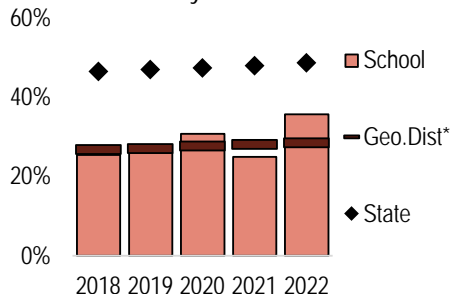
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2018	2019	2020	2021	2022
Enrollment Over Time	208	212	185	152	176
F/R Lunch	36.1%	42.5%	43.8%	42.8%	46.0%
Minority	25.5%	25.9%	30.8%	25.0%	35.8%
IEP	6.7%	7.1%	9.2%	7.2%	10.8%
EL	3.4%	2.8%	2.7%	2.6%	7.4%
Gifted	1.9%	0.5%	2.2%	1.3%	3.4%
504	2.9%	2.4%	1.1%	2.6%	4.0%

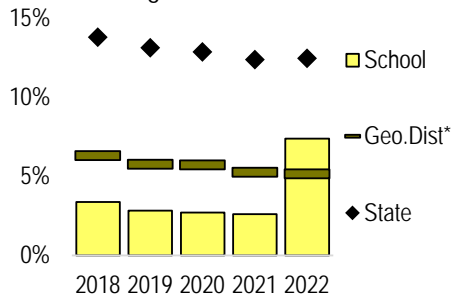
Enrollment over Time



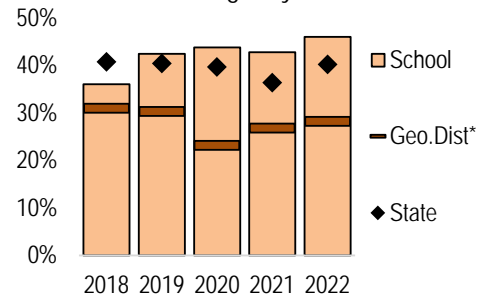
Minority Students



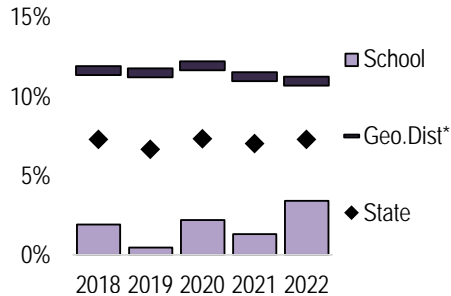
English Learners



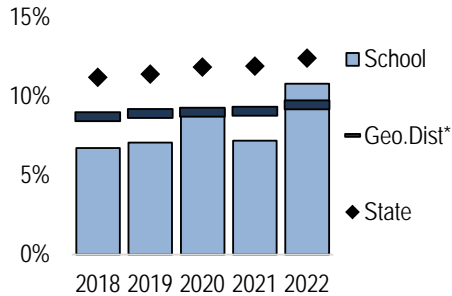
Lunch Eligibility



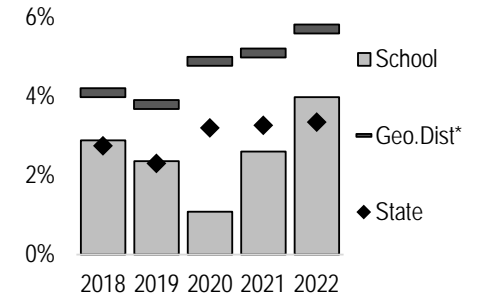
Gifted Students



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
Elementary School Rating	Performance (Points Earned: 82%)
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 rating
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	Acct N	Accountability Participation Rate	Rating
English Language Arts	72	71	98.6%	1		100.0%	Meets 95%
Math	72	71	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	72	71	98.6%	1		100.0%	Meets 95%
CMAS Math	72	71	98.6%	1		100.0%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	0	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?

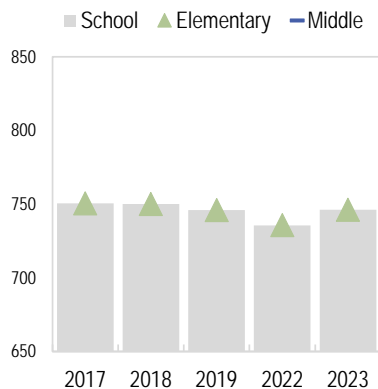
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	28	751	29	734	29	736	20	717	n < 16	-
4	35	757	26	763	25	750	28	748	20	744
5	30	742	36	754	30	752	16	737	29	757
Elementary	93	751	91	750	84	746	64	736	64	746
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	93	751	91	750	84	746	64	736	64	746

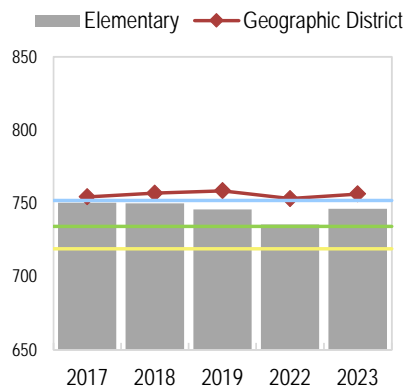
Geographic District Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,157	751	2,188	753	2,080	753	1,971	749	2,003	752
4	2,160	756	2,203	760	2,217	761	2,018	753	1,992	755
5	2,252	756	2,198	758	2,229	761	2,006	758	2,036	762
Elementary	6,569	754	6,591	757	6,526	759	5,998	753	6,032	756
6	2,009	750	2,179	753	2,173	754	1,866	753	1,937	753
7	1,925	751	1,957	755	2,105	755	1,819	752	1,721	757
8	1,697	754	1,849	754	1,801	756	1,613	756	1,643	757
Middle	5,631	752	5,983	754	6,079	755	5,295	753	5,300	756
Overall	13,269	753	12,574	755	12,605	757	11,293	753	11,332	756

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

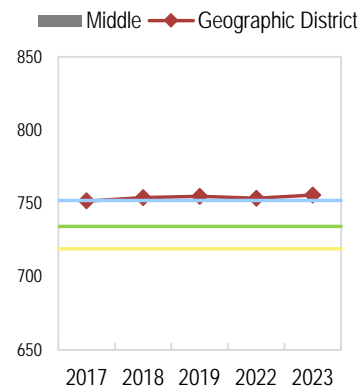
ELA - Schoolwide



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 2017 to 2023, overall student achievement decreased by 4.3 scale score points. Since last school year, overall mean scale score increased by 10.6 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 9.8 scale score points.

English Language Arts Subgroup Achievement

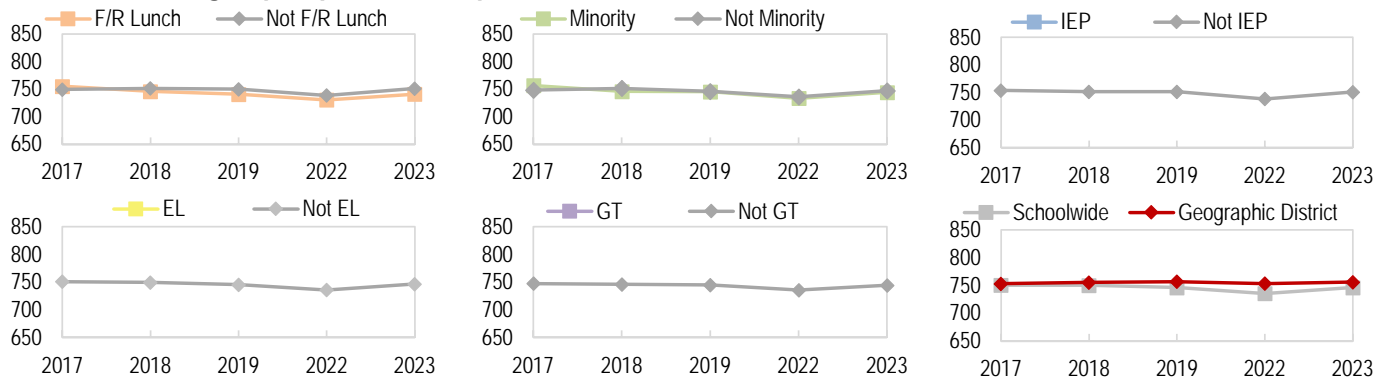
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

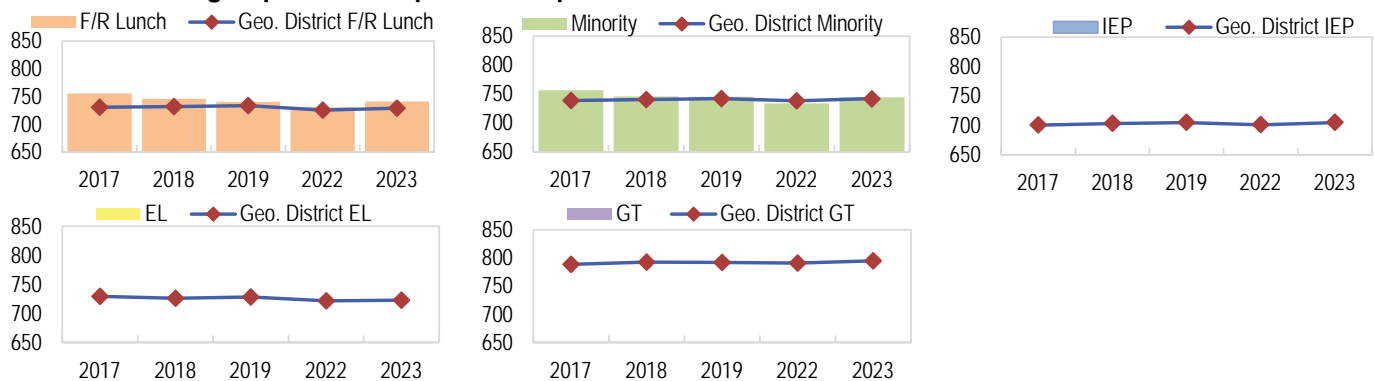
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	755.4	745.8	740.5	730.6	741.0
	N	749.4	751.6	750.2	738.7	751.2
Minority	Y	756.7	745.9	745.5	733.6	744.2
	N	748.5	751.6	746.1	736.3	747.0
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	753.5	751.3	751.0	738.3	750.5
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	750.6	749.1	745.3	735.6	746.2
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	747.3	745.7	744.4	735.4	743.8
Schoolwide		751	750	746	736	746

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	730.5	731.8	733.5	725.8	728.8
	N	761.7	765.0	765.8	761.3	764.8
Minority	Y	739.0	740.5	742.1	738.6	741.9
	N	757.8	760.7	761.8	758.6	760.9
IEP	Y	700.5	703.4	705.0	701.2	704.7
	N	757.5	759.9	760.8	757.5	760.4
EL	Y	729.3	726.2	728.3	721.9	722.7
	N	755.5	758.3	759.5	756.2	758.7
GT	Y	788.4	792.5	791.9	790.7	794.8
	N	746.3	748.2	749.6	746.7	749.0
Geographic District		753	755	757	753	756

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

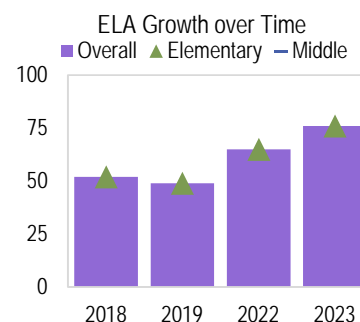
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - 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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	23	53.0	23	60.0	25	65.0	n < 20	--
5	30	45.0	27	35.0	--	--	28	62.5
Elementary	53	52.0	50	49.0	25	65.0	46	76.0
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	53	52.0	50	49.0	25	65.0	46	76.0

