



Academy of Arts & Sciences

Academy of Arts and Sciences

Board Meeting

Date and Time

Monday November 28, 2016 at 5:00 PM

Location

AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2303 243rd Street, Lomita, CA 90717
3305 Buckman Springs Road, Pine Valley, CA 91962
7003 Ridge Avenue, Playa del Rey, CA 90293
3901 Carpenter Court, Studio City, CA 91604
3625 Thousand Oaks Blvd., Suite 245, Westlake Village, CA 91362

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/142803757>

You can also dial in using your phone. (872) 240-3212 Access Code: 142-803-757

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests		Miguel Aguilar	1
B. Call the Meeting to Order		Peter McDonald	
Closed Session: 5:00 PM Open Session: 6:00 PM			
C. Approval of November 28, 2016 Regular Meeting Agenda	Vote	Peter McDonald	1
II. CLOSED SESSION			
A. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION	Discuss	J.J. Lewis	20
(Paragraph (1) of subdivision (d) of Section 54956.9)			
Name of Case: San Diego Unified School District, Case No. 37-2015-00033720-CU-WM-CTL			
B. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION	Discuss	J.J. Lewis	20
(Paragraph (1) of subdivision (d) of Section 54956.9)			
Name of Case: New Jerusalem Elementary School District v. AASCS, Case No. STK-CV-UMC-2016-1072			
C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION	Discuss	J.J. Lewis	20
Title: President & CEO			
III. RECONVENE FROM CLOSED SESSION			
A. Closed Session Report	FYI	Peter McDonald	5
IV. CONSENT ITEMS			
A. Consent Items	Vote	Peter McDonald	1
<ul style="list-style-type: none">• Approval of the Check Registry for September & October 2016• Approval of the Revised Finance Policy			
B. Approval of the September 26, 2016 Regular Meeting Minutes	Approve Minutes	Peter McDonald	1
V. PUBLIC COMMENT			
A. Public Comment	FYI	Peter McDonald	5
Addressing the Board – Board meetings will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board . To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to			

address the Board must send a Speaker Request Message through the form of a text message or chat box message to Miguel Aguilar, Executive Assistant to the CEO (805-807-8199). Messages must contain speaker name, contact number or email, and subject matter and sent prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Board on any matter within the Board's jurisdiction and have **three (3) minutes each** do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

VI. REPORTS

A. CEO Report	FYI	J.J. Lewis	5
B. Academic Affairs Committee Report	FYI	Matt Koblick	5
C. Finance Committee Report	FYI	Kathy Granger	5
D. Personnel Committee Report	FYI	Joe Cummings	5

VII. UNFINISHED BUSINESS

VIII. NEW BUSINESS

A. Review and Discussion of the College Readiness Block Grant Proposal	Discuss	J.J. Lewis	5
B. Review and Approval of the 2015-16 Audit	Vote	J.J. Lewis	10
C. Review and Approval of California State Board of Education Waiver	Vote	J.J. Lewis	5
D. Review and Approval of the Curriculum Provider	Vote	J.J. Lewis	10

IX. Closing Items

A. Upcoming Meetings	FYI	J.J. Lewis	1
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Upcoming Meetings:

Academic Affairs Committee
Thursday, December 8 at 1 pm

Finance Committee
Tuesday, December 20 at 2 pm

Personnel Committee
Wednesday, December 21 at 9 am

Finance Committee
Tuesday, January 17 at 2 pm

Board of Directors
Monday, January 30 at 5 pm

B. Adjourn Meeting

FYI

Peter
McDonald

Agenda Cover Sheets

Section: **I. Opening Items**
Item: C. Approval of November 28, 2016 Regular Meeting Agenda
Purpose: Vote
Goal:
Submitted by:
Related Material:

RECOMMENDATION:

A motion to approve the November 28, 2016 regular meeting agenda.

Section: **IV. CONSENT ITEMS**
Item: A. Consent Items
Purpose: Vote
Goal:
Submitted by: J.J. Lewis
Related Material: AAS Board Memo - Revised Finance Policy.pdf
AAS Fiscal Policies and Procedures Handbook.pdf
September-October Check Register.pdf

RECOMMENDATION:

A motion to approve the consent items.

Section: **IV. CONSENT ITEMS**
Item: B. Approval of the September 26, 2016 Regular Meeting Minutes
Purpose: Approve Minutes
Goal:
Submitted by: Miguel Aguilar
Related Material:

RECOMMENDATION:

A motion to approve the September 26, 2016 regular meeting minutes.