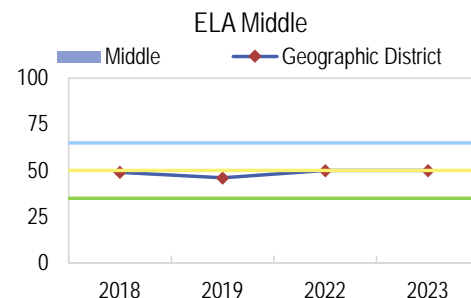
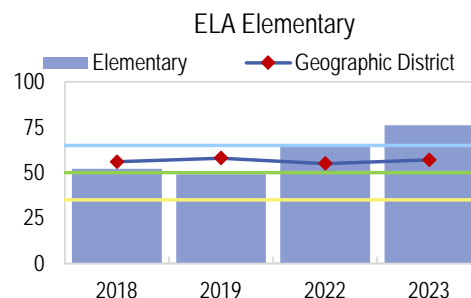


CMAS ELA: Local Comparison Tables and Graphs

-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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,062	59.0	2,083	61.0	1,657	55.0	1,849	58.0
5	2,065	53.0	2,131	55.0	--	--	1,894	56.0
Elementary	4,129	56.0	4,214	58.0	1,657	55.0	3,743	57.0
6	2,045	48.0	2,042	46.0	1,557	47.0	1,803	47.0
7	1,780	48.0	1,965	45.0	--	--	1,573	49.0
8	1,647	50.0	1,665	47.0	1,318	55.0	1,480	54.0
Middle	5,472	49.0	5,672	46.0	2,875	50.0	4,856	50.0
Overall	1,647	50.0	9,886	51.0	4,532	52.0	8,599	53.0



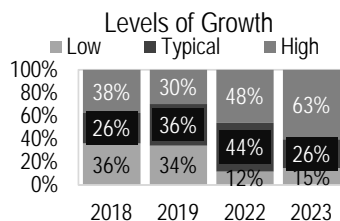
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth increased by 11 percentile points. In 2023, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

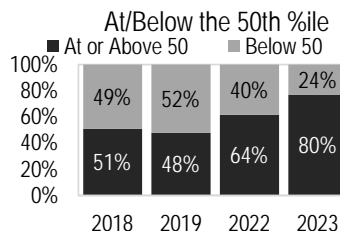
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
Low (below 35)	36%	34%	12%	15%
Typical (35-65)	26%	36%	44%	26%
High (above 65)	38%	30%	48%	63%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
At or Above 50	51%	48%	64%	80%
Below 50	49%	52%	40%	24%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 15% 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 63% of students. The percent of students at or above the 50th percentile has increased from last year (64% to 80%). Since 2018, the percent of students at or above the 50th percentile has increased (51% to 80%).

English Language Arts Subgroup Growth

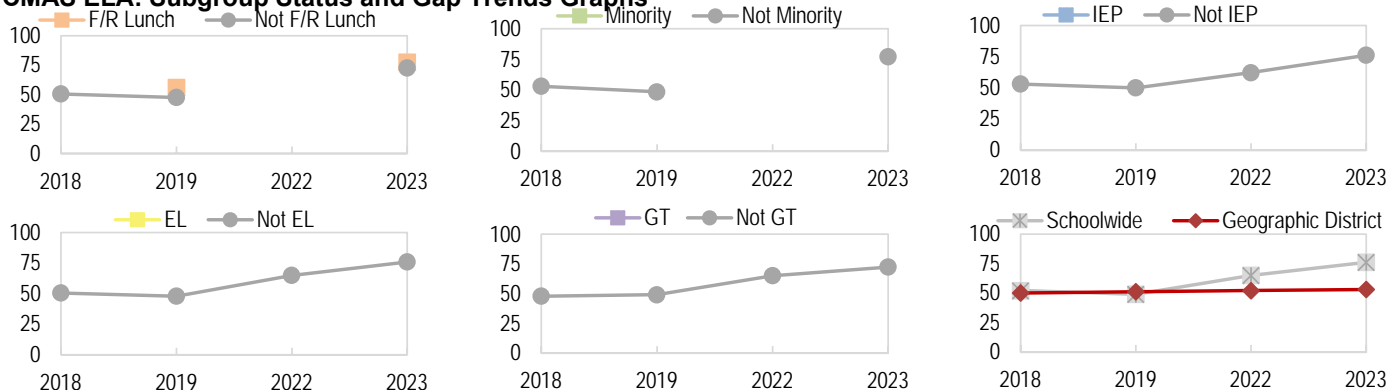
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

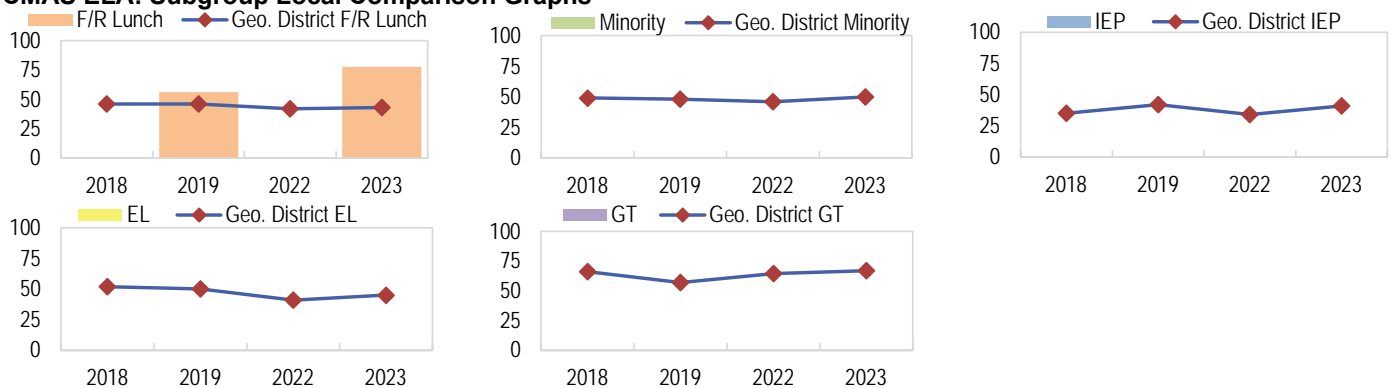
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	56.0	n<20	77.5
	N	50.5	47.5	n<20	72.5
Minority	Y	n<20	n<20	n<20	n<20
	N	53.0	48.5	n<20	77.0
IEP	Y	n<20	n<20	n<20	n<20
	N	53.0	50.0	62.0	76.0
EL	Y	n<20	n<20	n<20	n<20
	N	50.5	48.0	65.0	76.0
GT	Y	n<20	n<20	n<20	n<20
	N	48.0	49.0	65.0	72.5
Schoolwide		52.0	49.0	65.0	76.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	46.0	42.0	43.0
	N	53.0	53.0	55.0	56.0
Minority	Y	49.0	48.0	46.0	50.0
	N	51.0	52.0	54.0	54.0
IEP	Y	35.0	42.0	34.0	41.0
	N	50.5	52.0	54.0	54.0
EL	Y	52.0	50.0	41.0	45.0
	N	50.0	51.0	53.0	53.0
GT	Y	66.0	57.0	64.5	67.0
	N	49.0	49.0	49.0	50.0
Geographic District		50.0	51.0	52.0	53.0

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 growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, overall, the school outperformed Poudre R-1. In 2023, the following subgroups outperformed the geo. district: FRL, - additional details are available in the graphs.

Mathematics Achievement

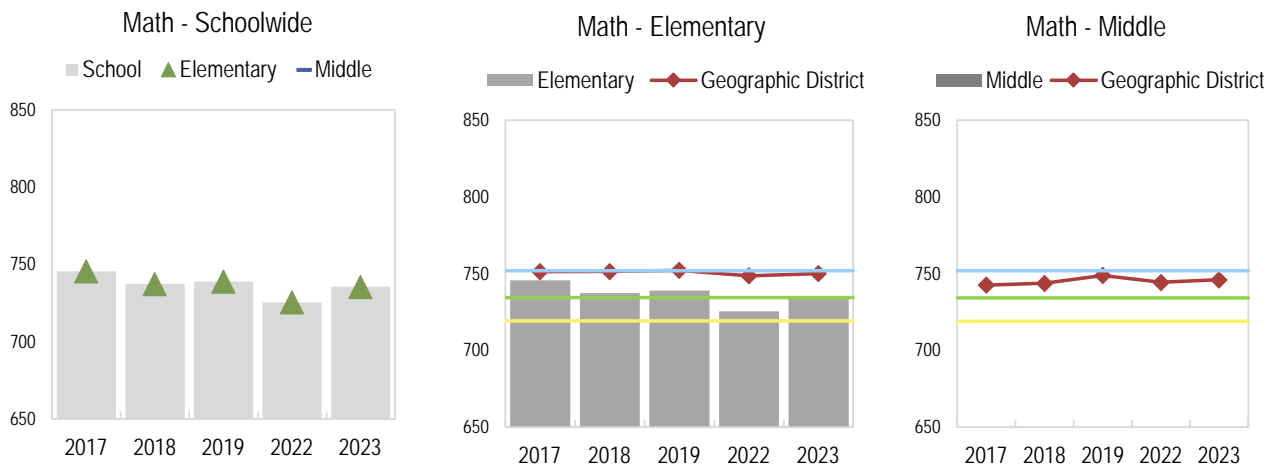
CMAS Math: School Status, Trends, and Local Comparison Tables

- 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	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	29	759	31	735	29	732	20	722	16	734
4	34	745	26	756	25	742	29	733	21	731
5	30	733	36	726	30	743	16	717	30	740
Elementary	93	746	93	737	84	739	65	726	67	736
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	93	746	93	737	84	739	65	726	67	736

Geographic District Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,160	755	2,193	753	2,089	753	1,978	749	2,024	752
4	2,165	750	2,204	750	2,219	750	2,029	746	2,003	747
5	2,251	749	2,213	752	2,234	754	2,010	751	2,058	752
Elementary	6,576	751	6,612	752	6,542	752	6,020	749	6,086	750
6	2,026	744	2,196	743	2,180	747	1,857	741	1,941	744
7	1,937	743	1,971	745	2,113	746	1,807	742	1,727	743
8	1,706	741	1,859	743	1,811	754	1,596	751	1,644	753
Middle	5,669	743	6,024	744	6,104	749	5,257	744	5,311	746
Overall	13,313	747	12,636	748	12,646	751	11,277	747	11,397	748

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



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 2017 to 2023, overall student achievement decreased by 10.1 scale score points. Since last school year, overall mean scale score increased by 10 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 12.8 scale score points.

Mathematics Subgroup Achievement

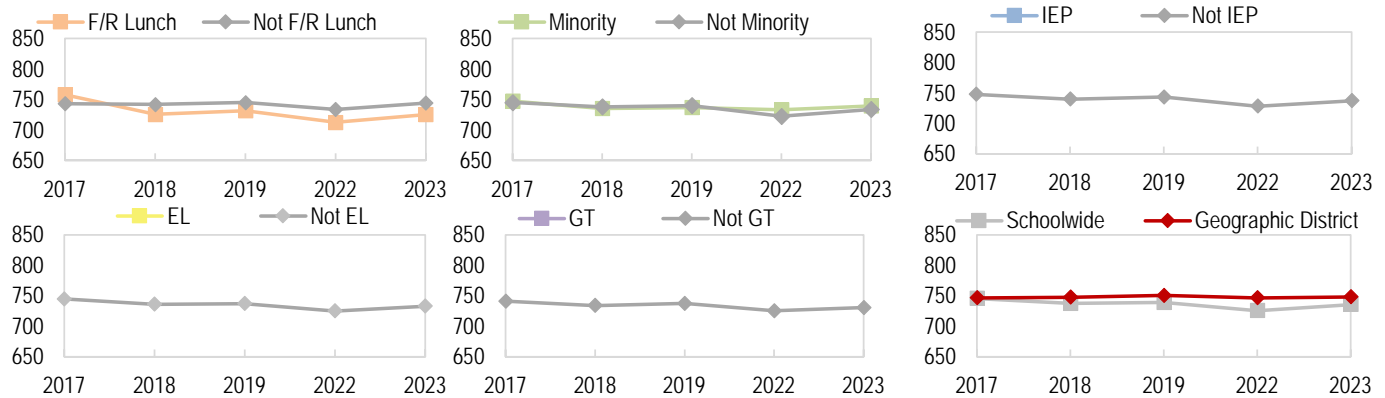
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

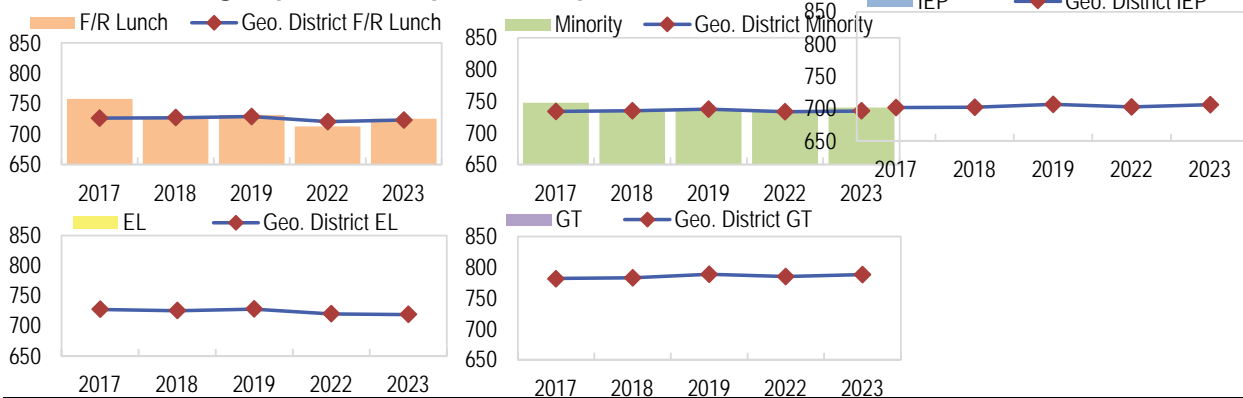
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	757.9	725.7	731.5	712.5	725.3
	N	743.1	741.9	744.9	733.7	744.3
Minority	Y	747.4	735.4	736.8	733.3	739.7
	N	745.1	738.1	740.0	722.3	733.7
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	747.6	739.9	743.3	728.3	737.2
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	744.8	736.0	737.3	725.0	733.0
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	741.2	734.1	737.5	725.3	730.7
Schoolwide		746	737	739	726	736

Geographic District Gap Trends over Time in Math						
CMAS Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.5	727.2	729.0	720.6	723.4
	N	754.7	756.2	759.0	754.1	756.4
Minority	Y	733.9	734.8	737.4	733.3	734.6
	N	751.2	752.4	755.2	751.4	753.0
IEP	Y	701.8	702.3	706.7	702.8	706.1
	N	750.6	751.7	754.1	750.1	751.7
EL	Y	727.3	725.1	728.2	720.1	719.1
	N	748.9	750.1	752.8	749.1	750.7
GT	Y	781.8	783.3	788.7	785.3	788.4
	N	740.3	741.0	742.9	739.8	741.0
Geographic District		747	748	751	747	748

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 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

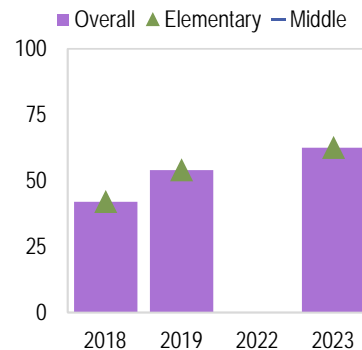
Mathematics Growth

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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	24	63.5	25	72.0	--	--	n < 20	--
5	29	28.0	28	38.0	n < 20	--	28	45.0
Elementary	53	42.0	53	54.0	n < 20	--	46	62.5
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	53	42.0	53	54.0	n < 20	--	46	62.5

Math Growth over Time

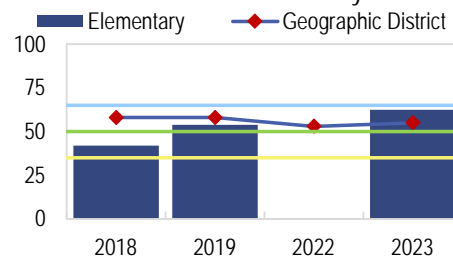


CMAS Math: Local Comparison Tables and Graphs

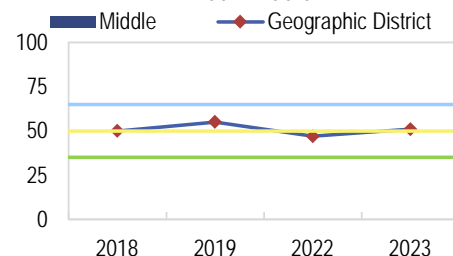
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,076	58.0	2,111	61.0	--	--	1,878	57.0
5	2,074	57.0	2,129	55.0	1,656	53.0	1,922	53.0
Elementary	4,152	58.0	4,240	58.0	1,656	53.0	3,800	55.0
6	2,050	45.0	2,045	54.0	--	--	1,804	47.0
7	1,487	54.0	1,978	54.0	1,526	47.0	1,572	52.0
8	1,310	54.0	1,385	57.0	--	--	1,473	56.0
Middle	4,847	50.0	5,408	55.0	1,526	47.0	4,849	51.0
Overall	1,310	54.0	9,648	56.0	3,182	50.0	8,649	53.0

Math Elementary



Math Middle



Growth Status and Local Comparison Narrative

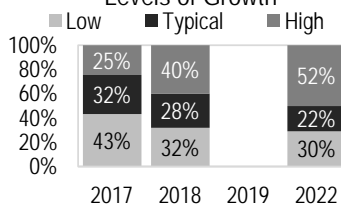
The graphs show schoolwide growth on the Math state assessment. From 2018 to 2023, overall student growth increased. In 2023, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

CMAS Math: Levels of Growth Tables and Graphs

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

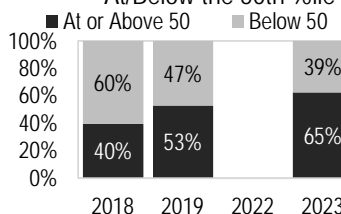
Math Levels of Growth				
CMAS Math	%Students			
Category	2018	2019	2022	2023
Low (below 35)	43%	32%	--	30%
Typical (35-65)	32%	28%	--	22%
High (above 65)	25%	40%	--	52%

Levels of Growth



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2018	2019	2022	2023
At or Above 50	40%	53%	--	65%
Below 50	60%	47%	--	39%

At/Below the 50th %ile



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 30% 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 52% of students. The percent of students at or above the 50th percentile has increased (40% to 65%).

Mathematics Subgroup Growth

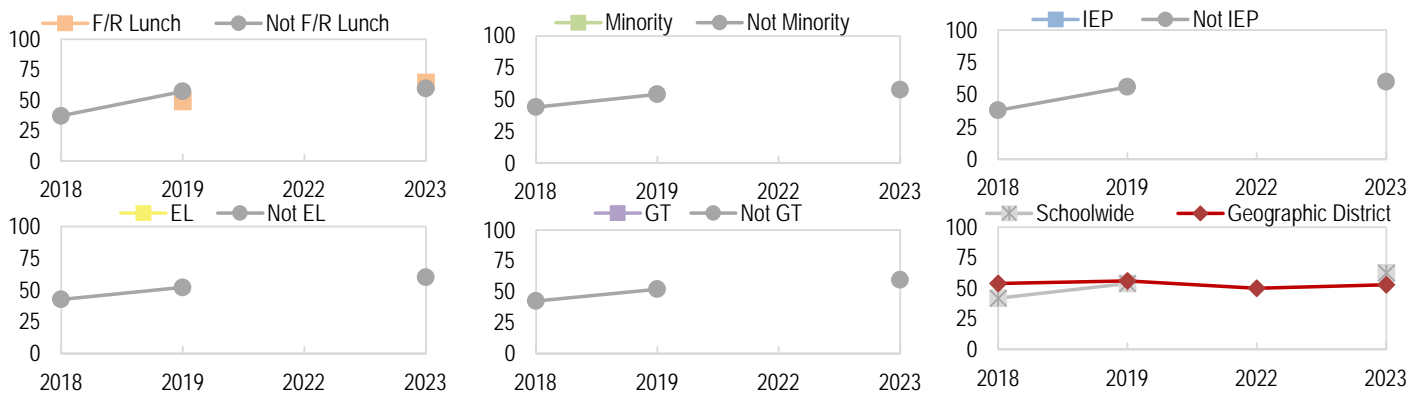
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

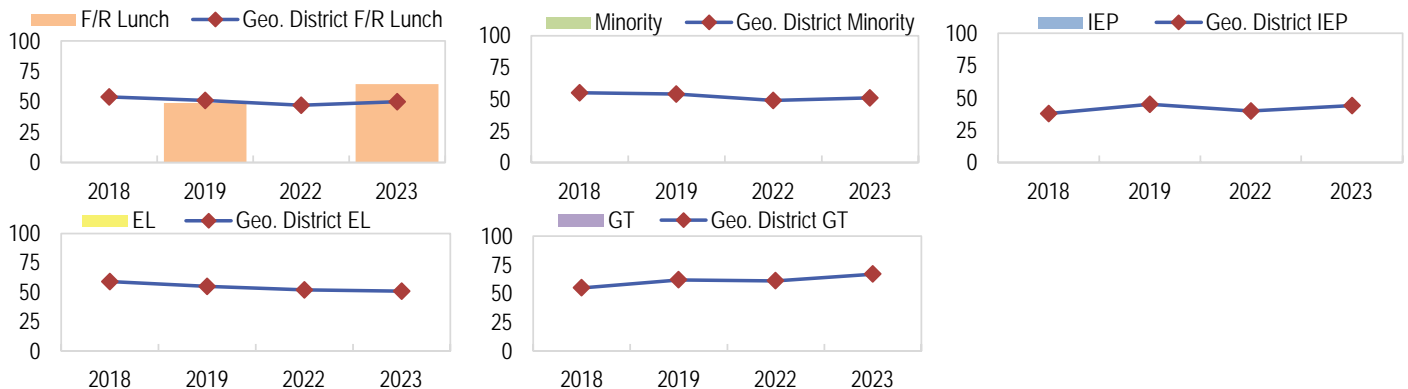
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	49.0	n<20	64.5
	N	37.0	57.0	n<20	59.5
Minority	Y	n<20	n<20	n<20	n<20
	N	44.0	54.0	n<20	57.5
IEP	Y	n<20	n<20	n<20	n<20
	N	38.0	56.0	n<20	60.0
EL	Y	n<20	n<20	n<20	n<20
	N	42.5	52.0	n<20	60.0
GT	Y	n<20	n<20	n<20	n<20
	N	42.5	52.0	n<20	59.5
Schoolwide		42.0	54.0	--	62.5

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	54.0	51.0	47.0	50.0
	N	54.0	58.0	51.0	57.0
Minority	Y	55.0	54.0	49.0	51.0
	N	53.0	57.0	51.0	57.0
IEP	Y	38.0	45.0	40.0	44.0
	N	54.0	57.0	51.0	56.0
EL	Y	59.0	55.0	52.0	51.0
	N	53.0	56.0	50.0	56.0
GT	Y	55.0	62.0	61.0	67.0
	N	53.0	55.0	48.0	54.0
Geographic District		54.0	56.0	50.0	53.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, overall, the school outperformed Poudre R-1. In 2023, the following subgroups outperformed the geo. district: FRL, - additional details are available in the graphs.