Section: **VI. REPORTS**
Item: A. CEO Report
Purpose: FYI
Goal:
Submitted by: J.J. Lewis

Related Material:

10.25.16 - AAS Names their September Scholars of the Month - Final.pdf
11.18.16 - AAS Names their October Scholars of the Month - Final.pdf
AAS 2015-16 Report - AAS Del Mar.pdf
AAS 2015-16 Report - AAS Fresno.pdf
AAS 2015-16 Report - AAS LA.pdf
AAS 2015-16 Report - AAS Sonoma.pdf
AAS 2015-16 Report - AAS TO.pdf
Additions & Terminations.pdf
Brokerage Statement 103116.pdf
CEO Report.pdf
CRP USD Public Hearing PowerPoint Presentation.pdf
MEUSD Public Hearing PowerPoint Presentation.pdf
Mupu Public Hearing PowerPoint Presentation.pdf
The Chameleon Chronicle - Fall 2016 Issue.pdf

Section: VI. REPORTS
Item: B. Academic Affairs Committee Report
Purpose: FYI
Goal:
Submitted by: Matt Koblick
Related Material: Academic Affairs Committee Report - October.pdf

Section: VI. REPORTS
Item: C. Finance Committee Report
Purpose: FYI
Goal:
Submitted by: Kathy Granger
Related Material: Finance Committee Report - November.pdf
Finance Committee Report - October.pdf

Section: VI. REPORTS
Item: D. Personnel Committee Report
Purpose: FYI
Goal:
Submitted by: Joe Cummings
Related Material: Personnel Committee Report - October.pdf

Section: VIII. NEW BUSINESS
Item: A. Review and Discussion of the College Readiness Block Grant
Proposal
Purpose: Discuss
Goal:
Submitted by: Debra Stephan

Related Material: AAS Board Memo - College Readiness Block Grant Proposal.pdf
College Readiness Block Grant Proposal Final.pdf

Section: **VIII. NEW BUSINESS**
Item: B. Review and Approval of the 2015-16 Audit
Purpose: Vote
Goal:
Submitted by: J.J. Lewis
Related Material: AAS 2015-16 Audit Report - DRAFT 11-22-2016.pdf
AAS Board Memo - 2015-16 Audit.pdf

RECOMMENDATION:
A motion to approve the 2015-16 Audit.

Section: **VIII. NEW BUSINESS**
Item: C. Review and Approval of California State Board of Education
Waiver
Purpose: Vote
Goal:
Submitted by: J.J. Lewis
Related Material:
AAS Board Memo - State Board of Education Waiver.pdf
AB1994DelaineEastinMemo2002.pdf
Charter Schools FAQ Section 8 - Resources (CA Dept of Education).pdf
MEUSD Letter RE Shasta Ruling.pdf
Waiver Request - Academy of Arts and Sciences.pdf

RECOMMENDATION:
A motion to approve the California State Board of Education Waiver Request for AAS Del Mar.

Section: **VIII. NEW BUSINESS**
Item: D. Review and Approval of the Curriculum Provider
Purpose: Vote
Goal:
Submitted by: J.J. Lewis
Related Material: AAS Board Memo - Curriculum Recommendation.pdf
Academy of Arts and Sciences FlipSwitch Proposal 10-5-16.pdf
Academy of Arts and Sciences K12 Proposal 10-10-16.pdf
Scholar Experience-Prepared for AAS 11-21-16.pdf

RECOMMENDATION:
A motion to approve K12 as the curriculum provider for Elementary School, and StrongMind as the curriculum provider for Middle and High School.



Academy of Arts & Sciences

Academy of Arts and Sciences

Minutes

Board Meeting

Date and Time

Monday September 26, 2016 at 5:00 PM

Location

850 Hampshire Road, Suite P, Thousand Oaks, CA 91361

All open session documents that are distributed to the Board of Directors are available for public review in the Academy of Arts and Sciences Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks. Additionally, the agenda and supporting documents are available online at www.aascalifornia.org.

Please note the meeting is recorded and live streamed at www.aascalifornia.org.

Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action.

Addressing the Board - Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card and submit it to Miguel Aguilar, Executive Assistant to the CEO. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the CEO prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Board on any matter within the Board's jurisdiction and have **three (3) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

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charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Board Members Present

K. Granger, M. Cohen, M. Koblick, P. McDonald

Board Members Absent

J. Cummings

Ex-Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

P. McDonald called a meeting of the board of directors of Academy of Arts and Sciences to order on Monday Sep 26, 2016 @ 5:05 PM at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361.

C.Approval of September 26, 2016 Regular Meeting Agenda

M. Koblick made a motion to approve the September 26, 2016 regular meeting agenda.

K. Granger seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. RECONVENE FROM CLOSED SESSION

A.Record Attendance and Guests

B.Closed Session Report

Mr. McDonald reported the following:

Name of Case: San Diego Unified School District, Case No. 37-2015-00033720-CU-WM-CTL

Direction given to legal counsel.

Name of Case: New Jerusalem Elementary School District v. AASCS, Case No. STK-CV-UMC-2016-1072
Nothing to report.

Title: President & CEO
Nothing to report.

III. CONSENT ITEMS

A.Consent Items

K. Granger made a motion to approve the consent items.
M. Cohen seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. PUBLIC COMMENT

A.Public Comment

No public comment.

V. REPORTS

A.CEO Report

Mr. Lewis shared the CEO Report.

B.Finance Committee Report

Dr. Granger shared the Finance Committee Report. Scott Warner, School Business Manager from CSMC, presented an overview of the Charter Vision system.