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? ^^

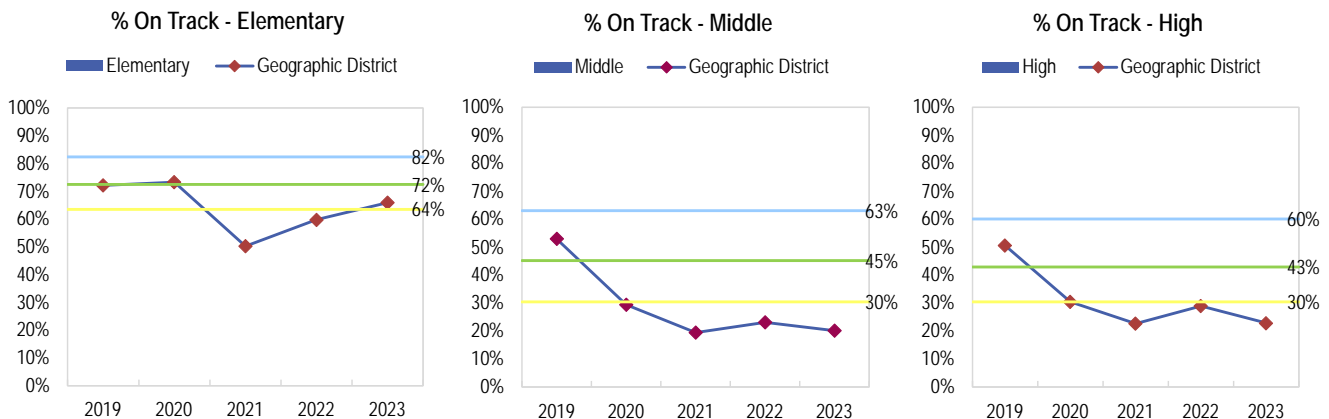
Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--
Middle	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
High	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--

Geographic District Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	720	53.0	72.1%	654	55.0	73.2%	583	52.0	50.2%	601	50.0	59.7%	632	54.0	65.9%
Middle	134	62.5	53.0%	101	55.0	29.4%	78	50.0	19.4%	103	58.0	23.1%	171	38.0	20.1%
High	94	68.0	50.5%	88	56.0	30.4%	85	53.0	22.7%	103	64.0	28.9%	153	49.0	22.8%
Overall	948	56.0	67.2%	843	55.0	63.3%	746	52.0	44.2%	807	53.0	52.2%	956	50.5	50.7%

^^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



Growth Status and Local Comparison Narrative	
Not applicable.	

Academic Performance Metrics

School Observations

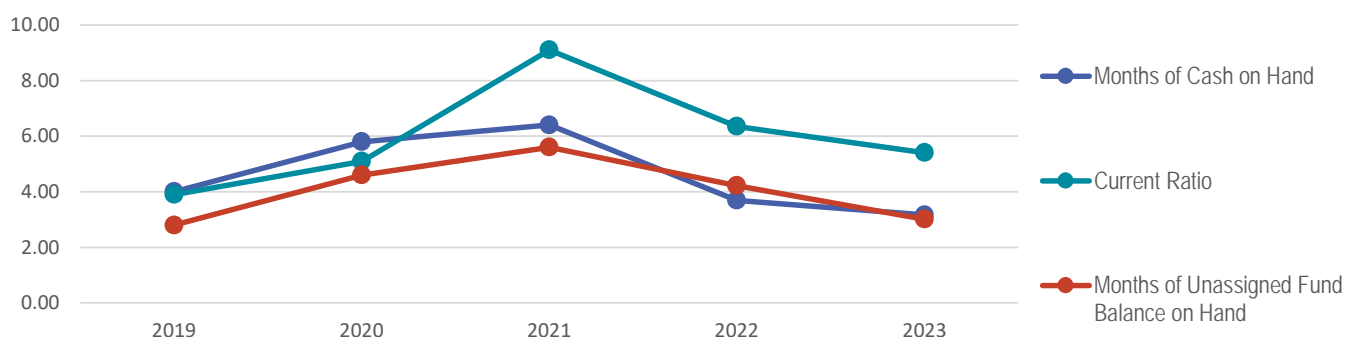
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2019-2023 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	2019	2020	2021	2022	2023
Operating Margin	4.9%	12.8%	7.1%	-2.6%	-16.2%
Months of Cash on Hand	4.00	5.80	6.40	3.69	3.17
Current Ratio	3.90	5.10	9.10	6.35	5.41
Months of Unassigned Fund Balance on Hand	2.80	4.60	5.60	4.22	3.01
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	No



Enrollment

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

Enrollment					
Metric	2019	2020	2021	2022	2023
Funded Pupil Count (FPC) Current-Year Variance	-9.1%	-8.8%	-5.2%	-28.5%	-13.2%
Change in FPC from Prior-Year	-8.8%	6.8%	-11.2%	-18.1%	14.6%

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	2019	2020	2021	2022	2023
Months of Cash on Hand	--	--	--	--	N/A
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	\$0	\$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	2019	2020	2021	2022	2023
Debt to Asset Ratio	0.23	0.18	0.10	0.15	0.33
Change in Net Position	\$79,180	\$259,114	\$131,554	(\$54,900)	\$36,638
Default	No	No	No	No	No

Fiscal Years 2019-2023 Financial Results

Financial Performance Narrative
Academy Of Arts & Knowledge (Aka Tr Paul Academy Of Arts And Knowledge) ended the year with sufficient reserves to to satisfy the TABOR reserve requirement and a positive change in net position. The school's funded-pupil count came in lower than budget by -13.2% and 15% higher than the prior year. The school's governmental funds ended the year with 3.17 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a negative operating margin of -16.2%.

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 2022-23 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

CSI was not made aware of any issues related to protecting the rights of all students in the 2022-23 school year.

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 composition*
- *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

CSI was not made aware of any issues relating to governance requirements in the 2022-23 school year.

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 2022-23 school year. The school reported no statutory violations in their Assurances for Financial Accreditation in the 2022-23 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 2022-23 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2022-23 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2022-23 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 2022-23 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the school exhibited strong operational performance in the 2022-23 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued.

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

The Academy of Arts & Knowledge
For the period ending October 31, 2023



Prepared by

Minga Education Group

Prepared on

November 10, 2023

Executive Summary

Statement of Financial Activity / Balance Sheet (BS) / FY2024 Balance Sheet

Assets - Total assets for The Academy of Arts & Knowledge as of October 31, 2023, are \$1,082,959, which reflects an Operating cash balance of \$600,475, Cash Reserves of \$350,227, and Accounts Receivable of \$108,117.

Liabilities - Total liabilities for The Academy of Arts & Knowledge as of October 31, 2023, are \$17,378. Liabilities include accounts payable of \$6,914 and accrued expenses of \$7,429.

Equity - Total equity for The Academy of Arts & Knowledge is \$1,065,581 as of October 31, 2023. Net income for the year is estimated at \$206,898.

Statement of Activity / Profit & Loss (P&L) / FY24 Actual vs Proposed Budget

Revenues/Income - As of October 31, 2023, total revenues are \$911,568 or 36% of the budget amount of \$2,517,544.

Expenses - As of October 31, 2023, total expenditures are \$704,670 or 30% of the budgeted amount of \$2,355,678.

Accounts Payable (A/P Aging Detail) – Reflects monies owed to vendors as of October 31, 2023. This balance ties to the Balance Sheet under Accounts Payable.

Accounts Receivable (AR Aging Detail) – Reflects monies owed to The Academy of Arts & Knowledge as of October 31, 2023.

FY24 Balance Sheet

As of October 31, 2023

	As of Oct 31, 2023	As of Oct 31, 2022 (PY)	Total % Change
ASSETS			
Current Assets			
Bank Accounts			
8101000 US Bank Operating 4045	600,475	510,601	18.00 %
8101001 US Bank Reserve 4011	350,227	350,210	0.00 %
8101003 PayPal Bank	5,147	14,354	-64.00 %
8101074 US Bank PTO	882	6,333	-86.00 %
8103000 Debit Card	3,754	4,204	-11.00 %
8109074 US Bank Gift Card Funds 2094	2,615	2,572	2.00 %
Total Bank Accounts	963,101	888,275	8.00 %
Accounts Receivable			
8153000 Accounts Receivable (A/R)	0	0	
8131001 Default QBO AR	108,117	38,926	178.00 %
8142000 Grant Accounts Receivable (A/R)	0	70,405	-100.00 %
Total 8153000 Accounts Receivable (A/R)	108,117	109,331	-1.00 %
Total Accounts Receivable	108,117	109,331	-1.00 %
Other Current Assets			
8181000 Prepaid Expenses	11,585	0	
Undeposited Funds	155	0	
Total Other Current Assets	11,740	0	0%
Total Current Assets	1,082,959	997,606	9.00 %
TOTAL ASSETS	\$1,082,959	\$997,606	9.00 %

LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

7421000 Accounts Payable (A/P)	6,914	3,648	90.00 %
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Total Accounts Payable	6,914	3,648	90.00 %
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Credit Cards

7421001 American Express	3,034	2,900	5.00 %
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Total Credit Cards	3,034	2,900	5.00 %
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Other Current Liabilities

7401012 Accrued Expenses	7,429		
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7431000 Contracts Payable	0	33,132	-100.00 %
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7461000 Accrued Salary & Benefit	0	49,930	-100.00 %
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7482000 Deferred Revenue	0	66,323	-100.00 %
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7482002 Deferred Revenue ELPA	0	1,549	-100.00 %
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			Total
	As of Oct 31, 2023	As of Oct 31, 2022 (PY)	% Change
Total Other Current Liabilities	7,429	150,934	-95.00 %
Total Current Liabilities	17,378	157,481	-89.00 %
Total Liabilities	17,378	157,481	-89.00 %
Equity			
6721000 Fund Balance TABOR	58,000	48,500	20.00 %
6770000 Fund Balance Unassigned	724,194	674,715	7.00 %
6770074 Fund Balance Unassigned F74	5,751	5,751	0.00 %
6790000 Unrestricted Net Assets	70,738	70,738	0.00 %
Net Revenue	206,898	40,420	412.00 %
Total Equity	1,065,581	840,124	27.00 %
TOTAL LIABILITIES AND EQUITY	\$1,082,959	\$997,606	9.00 %

FY24 Actuals vs Prior Year

July - October, 2023

		Total
	Jul - Oct, 2023	Jul - Oct, 2022 (PP)
REVENUE		
1000 Revenue Local Sources	14,239	28,472
3000 Revenue State Sources	278,652	155,426
4000 Revenue Federal Sources	21,360	24,747
5000 Revenue Other Sources	597,316	536,586
Total Revenue	911,568	745,232
GROSS PROFIT	911,568	745,232
EXPENDITURES		
0100 Salaries	318,957	294,241
0200 Employee Benefits	50,355	55,312
0300 Purchased Prof & Tech Services	122,930	86,267
0400 Purchased Property Services	111,742	117,910
0500 Other Purchased Services	48,029	76,519
0600 Supplies	30,767	71,432
0700 Property	19,128	1,678
0800 Other Objects	2,762	1,453
Total Expenditures	704,670	704,812
NET OPERATING REVENUE	206,898	40,420
NET REVENUE	\$206,898	\$40,420

FY24 Actuals vs Proposed budget

July - October, 2023

			Total
	Actual	Budget	% of Budget
REVENUE			
1000 Revenue Local Sources			
1510000 Interest on Investments	17	100	17.00 %
1740074 Field Trips		7,500	
1750000 Fundraising	10,141	15,000	68.00 %
1900004 Activity / Student fees	2,741	13,124	21.00 %
1910000 Facility Rental Income		38	
1920001 Donations	297	500	59.00 %
1956001 Food Sales, paid by parents	101	16,417	1.00 %
1990000 Miscellaneous	942	34,500	3.00 %
Total 1000 Revenue Local Sources	14,239	87,179	16.00 %
3000 Revenue State Sources			
3010001 ST UPK	18,976	71,339	27.00 %
3010002 Parent Paid Tuition	16,915		
3954001 ST Capital Construction 3113	23,189	68,780	34.00 %
3954002 ST Mill Levy Equalization 3251	64,429	161,120	40.00 %
3954003 ST READ Act 3259		13,908	
3954004 ST ECEA SPED 3130	42,928	25,531	168.00 %
3954005 ST ELP 3140	5,569	1,549	360.00 %
3954007 ST ECEA GT 3150		1,119	
3954009 ST MLE Interest Grant #3951	20,735	1,552	1,336.00 %
3954010 ST GT Screening Grant 3228		448	
3954017 ST High Impact Tutoring Grant 3276	74,786		
3954018 ST CLLC 6287		145,750	
3956000 ST Lunch K-2 Reimb 3169	106		
3956001 ST Start Smart Grant 3164	19		
3956003 ST HMFA Lunch 3162	10,999		
Total 3000 Revenue State Sources	278,652	491,096	57.00 %
4000 Revenue Federal Sources			
4010000 FED Emergency Connectivity		6,692	
4010001 FED US Commodities Grant 4555	5,141		
4954000 FED Title I 4010		26,127	
4954001 FED IDEA Part B 4027		20,625	
4954002 FED Title III 4367		1,500	
4954003 FED ARP_IDEA 6073		4,822	
4954004 FED Title III 4365		604	

			Total
	Actual	Budget	% of Budget
4954010 FED Title IA Homeless 9202		3,000	
4954012 FED Title IA Parent 9211		412	
4956001 FED FS School Lunch Reimb 4555	13,736	47,500	29.00 %
4956002 FED FS Breakfast Reimb Grant 4553	2,484	6,600	38.00 %
Total 4000 Revenue Federal Sources	21,360	117,882	18.00 %
5000 Revenue Other Sources			
5710000 State Share Per Pupil Revenue	597,316	1,821,387	33.00 %
Total 5000 Revenue Other Sources	597,316	1,821,387	33.00 %
Total Revenue	911,568	2,517,544	36.00 %
GROSS PROFIT	911,568	2,517,544	36.00 %

EXPENDITURES

0100 Salaries			
0110103 Salary BAA Extended Care	14,657		
0110104 Preschool Director	13,550	85,800	16.00 %
0110105 Salary Admin/Principal	30,887	91,780	34.00 %
0110201 Salary Teacher	108,856	471,825	23.00 %
0110202 Salary Teacher SPED	13,019	51,774	25.00 %
0110233 Salary Nurse	1,639	5,306	31.00 %
0110234 Salary OT	7,670	23,076	33.00 %
0110236 Salary Psychologist	18,870	27,300	69.00 %
0110238 Salary SLP	10,011	39,168	26.00 %
0110382 Salary IT Tech	2,897	8,143	36.00 %
0110409 Salary Health Aide	3,535		
0110415 Salary Paraprofessional	52,172	169,989	31.00 %
0110500 Salary Admin/Business Support		84,240	
0110506 Salary General Office	25,984		
0110607 Salary Food Services	1,414		
0110608 Salary Custodian	12,490	39,089	32.00 %
0120207 Salary Substitutes	693	5,000	14.00 %
0150103 Stipends CLC Lead	613		
0150105 Stipends Admin		2,000	
0150201 Stipends Teacher		4,000	
0150415 Stipends Paraprofessional		5,737	
Total 0100 Salaries	318,957	1,114,227	29.00 %
0200 Employee Benefits			
0210 LIFE, EAP, ELPI		323	
0210105 LIFE, EAP, ELPI Admin	87	108	80.00 %
0210201 LIFE, EAP, ELPI Teacher	160	1,185	14.00 %
0210202 LIFE, EAP, ELPI Teacher SPED	26	108	24.00 %
0210207 LIFE, EAP, ELPI Substitutes	11	206	5.00 %

			Total
	Actual	Budget	% of Budget
0210233 LIFE, EAP, ELPI Nurse	2	108	2.00 %
0210234 LIFE, EAP, ELPI OT/PT	4	108	3.00 %
0210236 LIFE, EAP, ELPI Psychology	25	108	23.00 %
0210238 LIFE, EAP, ELPI SLP	14	108	13.00 %
0210382 LIFE, EAP, ELPI IT Tech	16	108	15.00 %
0210415 LIFE, EAP, ELPI Paraprofessional	86	754	11.00 %
0210500 LIFE, EAP, ELPI Admin/Business Support	69	215	32.00 %
0210608 LIFE, EAP, ELPI Custodial	35	108	32.00 %
Total 0210 LIFE, EAP, ELPI	534	3,547	15.00 %
0217000 FAMLI	1,812	4,939	37.00 %
0220 MED/FICA		6,564	
0220103 MED/FICA BAA Extended Care	1,180		
0220105 MED/FICA Admin	3,386	7,021	48.00 %
0220201 MED/FICA Teacher	8,142	36,095	23.00 %
0220202 MED/FICA SPED	996	3,961	25.00 %
0220207 MED/FICA Subs	41	372	11.00 %
0220233 MED/FICA Nurse	117	406	29.00 %
0220234 MED/FICA Occupational Therapist	587	1,765	33.00 %
0220236 MED/FICA Psychologist	1,435	2,088	69.00 %
0220238 MED/FICA SLP	766	2,996	26.00 %
0220382 MED/FICA IT Tech	222	623	36.00 %
0220415 MED/FICA Paraprofessional	3,975	13,005	31.00 %
0220500 MED/FICA Admin Support		6,444	
0220506 MED/FICA General Office	2,362		
0220608 MED/FICA Custodian	955	2,990	32.00 %
Total 0220 MED/FICA	24,164	84,330	29.00 %
0250 Health Benefits		7,018	
0250105 Health Benefits Admin	4,721	7,018	67.00 %
0250201 Health Benefits Teachers	7,791	70,408	11.00 %
0250202 Health Benefits SPED	1,674	7,018	24.00 %
0250238 Health Benefits SLP	4,156	6,795	61.00 %
0250415 Health Benefits Paraprofessional		7,018	
0250500 Health Benefits Admin/Business Support	2,197	4,150	53.00 %
0250608 Health Benefits Custodian	2,232	6,910	32.00 %
Total 0250 Health Benefits	22,770	116,335	20.00 %
0290 Other 401K Match			
0290105 401K Match Admin		1,500	
0290201 401K Match Teachers	507	5,000	10.00 %
0290500 401K Match Admin/Business Support	568	1,624	35.00 %
Total 0290 Other 401K Match	1,075	8,124	13.00 %
Total 0200 Employee Benefits	50,355	217,275	23.00 %

			Total
	Actual	Budget	% of Budget
0300 Purchased Prof & Tech Services			
0313000 PPTS Bank Fees	216	1,000	22.00 %
0315000 PPTS PayPal Fees	72	500	14.00 %
0320000 PPTS Professional Development	49	3,800	1.00 %
0320002 PPTS Payroll Services PEO	15		
0320003 PPTS Consulted Education Services	58,333	175,000	33.00 %
0328000 PPTS Assessments	3,608	12,050	30.00 %
0330000 PPTS Other Professional Services		50	
0331000 PPTS Legal Services	1,280	6,000	21.00 %
0332000 PPTS Audit Services	8,400	9,750	86.00 %
0339000 PPTS SPED Services ECEA 3130		100	
0339002 PPTS Background Checks	136	500	27.00 %
0340000 PPTS Technical Services	1,000	750	133.00 %
0350000 PPTS Employee Training and Development	1,355	4,000	34.00 %
0390000 PPTS Temp Staff Support	26,067	23,238	112.00 %
0399000 PPTS CDE PPR Admin Fee	22,399	18,214	123.00 %
Total 0300 Purchased Prof & Tech Services	122,930	254,952	48.00 %
0400 Purchased Property Services			
0411000 PPS Water & Sewer	899	12,650	7.00 %
0421000 PPS Disposal Services		1,070	
0422000 PPS Snow Removal	3,941	1,500	263.00 %
0423000 PPS Custodial Services	12,821	43,800	29.00 %
0424000 PPS Landscaping	2,589	7,153	36.00 %
0430000 PPS Repair & Maintenance	160	28,035	1.00 %
0441000 PPS Rent or Lease, Buildings	90,308	263,032	34.00 %
0441001 PPS Rent Management Fees		15,547	
0441002 PPS Rent or Lease, Storage Unit	676	2,000	34.00 %
0442000 PPS Equipment Rental	349		
0622000 Supplies Electricity		43,948	
Total 0400 Purchased Property Services	111,742	418,735	27.00 %
0500 Other Purchased Services			
0513000 OPS Contracted Field Trips	512	10,000	5.00 %
0520000 OPS Insurance Premiums		12,052	
0525000 OPS Unemployment Insurance	2,461	32,607	8.00 %
0526000 OPS Workers Compensation	2,373	9,329	25.00 %
0527000 OPS Multiple-Coverage Insurance	6,065	17,343	35.00 %
0530000 OPS Communications	1,101	4,212	26.00 %
0531000 OPS Community Relations	50	2,000	3.00 %
0533000 OPS Postage	26	250	11.00 %
0534000 OPS Internet	2,070	5,540	37.00 %
0540000 OPS Advertising & Recruitment	4,797	26,354	18.00 %

			Total
	Actual	Budget	% of Budget
0572000 OPS FS Food Management	24,018	51,775	46.00 %
0580000 OPS Travel, Registration & Entrance Fees		1,000	
0595000 OPS Admin Overhead >5%		54,642	
0596000 OPS FS Lunch admin fee 5555	207	536	39.00 %
0596001 OPS FS Fee Snack Admin Fee 4555	1,060	2,056	52.00 %
0599000 OPS Platte Valley Detention Center	49	800	6.00 %
0633000 OPS FS Commodities Expense 4550	3,240	6,691	48.00 %
Total 0500 Other Purchased Services	48,029	237,187	20.00 %
0600 Supplies			
0610000 SUPPLIES Elementary	2,805	9,000	31.00 %
0610001 SUPPLIES Music	552	1,000	55.00 %
0610002 SUPPLIES Office	1,064	6,000	18.00 %
0610003 SUPPLIES Custodial	4,675	10,000	47.00 %
0610004 SUPPLIES SPED	188	1,750	11.00 %
0610006 SUPPLIES G&T 3150		250	
0610007 SUPPLIES Library	299	500	60.00 %
0610011 SUPPLIES Health	710	750	95.00 %
0610013 SUPPLIES Miscellaneous		300	
0610074 SUPPLIES Activities		1,143	
0614074 SUPPLIES Fundraising	400	500	80.00 %
0621000 SUPPLIES Natural Gas		6,295	
0630001 SUPPLIES Food	3,980		
0630002 SUPPLIES Food BAAEC	200	750	27.00 %
0631000 SUPPLIES Milk	1,514	9,000	17.00 %
0640000 SUPPLIES Books & Periodicals	6,209	6,000	103.00 %
0650000 SUPPLIES Electronic Media Materials	6,251	6,774	92.00 %
0650001 SUPPLIES PowerSchool	506	4,500	11.00 %
0690000 SUPPLIES Programs for Staff, Student, Volunteers	1,415	2,500	57.00 %
0691000 SUPPLIES Security		750	
Total 0600 Supplies	30,767	67,762	45.00 %
0700 Property			
0733000 PROP. Furniture and Fixtures	17,041	25,000	68.00 %
0734000 PROP. Technology Equipment		8,500	
0770000 PROP. Lease (GASB 87)	2,087	7,740	27.00 %
Total 0700 Property	19,128	41,240	46.00 %
0800 Other Objects			
0810000 OTHER Dues & Fees	2,762	4,300	64.00 %
Total 0800 Other Objects	2,762	4,300	64.00 %
Total Expenditures	704,670	2,355,678	30.00 %
NET OPERATING REVENUE	206,898	161,866	128.00 %

			Total
	Actual	Budget	% of Budget
NET REVENUE	\$206,898	\$161,866	128.00 %

FY24 Profit and Loss by Month

July - October, 2023

	Jul 2023	Aug 2023	Sep 2023	Oct 2023	Total
REVENUE					
1000 Revenue Local Sources	-136	1,313	10,284	2,778	14,239
3000 Revenue State Sources	27,196	82,588	46,531	122,338	278,652
4000 Revenue Federal Sources	1,111	8,067	5,344	6,838	21,360
5000 Revenue Other Sources	149,329	149,329	149,329	149,329	597,316
Total Revenue	177,500	241,296	211,488	281,283	911,568
GROSS PROFIT	177,500	241,296	211,488	281,283	911,568
EXPENDITURES					
0100 Salaries	50,685	75,112	95,529	97,630	318,957
0200 Employee Benefits	6,935	10,253	16,290	16,876	50,355
0300 Purchased Prof & Tech Services	23,735	27,647	40,977	30,571	122,930
0400 Purchased Property Services	3,043	3,337	4,289	101,074	111,742
0500 Other Purchased Services	3,442	11,958	18,348	14,281	48,029
0600 Supplies	16,419	4,455	5,128	4,765	30,767
0700 Property		696	18,432		19,128
0800 Other Objects	2,762				2,762
Total Expenditures	107,020	133,458	198,993	265,198	704,670
NET OPERATING REVENUE	70,480	107,838	12,495	16,085	206,898
NET REVENUE	\$70,480	\$107,838	\$12,495	\$16,085	\$206,898