VI. NEW BUSINESS

A.Review and Approve the 2016-17 Amended Operating Budget

K. Granger made a motion to approve the 2016-17 amended operating budget.
M. Koblick seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Granger Aye
M. Cohen Aye
P. McDonald Aye
J. Cummings Absent
M. Koblick Aye

B.Review and Approve the Charter Renewal Petitions

M. Koblick made a motion to approve the AAS Del Mar, AAS Sonoma, and AAS Thousand Oaks & Simi Valley Charter Renewal petitions.
M. Cohen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Koblick Aye
M. Cohen Aye
K. Granger Abstain
P. McDonald Aye

J. Cummings Absent

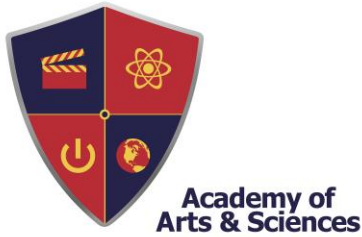
VII. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:14 PM.

Respectfully Submitted,
M. Aguilar

B.Upcoming Meetings



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: November 28th, 2016
RE: Revised Finance Policy

The Board Finance Policy has been revised with minimal changes. A majority of the changes are from sample policies provided by our auditor. These consist of creating guidelines for a petty cash fund as well as credit card policy. Minor revisions were made in other wording from the current Board Policy Manual.

Action Requested:

A motion to approve the revised Finance Policy.

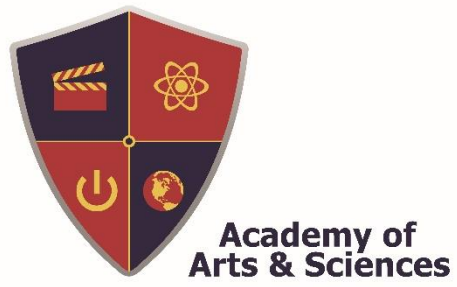
Reviewed and Approved for Submission:

A handwritten signature in black ink, appearing to read "J.J. Lewis".

J.J. Lewis
President & CEO

Finance Committee Recommendation:

The Finance Committee met on Tuesday, November 15th and unanimously recommend approval of the suggested action by the full Board of Directors.



Fiscal Policies and Procedures Handbook

FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Board of Academy of Arts and Sciences (AAS) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the AAS to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately. AAS will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below:

January – February

- The Board will work with the President & CEO to review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1-June 30).
- The President & CEO reviews/prepares a set of proposed budget development principles for board review and approval.
- Develop rough planning budget for upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- Develop five-year budget projection in accord with the schools established strategic and growth plans.
- Ongoing monitoring and revision of current year budget.

March – April

- The President & CEO, working in conjunction with staff, Board members, and the Director of Operations, prepares a formal budget plan for the upcoming fiscal year. The plan is reviewed by the Board.
- Ongoing monitoring and revision of current year budget. May – June
- Director reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget.

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.
- Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter granting agency.
- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Board.

September – December

- At the end of the first full week of school, the President & CEO reviews AAS's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- The Board reviews a copy of the audit. The President & CEO and Finance Committee address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the charter authorizer.
- The President & CEO reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Finance Committee. The Board approves any needed changes to the annual budget.

Controls, Budget, and Fiscal Management: AAS will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties: AAS will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the President & CEO, or his/her designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the payment request form. All transactions will be posted in a general ledger. The transactions will be posted on the ledger by the Director of Operations or his/her assistant at the School site or as outsourced to an approved back office provider or its outside accounting firm. To ensure segregation of recording and authorization, the Administrative Assistant in finance may not co-sign check requests for purchase orders or checks for payment.

Banking Arrangements: AAS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks must have the additional signature of the President & CEO. An approved vendor will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The President & CEO and the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures: All purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The President & CEO or his/her designee shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests

showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

- The President & CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$100,000.
- The Director of Operations must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$5,000, must be signed by the President & CEO and submitted with the related invoice.
- When approving purchases, the Director of Operations must:
 - Determine if the expenditure is budgeted
 - Determine if funds are currently available for expenditures (i.e. cash flow)
 - Determine if the expenditure is allowable under the appropriate revenue source
 - Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - Determine if the price is competitive and prudent. All purchases over \$25,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
- Any individual making an authorized purchase on behalf of the school must provide appropriate documentation of the purchase.
- Individuals other than those specified above are not authorized to make purchases without pre-approval.
- Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a payroll reimbursement upon receipt of appropriate documentation of the purchase.
- The President & CEO may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the President & CEO and/or Board.
 - Individuals who receive a school credit card must ensure the card is kept in a safe location.
 - If receipts are not available or are “missing”, the individual making the charge will be held personally responsible for payment through payroll deduction(s).
 - Credit cards will bear the names of both CHARTER SCHOOL and the individual user.
 - Debit cards are not allowed.

Petty Cash

- The Director of Operations will manage the petty cash fund.
- The petty cash fund will be capped at \$1,000.