A/R Aging Detail

As of October 31, 2023

Date	Transaction Type	Num	Client	Memo/Description	Business	Due Date	Amount	Open Balance
91 or more days past due								
06/30/2023	Journal Entry	FY23 PPR Tie out	CSI	Yearend PPR tie out FY23	11 General Fund	06/30/2023	44.18	44.18
06/30/2023	Journal Entry	FY23 AJE #5	CDE	FY23 AJE #5	11 General Fund	06/30/2023	2,736.80	2,736.80
06/30/2023	Pledge	1425	CSI	6287 CLC through 11/30/2022	6287 CLC	06/30/2023	7,468.12	7,468.12
Total for 91 or more days past due							\$10,249.10	\$10,249.10
31 - 60 days past due								
09/01/2023	Pledge	1491	CSI	FY24 Sept 2023	21 Food Svs Fund	09/01/2023	8,630.13	8,630.13
Total for 31 - 60 days past due							\$8,630.13	\$8,630.13
1 - 30 days past due								
10/01/2023	Pledge	1522	CSI		3113 Capital Construction	10/01/2023	5,797.21	5,797.21
10/01/2023	Pledge	1527	CSI	FY24 Oct 2023	21 Food Svs Fund	10/01/2023	9,194.87	9,194.87
10/01/2023	Pledge	1515	CSI	High Impact Tutoring Grant FY24	11 General Fund	10/01/2023	74,786.00	74,786.00
Total for 1 - 30 days past due							\$89,778.08	\$89,778.08
Current								
10/31/2023	Payment		Taylor, Arabella		19 Preschool	10/31/2023	-385.00	-385.00
10/31/2023	Payment		Osborne, Leo		19 Preschool	10/31/2023	-155.00	-155.00
Total for Current							\$ -540.00	\$ -540.00
TOTAL							\$108,117.31	\$108,117.31

A/P Aging Detail

As of October 31, 2023

Date	Transaction Type	Num	Vendor	Business	Due Date	Past Due	Amount	Open Balance
Current								
10/27/2023	Bill	79168	Michaels of Denver Catering, Inc	21 Food Svs Fund	11/16/2023	-6	2,771.25	2,771.25
10/31/2023	Bill	79290	Michaels of Denver Catering, Inc	21 Food Svs Fund	11/20/2023	-10	975.00	975.00
10/31/2023	Bill	62941	Clean Bees Housekeeping, LLC	11 General Fund	11/30/2023	-20	3,168.00	3,168.00
Total for Current							\$6,914.25	\$6,914.25
TOTAL							\$6,914.25	\$6,914.25

FY24 Expenditures Instructional

July - October, 2023

	Instructional Support	0010 Elementary Ed	0060 Integrated Ed	1200 Music	1700 SPED	Total Instructional Support	TOTAL
REVENUE							
Total Revenue						0	0
GROSS PROFIT	0	0	0	0	0	0	0
EXPENDITURES							
0100 Salaries		86,962	20,119		13,019	120,100	120,100
0200 Employee Benefits		14,261	2,389		2,696	19,346	19,346
0300 Purchased Prof & Tech Services		29,690			34	29,724	29,724
0500 Other Purchased Services		512				512	512
0600 Supplies		13,381	445	137	188	14,151	14,151
Total Expenditures	0	144,806	22,954	137	15,937	183,833	183,833
NET OPERATING REVENUE	0	-144,806	-22,954	-137	-15,937	-183,833	-183,833
							\$ -
NET REVENUE	\$0	\$ -144,806	\$ -22,954	\$ -137	\$ -15,937	\$ -183,833	183,833

FY24 Profit and Loss by Fund or Grant

July - October, 2023

	4027 IDEA Part B	6287 CLC	ESSER Kitchen Grant	Total
REVENUE				
Total Revenue				0.00
GROSS PROFIT	0.00	0.00	0.00	0.00
EXPENDITURES				
0100 Salaries	10,756.42	49,452.29		60,208.71
0200 Employee Benefits		132.80		132.80
0600 Supplies			3,579.44	3,579.44
0700 Property			17,040.60	17,040.60
Total Expenditures	10,756.42	49,585.09	20,620.04	80,961.55
NET OPERATING REVENUE	-10,756.42	-49,585.09	-20,620.04	-80,961.55
NET REVENUE	\$ -10,756.42	\$ -49,585.09	\$ -20,620.04	\$ -80,961.55

Academy of Arts and Knowledge

2024-2025 School Calendar

July							
	1-5	CLC Closed					
	24-31	Teachers on Duty					
August	1-6	Teachers on Duty					
	2	Back 2 School BBQ					
	5-6	Preassessment Days					
	5-6	CLC Closed					
	7	First Day of School					
September	15	Family Showcase					
	2	Labor Day/No School/No CLC					
	6	Walk A Thon					
	21-22	Conferences/CLC Open					
October							
	11	End of 1st Quarter					
	14-18	Fall Break CLC Open					
November							
	1	Staff Work Day/CLC Closed					
	25-29	November Break					
	25-27	CLC Open (11/27 closes at 3pm)					
	28-29	CLC Closed					
December							
	20-29	Winter Break					
	20-22	CLC Open					
	25-29	CLC Closed					
	31st	CLC Closes at noon					

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January			
1	No School/CLC Closed		
2 - 3/6-7	CLC Open		
8	First Day Back!		
20	MLK Day/No School/No CLC		
17	End of 2nd Quarter		
February			
14	No School/Teacher Work Day/CLC Closed		
17	Presidents Day/No School/CLC Closed		
22-23	Spring Conferences		
March			
7	Science Fair		
10-21	March Break		
29	End of 3rd Quarter		
April			
7-18	State Assessments		
25	Professional Development Day/CLC Closed		
28-30	Spring Break		
May			
1 - 2	Spring Break		
26	Memorial Day/No School/No CLC		
June			
12	Field Day/Last Day of School 12:30pm/CLC CLOSED		
12	End of 4th Quarter		
13	No School/No CLC		
19	Juneteenth/No CLC		

Start Time:8:15am

End Time: 3:20pm

1157. Student Contact Hours

172 Student Contact Days

190 Staff Contact Days

Monthly Student Contact Days	
Aug	23
Sep	20
Oct	17
Nov	17
Dec	13
Jan	17
Feb	20
Mar	11
Apr	20
May	19
June	9
July	4
Total	190

Hours 1157

** colorado State regulations are at least 1080 hours and at least 160 days



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Title IX policy

Updated 10.2023

NONDISCRIMINATION/EQUAL OPPORTUNITY

Academy of Arts and Knowledge is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, military or veteran status, or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, military or veteran status, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy, these terms have the following meanings:

"Race" includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.

"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.

"Sexual Orientation" means a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof.



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This policy and supporting regulations will be used to address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct. In keeping with these statements, the following are objectives of this school:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretation.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefit or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaint of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of school policy.

This policy applies to all employees, Board members, visitors, and other persons not affiliated with the district, regardless of their title, position, or gender. Academy of Arts and Knowledge will take all reasonable measures to prevent unlawful harassment or



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discrimination and promptly and effectively respond to harassment or discrimination allegations.

Annual Notice:

The school will highlight the written notice on aakelementary.org each school year that advises students, parents, employees and the general public that the educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, military or veteran status, or need for special education services. With respect to employment practices, the district will also issue written notice that it does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth. The announcement will also include the name, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities. The notice will appear on the school's website aakelementary.org, upon request it could be translated into other languages if a bona fide need is identified. It shall also be made available in an appropriate format to persons who are visually or hearing impaired upon request. The notice will appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters, and annual letters to parents.

Harassment is prohibited:

Harassment based on a person's disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, military or veteran status, or need for special education services is a form of discrimination prohibited by state and federal law. Preventing



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and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of school facilities and programs. All such harassment, by school employees, students, and third parties, is strictly prohibited. All school employees and students share the responsibility to ensure that harassment does not occur at any school property or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any school curricular or non-curricular activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written, or physical conduct based on or directed at a person's race, color, national origin, ancestry, creed, religion, sex, sexual orientation (which includes transgender), marital or veteran status, disability, or need for special education services that:

- (1) results in physical, emotional, or mental harm, or damage to property; or
- (2) is sufficiently severe, persistent, or pervasive that it unreasonably interferes with an individual's ability to participate in or benefit from an educational program or activity, or creates an intimidating, hostile, or threatening environment; or
- (3) substantially disrupts the orderly operation of the school. Board policy on sexual harassment will apply to complaints alleging sexual harassment.

Reporting unlawful discrimination and harassment:

Any student who believes they have been a target of unlawful discrimination or harassment as defined in Board policy and supporting regulations, or who has witnessed such unlawful discrimination or harassment, must immediately report it to an administrator, counselor, teacher, or the district's compliance officer



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and file a complaint as set forth in the regulation which accompanies this policy. Any employee, applicant for employment, or member of the public who believes they have been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, must file a complaint with the AAK principal either an immediate supervisor or the school's compliance officer. If the individual alleged to have engaged in prohibited conduct is the AAK principal, person designated as the compliance officer, the complaint shall be made to a representative from Minga Education who will designate an alternate compliance officer to investigate the matter in accordance with this policy's accompanying regulation. An alleged target of discrimination or harassment is not required to directly confront any persons who are the source of the issue or closely associated with the person who is the source of such issue. Other various avenues of internal complaint may be used instead. A reasonable effort must be made to bring forward any allegations of unlawful discrimination or harassment so that the school may work to stop such wrongdoing and prevent future occurrences.

School Action:

All staff members who witness unlawful discrimination or harassment must take prompt and effective action to stop it, as prescribed by the school. The school will take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the school will take interim measures during the investigation to protect against further unlawful discrimination, harassment or retaliation. To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential.



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Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, staff member, or member of the public may be subject to adverse treatment in retaliation for any good faith report of harassment under this policy. Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the school will implement measures designed to remedy the problem in those areas or activities. Any student or employee who engages in unlawful discrimination or harassment will be disciplined according to applicable administrative policies and the district will take reasonable action to restore lost educational or employment opportunities to the target(s). In cases involving potential criminal conduct, the district will determine whether appropriate law enforcement officials should be notified. Academy of Art and Knowledge will make every effort to ensure that those named in a complaint, or are too closely associated with those involved in the complaint, will not be part of the investigative team or efforts. AAK may utilize a neutral third-party investigator to address allegations of work-related discrimination, harassment, or other work-related misconduct.

Notice and training:

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process must be prominently posted on the district's website, referenced in student and employee handbooks, and made otherwise available to all students, staff and members of the public through electronic or hard-copy distribution. Students and district employees will receive periodic training related to recognizing and preventing unlawful discrimination and harassment.

SEXUAL HARASSMENT



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Academy of Arts and Knowledge is committed to a learning and working environment that is free from sexual harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination. It shall be a violation of policy for any member of the district staff to harass another staff member or student through conduct or communications of a sexual nature.

Any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, shall be presumed to be unwelcome. This policy applies to all employees of the district and similarly applies to non-employees, such as volunteers, vendors, consultants, or any others, who work under the direction of school authorities. Any conduct of a sexual nature directed toward students by teachers or others, to whom this policy applies, shall be presumed to be unwelcome.

Sexual harassment defined:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.



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The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender. Harassing an individual based on their gender identity or sexual preference may be considered sexual harassment. This can include gossip regarding an individual's sex life, comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess, or other lewd or obscene comments. All employees are expected to conduct themselves in a professional and businesslike manner at all times.

Conduct which may violate this policy includes, but is not limited to, sexually implicit or explicit communications whether in:

- Written form, such as cartoons, posters, calendars, notes, letters, e-mails.
- Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping or questions about another's sex life, or repeated unwanted requests for dates.
- Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.

Sexual harassment as defined above may include, but is not limited to:

- Sex-oriented verbal "kidding," abuse, or harassment.
- Pressure for sexual activity.
- Repeated remarks to a person with sexual implications.
- Unwelcome touching, such as patting, pinching, or brushing against another's body.
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.
- Sexual violence.



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Reporting, investigation, and sanctions:

Sexual harassment cannot be investigated or corrected by the district until the district is made aware of such harassment. Therefore, it is the express desire of the Board to encourage victims of sexual harassment to report such claims. If you believe there has been a violation of the sexual harassment policy, report the incident to an administrator/supervisor, to the director of human resources or to the district's compliance officer. If your supervisor is the offending person, the report shall be made to the next higher level of authority. You are not required to directly confront any persons who are the source of your complaint or closely associated with the person who is the source of the complaint. Instead, you may utilize any of the other various avenues of internal complaint. You are required to make a reasonable and timely effort to bring forward any allegations of unlawful discrimination or harassment so that the school may investigate and correct any behavior that may be in violation of this policy. The school will investigate the complaint and may utilize a neutral third-party investigator to address allegations of work-related harassment, discrimination or misconduct. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred shall be investigated. If the school determines that an employee's behavior is in violation of this policy, disciplinary action will be taken, up to and including termination of employment, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments. If you perceive retaliation for making a complaint or your participation in the investigation, please follow the complaint procedure outlined above. The situation will be investigated. All matters involving sexual



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discrimination or harassment complaints shall remain confidential to the extent possible. Notice of this policy shall be circulated to all district employees and incorporated in employee handbooks.

EQUAL EDUCATIONAL OPPORTUNITIES:

It is the policy of Academy of Arts and Knowledge that every student will have equal educational opportunities regardless of disability, race, creed, color, sex, sexual orientation, marital or veteran status, national origin, religion, ancestry, or need for special education services. This concept of equal educational opportunity will guide the Board and staff in making decisions related to school facilities, selection of educational materials, equipment, curriculum and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations. In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the Administration or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. Student evaluation instruments – review tests, procedures and guidance and counseling materials for stereotyping and discrimination.
5. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.



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SEXUAL HARASSMENT:

The Board recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws that prohibit sex discrimination, as addressed in the Board's policy concerning unlawful discrimination and harassment. Academy of Arts and Knowledge is committed to a learning environment that is free from sexual harassment. It is a violation of policy for any member of the school staff to harass students or for students to harass other students through conduct or communications (verbal, written, social media, or other electronic means) of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

Sexual harassment defined Pursuant to Title IX of the Educational Amendments of 1972, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
 2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 3. Sexual assault, dating violence, domestic violence, or stalking.
- Pursuant to state law, "harassment" means creating a hostile environment based on an individual's sex.

Reporting, investigation, and sanctions:



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Students should report all incidents of sexual harassment to a teacher, counselor, or administrator in their school building and file a complaint, through the district's complaint process addressing sex-based discrimination.

All reports and indications from students, district employees, and third parties must be forwarded to the school's Title IX Coordinator . The school will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment. All matters involving sexual harassment reports must remain confidential to the extent possible as long as doing so is in accordance with applicable law and policy and does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual harassment will not reflect upon the individual's academic or employment status, affect grades, nor impact team or activity participation. The school will take appropriate corrective action to: make the harassed student whole by restoring lost educational opportunities; prevent harassment from recurring; or prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Notice and training:

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy and complaint procedures to all district schools and departments. The policy and complaint procedures must be referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution. All students and school employees will receive periodic training related to recognizing and preventing sexual harassment. School employees must receive additional periodic training related to handling reports of sexual harassment.



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STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES:

Decisions made by school personnel whom students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints. Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, sex, sexual orientation, marital or veteran status, national origin, religion, ancestry, or need for special education services.

Adopted Date					4/18/2023	Working
	185	151	173.6		190.0	184.2
	FY21	FY22	FY23	Actuals As Of	FY24 Preliminary	FY24 Revised Working
	Actuals	Actuals	Actuals	9/30/2023	Budget	Budget
Beginning Fund Balance	\$723,050	\$854,604	\$799,704	\$858,684	\$858,684	\$858,684
Revenue						
1000 Revenue Local Sources						
1510000 Interest on Investments	92	48	41	17	100	100
1740000 Technology Fees	0	2,625	0	0	0	0
1740074 Field Trips	0	2,351	6,603		7,500	7,500
1750000 Fundraising	18,625	14,454	16,017	10,141	15,000	15,000
1900004 Activity / Student fees	485	5,715	14,497	2,741	13,124	15,379
1910000 Facility Rental Income	10	53	38		38	38
1920001 Donations	10,575	3,840	2,196	297	500	500
1954000 CSI Reserve funds			4,887			
1956001 Food Sales, paid by parents	1,342	0	18,020	101	16,417	0
1956002 Parent Paid Tuition				16,915	32,000	54,150
1990000 Miscellaneous	796	3,971	4,427	942	2,500	2,500
Parent Paid Preschool Tuition						
Total 1000 Revenue Local Sources	\$31,924	\$33,057	\$66,725	\$31,154	\$87,179	\$95,167
3010001 ST UPK				18,976	71,339	81,976
3010002 Parent Paid Tuition						
3954001 ST Capital Construction 3113	55,974	55,080	54,334	23,189	68,780	54,540
3954002 ST Mill Levy Equalization 3241	54,721	68,989	148,712	64,429	161,120	257,824
3954003 ST READ Act 3259	13,460	21,373	13,908		13,908	10,192
3954004 ST ECEA SPED 3130	27,121	17,560	30,195	42,928	25,531	42,928
3954005 ST ELP 3140	1,568	1,829	1,549	5,569	1,549	5,569
3954006 ST ELPA 3139	1,756	0			0	0
3954007 ST ECEA GT 3150	697	1,506	1,119		1,119	2,060
3954009 ST MLE Interest Grant #3951			0	20,735		20,735
3954008 ST At Risk 3235	964	973	1,127			
3954010 STATE GT Screening Grant 3228	305	324	449		449	449
3954014 ST Air Quality Improve. 3278	0	10,500			0	0
3954015 STATE At Risk, Additional 3281	0	14,490			0	0
3954009 ST MLE Interest	0	0			1,552	1,552
3954017 High Impact Tutoring Grant 3276	0	6,000	22,500	74,786	0	75,000
3954018 FED 21st CLLC #5625	0	145,747	148,730	7,468	145,750	145,750
3954019 High Needs Grant 3130	0	12,000	15,000		0	0
3956000 ST Lunch K-2 #3169	0	0	402	106	0	0
395600 ST Smart Start Breakfast #3164	0	0	17	19	0	0
3956003 ST HMFA Lunch 3162				10,999		36,663
CSI Admin Rebate						0
READ Act Curriculum Grant	0	0			0	0
Total 3000 Revenue State Sources	\$156,566	\$356,371	\$438,041	\$269,204	\$491,097	\$735,239
4000 Revenue Federal Sources						
4010000 Emergency Connectivity	0	33,449			0	0
4010001 FED US Commodities Grant 4555						5,141
4010002 FED Supply Chain Assist			3,982			
4954000 FED Title I 4010	30,924	30,271	26,127		26,127	33,615

4954001 FED IDEA Part B 4027	28,933	22,050	20,625		20,625	37,995
4954003 FED IDEA ARP #6073		0	4,822		4,822	
4954002 FED Title II 4367	1,967	1,662	1,500		1,500	1,562
4954004 FED Title III 4365	786	697	604		604	1,944
4954005 FED CARES 4012	92,295	0			0	0
4010000 FED US Commodities Grant 4550	2,939	3,317	3,981	5,141	6,692	5,141
4954010 FED Title IA Homeless 9202	0	1,500	3,000		3,000	5,000
4954011 FED SSRG 6012	18,000	0				
4954012 FED Title IA Parent 9211	427	398	413		413	648
4954013 FED ESSER II 4420	0	63,667			0	0
4954014 FED ESSER III 4414	0	96,250	(0)		0	0
4954014 FED ESSER III 9414	0	27,221			0	0
4954015 FED Breakfast 5553	0	24,641				
4954016 FED Lunch 5555	0	57,461				
4954017 ESSER I	0	15,405			0	0
4954018 FED ESSER Curriculum K-8 4431		0	30,000		0	0
Supply Chain Assistance					0	1,715
4956000 FED Emergency Meals 4559	51,436	5,979			0	0
4956001 FED School Lunch Reimb 4555	3,375	8,185	29,111	13,736	47,500	45,787
4956002 FED Breakfast Reimb Grant 4553	138	0	5,581	2,484	6,600	8,280
Total 4000 Revenue Federal Sources	\$231,218	\$392,153	\$129,745	\$21,361	\$117,882	\$146,827
5000 Revenue Other Sources						
5710000 State Share Per Pupil Revenue	1,427,775	1,291,929	1,575,276	597,316	1,821,387	1,848,235
Total 5000 Revenue Other Sources	1,427,775	1,291,929	1,575,276	597,316	1,821,387	1,848,235
Total Revenue	\$1,847,483	\$2,073,509	\$2,209,788	\$919,035	\$2,517,545	\$2,825,468
Expenditures						
0100 Salaries						
0110103 Salaries BAA Extended Care	0	51,332	40,000	14,657	0	0
0110104 Preschool Director				13,550	85,800	86,560
0110105 Salary Admin/Principal	116,083	89,050	86,720	30,887	91,780	92,663
0110201 Salary Teacher	442,426	501,401	509,754	108,856	471,825	525,486
0110202 Salary Teacher SPED	25,842	48,065	48,656	13,019	51,774	51,224
0110233 Salary Nurse	2,637	1,900	2,910	1,639	5,306	6,475
0110234 Salary OT	17,549	27,930	31,347	7,670	23,076	27,180
0110236 Salary Psychologist	22,685	23,220	26,961	18,870	27,300	27,563
0110238 Salary SLP	18,600	16,872	36,372	10,011	39,168	40,045
0110382 Salary IT Tech	3,469	4,285	7,493	2,897	8,143	8,222
0110409 Salary Health Aide	19,813	20,044	9,006	3,535		
0110415 Salary Paraprofessional	68,246	131,301	110,085	52,172	169,989	233,171
0110500 Salary Admin Support	19,130	54,946	13,507			
0110506 Salary General Office			52,931	25,984	84,240	85,050
0110607 Salary Food Services	0	3,432	3,956	1,414		
0110608 Salary Custodian	37,535	56,547	38,051	12,490	39,087	39,463
0120207 Salary Substitutes	21,196	14,772	3,456	693	5,000	5,000
0150103 Stipends CLC Lead	0	8,370		613		
0150105 Stipends Admin	0	1,525	2,000		2,000	2,000
0150201 Stipends Teacher	2,394	14,703	2,597		4,000	4,000
0150233 Stipends Nurse	0	125				
0150234 Stipends OT	0	250				
0150236 Stipends Psychologist	0	250				
0150238 Stipends SLP	0	250				