- All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Director of Operations and President & CEO will have keys to the petty cash box and drawer or file cabinet.
- All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
- Director of Operation will insure that the petty cash slip is properly completed and that a proper receipt is attached.
- At all times the petty cash box will contain receipts and cash totaling \$1,000. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Director of Operations within 24 hours of withdrawing the petty cash.
- When expenditures total \$200, the Director of Operations will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the President & CEO. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to back office provider.
- Petty cash fund reimbursement checks will be made payable to the Director of Operations. The reimbursement check will be immediately cashed and the money returned to the petty cash fund.
- Any irregularities in the petty cash fund will be immediately reported in writing to the President & CEO.
- Loans will not be made from the petty cash fund.
- The President & CEO will conduct unscheduled counts of the petty cash fund.

Record Keeping: Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure cloud-based server for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure cloud-based server separate from the school Property Inventory

The President & CEO, or his/her designee, shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$2,500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. All non-consumable school property lent to scholars shall be returned to the school no later than five (5) working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the President & CEO, or his/her designee, provided he/she engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$25,000 shall be approved in advance by the Board.

Payroll Services: AAS will contract with a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other

payroll support functions. The President & CEO, or his/her designee, will establish and oversee a system to prepare time and attendance reports and submit payroll check requests.

The President & CEO and Board will review payroll statements annually to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Negotiating Funding Entitlements: the President & CEO shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. President & CEO will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

Required Budget and Other Fiscal Reports: The President & CEO, working in conjunction with the Director of Operations, will produce and submit to authorizers any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

Fundraising, Grant Solicitation, and Donation Recognition: All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Annual Financial Audit

- The Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to yearend (June 30th).
- Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
- The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
- The audit shall include, but not be limited to:
 - An audit of the accuracy of the financial statements
 - An audit of the attendance accounting and revenue accuracy practices
 - An audit of the internal control practices

Contracts:

- Consideration will be made of in-house capabilities to accomplish services before contracting for them.
- Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000.
 - Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
- Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The President & CEO may also require that contract service providers list the school as an additional insured.
- If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Director of Operations will obtain a W-9 from the contract service provider prior to submitting any requests for payments.
- The President & CEO will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The President & CEO and/or his designee will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the President & CEO and/or Member(s) of the Board with the conflict will excuse themselves from discussions and from voting on the contract.

Accounts Payable

- All original invoices will immediately be forwarded to the Director of Operations for approval.
- The Finance Department will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment.
- Once approved by the Director of Operations, he/she will stamp an approval on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to the back office provider on at least a weekly basis. The back office provider will then process the invoices with sufficient supporting documentation.
- The Director of Operations may authorize the back office provider to pay recurring expenses (e.g. rent) with the President & CEO's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and

the dollar range for each vendor must be provided to the back office provider in writing and updated on an annual basis.

Bank Checks

- The Board will approve, in advance, the list of authorized signers on the school account. The President & CEO, the Director of Operations, and any other employee authorized by the Board may sign bank checks within established limitations.
- The President & CEO, with advance Board approval, is authorized to open and close bank accounts.
- The Director of Operations, the President & CEO and the back office provider will be responsible for all blank checks and will keep them under lock and key.
- When there is a need to generate a bank check, the Director of Operations will send appropriate approved documentation to the back office provider.
- Once approved by the President & CEO and the Director of Operations, the back office provider issues the check based on the check authorization prior to obtaining the appropriate signature(s).
- The President & CEO and the Director of Operations will co-sign checks all checks.

Academy of Arts and Science Consolidated

Check Register 9/1/2016 through 10/31/2016

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
50090	9/7/2016	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-00	Financial Services	September 2016- Business Back Office Monthly Support	\$21,400.00
50091	9/7/2016	Orange Center School District	Outstanding	\$39,224.07	9505-010	Accounts Payable-Accrual	2015-16 District Oversight & Admin	\$39,224.07
50092	9/7/2016	Sonoma County Office of Education	Cleared	\$2,473.01	9503-010	Accrued STRS	August 2016 STRS	\$2,473.01
50094	9/13/2016	The Critical Thinking Co.	Outstanding	\$40.49	4200-010-00	Books and Other Reference Materials	Building Thinking Skills Primary - Home Study Program	\$40.49
50093	9/13/2016	California Department of Education	Cleared	\$109,562.00	9590-010	Due to Grantor Governments	Apportionment Overpayment - 15/16 School Year	\$109,562.00
50096	9/13/2016	Frontier	Cleared	\$110.72	5900-010-00	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone & Internet Charges 9/1 - 9/30/16	\$110.72
50097	9/13/2016	Law Office of Jennifer McQuarrie	Cleared	\$1,305.00	5805-010-00	Legal Services	Legal Services - August 2016	\$1,305.00
50095	9/13/2016	Department of Justice	Cleared	\$160.00	5874-010-00	Personnel Services	August 2016 Fingerprint Apps	\$160.00
50099	9/13/2016	Law Office of Young, Minney & Corr	Cleared	\$651.70	5805-010-00	Legal Services	Services Through 8/31/16	\$651.70
50098	9/13/2016	Oxford Consulting Services Inc.	Cleared	\$722.50	5800-010-65	Professional/Consulting Services and Operating Expenditures	SPED Services - July 2016	\$722.50
50108	9/21/2016	Rainbow Resource Center	Cleared	\$1,096.08	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Learning Materials	\$540.70
					4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Learning Materials	\$79.62
					4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Learning Materials	\$97.33
					4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Learning Materials	\$218.65
					4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Learning Materials	\$159.78
50103	9/21/2016	Edhive, Inc.	Cleared	\$8,333.33	5873-010-00	Financial Services	Clouseout Business Services - September 2016	\$8,333.33
50100	9/21/2016	Brainy Toys	Cleared	\$112.76	4300-010-00	Materials and Supplies	String Art, Cookbook, etc. for Home Study Program	\$112.76

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50101	9/21/2016	Canon Financial Services, Inc.	Cleared	\$685.40	5605-020-00	Equipment Rental/Lease Expense	Copier Lease - September 2016	\$685.40
50102	9/21/2016	Cox Communications San Diego	Cleared	\$27.92	5900-020-00	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet Service - September 2016	\$27.92
50105	9/21/2016	Home Science Tools	Cleared	\$34.15	4100-010-00	Approved Textbooks and Core Curricula Materials	Butterfly Garden - Home Study Program	\$34.15
50114	9/21/2016	School Pathways, LLC	Cleared	\$1,182.82	5875-010-00	District Oversight Fee	2016-17 PLSIS Annual Fee, K12 Student Fees	\$1,182.82
50115	9/21/2016	School Pathways, LLC	Cleared	\$208.33	5875-010-00	District Oversight Fee	District Oversight Fees - August 2016	\$208.33
50113	9/21/2016	School Pathways, LLC	Cleared	\$630.67	5875-010-00	District Oversight Fee	2016-17 PLSIS Annual Fee, K12 Student Fees	\$630.67
50111	9/21/2016	School Pathways, LLC	Cleared	\$557.17	5875-010-00	District Oversight Fee	2016-17 PLSIS Annual Fee, K12 Student Fees	\$557.17
50107	9/21/2016	QUILL CORPORATION	Cleared	\$235.66	4300-010-00	Materials and Supplies	Pencils	\$18.35
					4300-010-00	Materials and Supplies	Copy Paper, Markers, Toner	\$117.99
					4300-010-00	Materials and Supplies	Copy Paper, Toner	\$99.32
50109	9/21/2016	Sparkletts	Cleared	\$42.99	5501-060-00	Utilities	Water Filtration Rental - September 2016	\$42.99
50116	9/21/2016	Teaching Textbooks Inc.	Cleared	\$129.90	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study Program - Scholar Textbooks (Math 4)	\$129.90
50110	9/21/2016	School Pathways, LLC	Cleared	\$942.72	5875-010-00	District Oversight Fee	2016-17 PLSIS Annual Fee, K12 Student Fees	\$942.72
50112	9/21/2016	School Pathways, LLC	Cleared	\$514.57	5875-010-00	District Oversight Fee	2016-17 PLSIS Annual Fee, K12 Student Fees	\$514.57
50106	9/21/2016	Oxford Consulting Services Inc.	Cleared	\$680.00	5810-010-65	Educational Consultants	SPED Services - August 2016	\$680.00
50104	9/21/2016	Guardian	Cleared	\$5,487.03	3403-010-00	Health & Welfare Benefits	September 2016 Life, Dental, Vision Ins.	\$5,487.03
50118	9/27/2016	School Pathways, LLC	Cleared	\$450.00	5877-010-00	IT Services	2016 / 2017 - Pathway Annual Maintenance Fees	\$450.00
50117	9/27/2016	8x8, Inc	Cleared	\$681.76	5900-010-00	Communications (Tele., Internet, Copies,Postage,Messenger)	VOIP Services -September 2016	\$896.95
50119	9/27/2016	Sterling Health	Cleared	\$950.00	3703-010-00	Other Post Employment Benefits	COBRA Renewal Fee 10/1/16 - 9/30/17	\$950.00
50120	9/27/2016	World's Greatest Promotional Stuff	Cleared	\$896.95	4300-010-00	Materials and Supplies	Value Lanyard - Marketing Materials	\$649.81
					4300-010-00	Materials and Supplies	Stylus Pens - Marketing Materials	\$247.14