0150415 Stipends Paraprofessional	0	500	1,772		5,737	5,737
0150500 Stipends Admin Office Support	0	1,000				
0150608 Stipends Custodian	0	1,631				
Total 0100 Salaries	\$817,603	\$1,073,701	\$1,027,574	\$318,957	\$1,114,227	\$1,239,838
0200 Employee Benefits						
0210 Life, ELI, ELPI						
0211103 Life EAP ELPI BAA Extend Care	0	121	14			
0211105 Life EAP ELPI Admin	167	110	187	87	108	106
0211201 Life EAP ELPI Teacher	1,490	779	1,106	160	1,185	1,267
0211202 Life EAP ELPI Teacher SPED	138	88	99	26	108	106
0211207 Life EAP ELPI Substitutes	104	268	64	11	206	206
0211233 Life EAP ELI Nurse	40	53	49	2	108	106
0211234 Life EAP ELI OT/PT	24	32	34	4	108	106
0211236 Life EAP ELPI Psychology	44	53	44	25	108	106
0211238 Life EAP ELI SLP	40	53	43	14	108	106
0211382 Life EAP ELPI IT Tech	46	59	51	16	108	106
0211409 Life EAP ELPI Health Aide	55	42	0		0	0
0211415 Life EAP ELPI Paraprofessional	110	219	191	86	754	950
0211500 Life EAP ELPI Admin/Business Suppo	139	147	179	69	215	211
0211608 Life EAP ELPI Custodial	108	150	82	35	108	106
Preschool					323	211
Total 0210 Life, ELI, ELPI	\$2,507	\$2,174	\$2,142	\$535	\$3,545	\$3,689
0217000 FAMILI		0	2,901	1,812	4,939	5,504
0221 Medicare						
0220103 Med/FICA BAA Extended Care	0	4,567	3,060	1,180	0	0
0220105 Med/FICA Admin	9,048	6,814	6,904	3,386	7,021	7,089
0220201 Med/FICA Teacher	34,855	39,233	39,792	8,142	36,095	40,200
0220202 Med/FICA SPED	2,233	3,764	3,954	996	3,961	3,919
0220207 Med/FICA Subs	1,663	1,419	260	41	372	372
0220233 Med/FICA Nurse	203	155	223	117	406	495
0220234 Med/FICA Occupational Therapist	1,351	2,156	2,282	587	1,765	2,079
0220236 Med/FICA Psychologist	1,742	1,795	1,976	1,435	2,088	2,109
0220238 Med/FICA SLP	1,427	1,310	2,787	766	2,996	3,063
0220382 Med/FICA IT Tech	266	328	573	222	623	629
0220409 Med/FICA Health Aide	1,277	1,533	0		0	0
0220415 Med/FICA Paraprofessional	4,810	9,764	8,374	3,975	13,004	17,838
0220500 Med/FICA Admin Support	1,699	4,420	1,291		6,444	6,506
0220506 MED/FICA General Office			4,906	2,362		
0220608 Med/FICA Custodian	2,883	4,390	2,964	955	2,990	3,019
Preschool Med/FICA					6,564	6,622
Total 0221 Medicare	\$63,458	\$81,648	\$79,346	\$24,164	\$84,330	\$93,939
0250 Health, Dental, Vision						
0250103 Health Dental Vision BAAC Coord	0	0			0	0
0250105 Health Dental Vision Admin	6,365	6,543	6,900	4,721	7,018	7,008
0250201 Health Dental Vision Teachers	65,269	46,127	72,356	7,791	70,408	77,306
0250202 Health Dental Vision SPED	3,063	6,744	7,217	1,674	7,018	7,008
0250238 Health Dental Vision SLP	0	0	5,642	4,156	6,795	6,790
0250415 Health Dental Vision Paraprofessiona	0	4,805	4,424		7,018	21,024
0250500 Health Dental Vision General Office	0	5,382	6,071	2,197	4,149	4,149
0250608 Health Dental Vision Custodian	489	6,112	4,142	2,232	6,910	6,900

Preschool Health Dental Vision					7,018	14,016
Total 0250 Health, Dental, Vision	\$75,185	\$75,713	\$106,751	\$22,771	\$116,335	\$144,202
0290 Other Benefits						
0290105 401K Match Admin		1,212	0		1,500	3,000
0290201 401K Match Teachers	655	3,926	3,446	507	5,000	5,000
0290238 401K Match SLP		0				
0290415 401K Match Paraprofessional		0				
0290500 401K Match Business Support		733	1,556	568	1,624	1,624
Total 0290 Other Benefits	\$655	\$5,871	\$5,003	\$1,075	\$8,124	\$9,624
Total 0200 Employee Benefits	\$141,805	\$165,406	\$196,144	\$50,357	\$217,273	\$256,959
0300 Purchased Prof & Tech Services						
0300001 Purchased Prof Services	0	6,061	2,100		0	0
0313000 Bank Fees	3,584	690	452	216	1,000	1,000
0315000 PayPal Fees	76	158	276	72	500	500
0320000 Professional Development	2,537	10,091	441	49	3,800	3,800
0320001 Professional Development Admin	1,281	1,920		0	0	0
0320002 Payroll Services PEO	10,931	0		15		
0320003 Consulted Education Services	189,001	165,775	193,250	58,333	175,000	175,000
0328000 Assessments	2,607	14,040	3,439	3,608	12,050	12,050
0330000 Accounting Services	4,989	0			50	0
0331000 Legal Services	5,841	3,415	5,854	1,280	6,000	6,000
0332000 Audit Services	8,550	8,800	9,050	8,400	9,750	9,750
0339000 SPED Services ECEA 3130	0	81	330		100	100
0339002 Background Checks	977	630	307	136	500	500
0339003 Other Prof Svs Consultant	0	500			0	0
0340000 PPTS Technical Services	6,024	34,101	1,511	1,000	750	1,500
0350000 Employee Training and Development	3,104	1,231	9,336	1,355	4,000	10,000
0390000 Other Purch Services Temp Staff Support	0	14,534	20,562	26,067	23,238	86,890
0399000 CDE PPR Admin Fee	1,711	1,375	(1,288)	22,399	18,214	22,399
Total 0300 Purchased Prof & Tech Services	\$241,213	\$263,402	\$245,619	\$122,930	\$254,952	\$329,489
0400 Purchased Property Services						
0410000 Utilities	28,095	0			0	0
0411000 Water & Sewer	4,585	11,822	0	899	12,650	12,650
0421000 Disposal Services	144	0	171		1,070	1,070
0422000 Snow Removal	7,550	0	12,186	3,941	1,500	12,796
0423000 Custodial Services	4,304	7,808	3,899	12,821	43,800	41,184
0424000 Landscaping	1,948	4,491	7,789	2,589	7,153	8,178
0430000 Repair & Maintenance	10,726	22,774	27,992	160	28,035	29,392
0441000 Rent or Lease of Buildings	167,384	167,384	0	90,308	263,032	263,032
0441001 Rent Management Fees	12,066	13,575	18,855		15,547	19,797
0441002 Rental Storage Unit		1,635	1,938	676	2,000	2,000
0442000 Equipment Rental	17,460	0		349	0	0
0622000 Supplies Electricity	25,252	41,073	45,145		43,948	47,402
Total 0400 Purchased Property Services	\$279,515	\$270,562	\$117,975	\$111,743	\$418,735	\$437,500
0500 Other Purchased Services						
0513000 Contracted Field Trips	0	0	8,633	512	10,000	10,000
0522000 Property Insurance	7,245	12,052	7,437		12,052	12,052
0525000 Unemployment Insurance	17,077	18,537	22,693	2,461	32,607	34,161
0526000 Workers Compensation	7,766	9,303	9,046	2,373	9,329	10,396
0527000 Multiple-Coverage Insurance	16,114	17,343	16,993	6,065	17,343	12,046
0530000 Telephone	3,738	4,212	4,685	1,101	4,212	4,919

0531000 Community Relations	0	1,831	1,693	50	2,000	2,000
0533000 Postage	33	93	121	26	250	250
0534000 Internet	2,603	2,832	3,247	2,070	5,540	5,540
0540000 Advertising & Recruitment	2,946	2,860	22,442	4,797	26,354	23,564
0572000 Food Manangement	48,611	83,250	43,859	24,018	51,775	80,060
0580000 Travel Registration & Entrance	0	0	4,865		1,000	5,108
0581000 Travel In-State	224	706			0	0
0594001 Platte Valley Detention Center	1,262	355			800	800
0595000 CSI 3% Overhead Fee	27,459	26,321	27,287		54,642	30,000
0596000 FS Lunch admin fee 5555	589	2,324	354	207	536	690
0596001 FS Snack Admi Fee 4555	1,432	404	1,833	1,060	2,056	3,533
596002 Breakfast admin fee 5553	0	969			0	0
596003 Emergency food admin fee	0	252			0	0
0599000 OPS Platte Valley Detention Center			381	49		400
0633000 Commodities Expense 4550	2,939	3,317	3,981	3,240	6,692	5,141
Total 0500 Other Purchased Services	\$140,038	\$186,961	\$179,550	\$48,029	\$237,187	\$240,661
0600 Supplies						
0610000 Supplies Elementary	10,411	6,273	4,671	2,805	9,000	9,000
0610001 Supplies Music	740	1,000	577	552	1,000	1,000
0610002 Supplies Office	2,670	2,741	4,935	1,064	6,000	6,000
0610003 Supplies Custodial	17,385	9,741	8,478	4,675	10,000	10,000
0610004 Supplies SPED 3130	216	694	38	188	1,750	1,750
0610006 Supplies G&T 3150	0	0			250	250
0610007 Supplies Library	364	352	299	299	500	1,500
0610008 Supplies Integrated	0	194			200	200
0610010 SUPPLIES Wellness			260			
0610011 Supplies Health	5,362	582	310	710	750	750
0610012 Supplies Homeless	99	0			0	0
0610013 Miscellaneous	366	19	0		100	100
0610074 Supplies Activities F74	1,858	2,100	891		1,143	1,500
0614074 Supplies Fundraiser F74	6,734	20	345	400	500	500
0621000 Supplies Natural Gas	3,749	5,883	8,482		6,295	8,906
0630001 Supplies Food Services	953	429	128	3,980		10,000
0630002 Supplies Food Services CLLC	0	693		200	750	750
0631000 Supplies Milk	4,498	7,988	5,137	1,514	9,000	6,000
0640000 Supplies Textbooks	10,904	9,711	54,078	6,209	6,000	11,256
0650000 Supplies Electronic Media Materials	3,940	6,237	9,939	6,251	6,775	9,586
0650001 Supplies Powerschool	3,954	8,221	473	506	4,500	4,210
0690000 Supplies Programs for Staff, Students,	0	5,806	2,802	1,415	2,500	2,942
0691000 Supplies Security	477	0	783		750	823
Total 0600 Supplies	\$74,681	\$68,684	\$102,625	\$30,767	\$67,762	\$87,023
0700 Property						
0733000 Equipment FF&E	6,853	0		17,041	25,000	20,000
0734000 Equipment Technology	15,531	54,442	4,448		8,500	8,500
0735000 Non-Capital Equipment	0	25,332	1,743			
0770000 Copier Rental (lease GASB 87)	0	17,215	8,518	2,087	7,740	8,943
0770300 Capital outlay - Lease expenditure			496,242			
Total 0700 Property	\$22,384	\$96,990	\$510,951	\$19,128	\$41,240	\$37,443
0800 Other Objects						
0810000 Dues & Fees	1,503	2,704	3,581	2,762	4,300	4,300

0890000 Miscellaneous Scholarships BAAC	750	0			0	0
Total 0800 Other Objects	\$2,253	\$2,704	\$3,581	\$2,762	\$4,300	\$4,300
0830 Interest						
0833000 Interest on Leases			24,812			
Total 0830 Interest			24,812	0		
0900 Other Uses of Funds						
0913000 Principal on Financing Arrangements			238,220			
Total 0900 Other Uses of Funds			238,220	0		
5400000 Capital Financing (Leases)			(496,242)			
Total Expenditures	\$1,719,490	\$2,128,408	\$2,150,809	\$704,673	\$2,355,676	\$2,633,214
Net Operating Revenue	\$127,992	-\$54,900	\$58,979	\$214,362	\$161,869	\$192,254
Beginning Fund Balance	726,612	854,604	799,705	858,684	858,684	858,684
Tabor	48,500	48,500	58,000	58,000	69,375	77,504
SPED Reserve	0	18,500	17,360	18,416	19,000	18,416
Unassigned Fund Balance	806,104	732,705	783,324	996,630	932,178	955,017
Ending Fund Balance	854,604	799,705	858,684	1,073,046	1,020,552	1,050,937
	854,604					
Days Cash on Hand	181	137	135	60	150	146