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50121	9/30/2016	Sonoma County Office of Education	Cleared	\$6,831.57	9503-010	Accrued STRS	September 2016 STRS	\$6,831.57
50122	10/4/2016	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-00	Space Rental/Leases Expense	October 2016 Rent	\$8,000.00
50123	10/4/2016	Blackbird & Co.	Cleared	\$98.00	4100-010-00	Approved Textbooks and Core Curricula Materials	AP Book for Scholar: M. Rivera	\$34.75
					4100-010-00	Approved Textbooks and Core Curricula Materials	AP Book for Scholar: A. Rivera	\$63.25
50127	10/4/2016	Handwriting Without Tears	Cleared	\$30.00	4315-010-00	Classroom Materials and Supplies	School Supplies for Home Study - Keyboarding	\$30.00
50128	10/4/2016	Kitchen Stewardship, LLC	Outstanding	\$59.95	4315-010-00	Classroom Materials and Supplies	Kids Cook Real Food - eCourse All Access Pass	\$59.95
50130	10/4/2016	Mupu Elementary School District	Cleared	\$85,000.00	5875-060-00	District Oversight Fee	Supervisorial Oversight Fee for 2016-2017 School Year	\$85,000.00
50131	10/4/2016	Moving Beyond the Page	Cleared	\$454.88	4100-010-00	Approved Textbooks and Core Curricula Materials	Age 5-7 Full Year Package	\$454.88
50126	10/4/2016	Kathy Granger	Cleared	\$233.45	5200-010-00	Travel and Conferences	REIMB: Mileage for Board Meeting	\$233.45
50129	10/4/2016	LEGO Education	Cleared	\$116.59	4315-010-00	Classroom Materials and Supplies	45008 Math Train V46	\$116.59
50125	10/4/2016	EDC Educational Services	Cleared	\$458.15	4315-010-00	Classroom Materials and Supplies	School Supplies for K. Galvan	\$237.77
					4315-010-00	Classroom Materials and Supplies	12 Month Subscription Fee	\$220.38
50124	10/4/2016	CM School Supply	Cleared	\$437.14	4315-010-00	Classroom Materials and Supplies	School Supplies for A. Shaw - Paint, Glue, etc.	\$163.21
					4315-010-00	Classroom Materials and Supplies	School Supplies for K. Galvan - Crayons, Fingerpaint, etc.	\$168.25
					4315-010-00	Classroom Materials and Supplies	School Supplies for S. Galvan - Paper, Fingerpaint, etc.	\$105.68
50134	10/4/2016	Water Court LLC	Cleared	\$8,090.25	5600-060-00	Space Rental/Leases Expense	October 2016 Monthly Rent	\$8,090.25
50133	10/4/2016	San Diego County Office of Education	Cleared	\$60.00	5210-010-00	Training and Development Expense	Registration Fee for 504 Plans Conference	\$60.00
50132	10/4/2016	QUILL CORPORATION	Cleared	\$15.54	4315-010-00	Classroom Materials and Supplies	Canon Ink	\$15.54
50141	10/10/2016	8x8, Inc	Cleared	\$345.85	5900-060-00	Communications (Tele., Internet, Copies, Postage, Messenger)	VOIP Services - August 2016	\$345.85
50142	10/10/2016	Explorer Field Trips	Cleared	\$1,470.00	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - Materials / Filed Trip Kits	\$1,145.00

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					5811-010-00	Student Transportation	Home Study - SD Air Space T/Legoland - M. Stephenson	\$325.00
50138	10/10/2016	County Of Ventura	Cleared	\$157.97	5890-010-00	Interest Expense/Fees	Delinquent Taxes On Assets	\$157.97
50136	10/10/2016	CM School Supply	Cleared	\$95.13	4315-010-12	Classroom Materials and Supplies	Home Study - Materials / Playfoam Combo, Etc.	\$95.13
50135	10/10/2016	The Critical Thinking Co.	Cleared	\$32.99	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbook / Building Thinking Skills Primary	\$32.99
50137	10/10/2016	CM School Supply	Cleared	\$157.65	4315-010-12	Classroom Materials and Supplies	Home Study - Classroom Supplies	\$157.65
50152	10/10/2016	Staples Advantage	Cleared	\$311.21	4300-010-00	Materials and Supplies	Inv# 3315823724 - Copier Paper	\$311.21
50144	10/10/2016	Kaiser Foundation Health Plan Inc	Cleared	\$66,141.38	3403-010-00	Health & Welfare Benefits	November 2016 Health Ins.	\$66,141.38
50145	10/10/2016	Law Office of Jennifer McQuarrie	Cleared	\$1,450.00	5805-010-00	Legal Services	Legal Services September 2016	\$1,450.00
50147	10/10/2016	Math-U-See Inc.	Cleared	\$126.22	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$63.11
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$63.11
50139	10/10/2016	Carolina Biological Supply Company	Cleared	\$24.85	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - Core Curriculum	\$24.85
50149	10/10/2016	QUILL CORPORATION	Cleared	\$340.37	4300-010-00	Materials and Supplies	Home Study - Supplies / Copier Papers	\$117.32
					4300-010-00	Materials and Supplies	Home Study - Supplies / Brother Multi Copier Paper	\$38.25
					4300-010-00	Materials and Supplies	Home Study - Materials / Canon pgi, Copier Papers, Etc.	\$184.80
50148	10/10/2016	Oak Meadow Inc.	Cleared	\$385.00	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks	\$385.00
50140	10/10/2016	Discount School Supply	Cleared	\$256.26	4315-010-00	Classroom Materials and Supplies	Home Study - Supplies / Markers, Eraser, Etc.	\$256.26
50146	10/10/2016	Moving Beyond the Page	Cleared	\$13.79	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials - Age 5-7 Concept 1	\$13.79
50154	10/10/2016	Studies Weekly	Cleared	\$42.30	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$42.30
50155	10/10/2016	Teaching Textbooks Inc.	Cleared	\$129.90	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$129.90

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50156	10/10/2016	Timberdoodle.com	Cleared	\$5,175.67	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$776.75
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$734.29
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$839.04
					4315-010-00	Classroom Materials and Supplies	Home Study - Textbooks / Materials	\$59.19
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$848.93
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$845.93
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$295.91
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Materials	\$775.63
50151	10/10/2016	Raddish Kids	Outstanding	\$261.60	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - 12 Month Membership	\$261.60
50153	10/10/2016	Singapore Math Inc.	Cleared	\$107.02	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks / Pri Math	\$107.02
50143	10/10/2016	Handwriting Without Tears	Cleared	\$98.57	4100-010-00	Approved Textbooks and Core Curricula Materials	Home Study - School Supplies / Printing Power Plus	\$98.57
50150	10/10/2016	Rainbow Resource Center	Cleared	\$859.08	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Learning Materials	\$471.54
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Learning Materials	\$218.70
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Learning Materials	\$168.84
5183	10/11/2016	The Four Amigos, LP	Cleared	\$15,581.00	5600-010-00	Space Rental/Leases Expense	First Amendment to Lease	\$15,581.00
50158	10/18/2016	Arbor Learning Community	Cleared	\$1,663.00	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Textbooks for E. Aldana	\$333.00
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Textbooks for L. Aldana	\$333.00
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Textbooks for D. Aldana	\$333.00
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Textbooks for D. Prutzman	\$333.00
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Scholar Textbooks for E. Mehta	\$331.00

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50157	10/18/2016	All About Learning Press, Inc.	Outstanding	\$162.70	4100-010-12	Approved Textbooks and Core Curricula Materials	Reading & Spelling Materials & Spelling Interactive Kit	\$162.70
50159	10/18/2016	Barnes & Noble, Inc.	Cleared	\$32.20	4100-010-12	Approved Textbooks and Core Curricula Materials	Building Foundatuions of Scientific... (Scholar Textbks)	\$32.20
50161	10/18/2016	Learn Beyond The Book	Cleared	\$217.50	4100-010-12	Approved Textbooks and Core Curricula Materials	Scholar Textbks for B. Lomeli (Sept: Math...)	\$72.50
					4100-010-12	Approved Textbooks and Core Curricula Materials	Scholar Textbks for B. Lomeli (Sept: Musikgarten...)	\$72.50
					4100-010-12	Approved Textbooks and Core Curricula Materials	Scholar Textbks for B. Lomeli (Sept: Science...)	\$72.50
50160	10/18/2016	JacKris Publishing LLC	Cleared	\$30.99	4100-010-12	Approved Textbooks and Core Curricula Materials	SWS 8 Complete Set (Scholar Txtbks for E. Trejo)	\$30.99
50163	10/20/2016	World's Greatest Promotional Stuff	Cleared	\$3,175.28	5815-010-00	Advertising/Recruiting	Promotional Materials - Polo Shirts	\$3,175.28
50168	10/21/2016	Carolina Biological Supply Company	Cleared	\$24.85	4315-010-00	Classroom Materials and Supplies	Science Lab Supplies	\$24.85
50169	10/21/2016	Department of Justice	Cleared	\$96.00	5874-010-00	Personnel Services	September 2016 Fingerprint APPS	\$96.00
50170	10/21/2016	Discount School Supply	Cleared	\$89.84	4315-010-12	Classroom Materials and Supplies	Mega Craft Kit & Glue Gun	\$89.84
50167	10/21/2016	CM School Supply	Cleared	\$45.09	4315-010-12	Classroom Materials and Supplies	Crayons, Tape, Expo Markers	\$45.09
50165	10/21/2016	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-00	Space Rental/Leases Expense	November 2016 Rent	\$8,000.00
50164	10/21/2016	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5601-010-00	Building Maintenance	Monthly Contract - October Services	\$500.00
50166	10/21/2016	Cox Communications San Diego	Cleared	\$160.41	5900-010-00	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet & Phone Charges - September 2016	\$160.41
50186	10/21/2016	School Pathways, LLC	Cleared	\$899.07	5877-010-00	IT Services	2016-17 Annual Fee, Student Fees, Bridge Student Fees	\$899.07
50182	10/21/2016	Math-U-See Inc.	Cleared	\$164.12	4100-010-12	Approved Textbooks and Core Curricula Materials	Gamma Universal Set	\$164.12
50183	10/21/2016	QUILL CORPORATION	Cleared	\$883.03	4430-010-83	Noncapitalized Student Equipment	Samsung Chromebook	\$254.93
					4430-010-83	Noncapitalized Student Equipment	Laptop	\$266.59

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					4315-010-12	Classroom Materials and Supplies	Copy Paper, Ink, etc.	\$106.58
					4430-010-83	Noncapitalized Student Equipment	Samsung Chromebook	\$254.93
50171	10/21/2016	Edhive, Inc.	Cleared	\$8,333.33	5873-010-00	Financial Services	Closeout Business Services - October 2016	\$8,333.33
50173	10/21/2016	Frontier	Cleared	\$110.72	5900-010-00	Communications (Tele., Internet, Copies, Postage, Messenger)	Internet Services - October 2016	\$110.72
50184	10/21/2016	Rainbow Resource Center	Cleared	\$1,763.51	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - Books, Binders, Notebooks, etc.	\$81.97
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - Rosetta Stone Workbooks, Atelier Art	\$365.38
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - English & Math Materials	\$272.65
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - Textbooks	\$38.81
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - All About Spelling Level 7 Materials	\$48.94
					4315-010-12	Classroom Materials and Supplies	Home Study Pgm - Const Paper, Colored Pencils, Crayons, etc.	\$382.98
					4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study Program - Textbooks	\$572.78
50174	10/21/2016	Home Science Tools	Outstanding	\$406.75	4100-010-12	Approved Textbooks and Core Curricula Materials	Science Lab Kits for K. Porras	\$135.80
					4100-010-12	Approved Textbooks and Core Curricula Materials	Science Lab Kits for S. St. Jean	\$270.95
50172	10/21/2016	Explorer Field Trips	Cleared	\$130.00	5811-010-83	Student Transportation	Legoland Admission	\$130.00
50175	10/21/2016	K12 Management	Cleared	\$39,514.00	4100-010-00	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly, Materials & Service Fee	\$39,514.00
50176	10/21/2016	K12 Management	Cleared	\$13,810.00	4100-010-00	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly, Materials & Service Fee	\$13,810.00
50185	10/21/2016	Sparkletts	Cleared	\$42.99	4300-010-00	Materials and Supplies	Water Filtration Rental - October 2016	\$42.99
50187	10/21/2016	School Pathways, LLC	Cleared	\$534.62	5877-010-00	IT Services	2016-17 Annual Fee, Student Fees, Bridge Student Fees	\$534.62
50188	10/21/2016	School Pathways, LLC	Cleared	\$635.42	5877-010-00	IT Services	2016-17 Annual Fee, Student Fees, Bridge Student Fees	\$635.42
50177	10/21/2016	K12 Management	Cleared	\$36,266.00	4100-010-00	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly, Materials & Service Fee	\$36,266.00
50179	10/21/2016	K12 Management	Cleared	\$25,342.00	4100-010-00	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly, Materials & Service Fee	\$25,342.00

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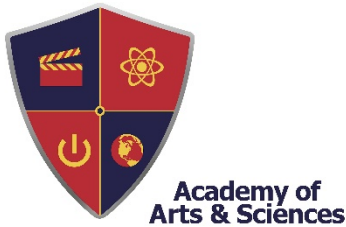
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50194	10/21/2016	Teacher Synergy, LLC	Cleared	\$57.49	4315-010-00	Classroom Materials and Supplies	Classroom Supplies	\$57.49
50190	10/21/2016	School Pathways, LLC	Cleared	\$1,031.12	5877-010-00	IT Services	2016-17 Annual Fee, Student Fees, Bridge Student Fees	\$1,031.12
50178	10/21/2016	K12 Management	Cleared	\$17,046.00	4100-010-00	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly, Materials & Service Fee	\$17,046.00
50180	10/21/2016	Lakeshore	Cleared	\$98.34	4100-010-12	Approved Textbooks and Core Curricula Materials	Curriculum Materials for M. Rivera	\$98.34
50181	10/21/2016	Logic of English	Cleared	\$96.40	4100-010-12	Approved Textbooks and Core Curricula Materials	Workbooks & Other Curriculum Materials	\$96.40
50196	10/21/2016	Law Office of Young, Minney & Corr	Cleared	\$1,076.35	5805-010-00	Legal Services	Services Through 9/30/16	\$1,076.35
50193	10/21/2016	Teaching Textbooks Inc.	Cleared	\$194.90	4100-010-12	Approved Textbooks and Core Curricula Materials	Home Study - Algebra 1 Complete Set Version 2.0	\$194.90
50195	10/21/2016	Christy White Associates	Cleared	\$14,400.00	5806-010-00	Audit Services	2015-16 Charter School Audit - 2nd Progress Bill 50%	\$14,400.00
50192	10/21/2016	Southern California Edison	Cleared	\$276.57	5501-010-00	Utilities	Electric Charges 9/12 - 10/12/16	\$276.57
50191	10/21/2016	School Pathways, LLC	Cleared	\$250.00	5877-010-00	IT Services	2016-17 PLSIS District Oversight Annual Fee - 3rd Installment	\$250.00
50189	10/21/2016	School Pathways, LLC	Cleared	\$584.72	5877-010-00	IT Services	2016-17 Annual Fee, Student Fees, Bridge Student Fees	\$584.72
50197	10/24/2016	Water Court LLC	Outstanding	\$8,090.25	5600-060-00	Space Rental/Leases Expense	November 2016 Monthly Rent	\$8,090.25
50198	10/25/2016	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-00	Financial Services	October 2016 - Business Back Office Monthly Support	\$21,400.00
50199	10/25/2016	The Four Amigos, LP	Cleared	\$8,779.55	5600-010-00	Space Rental/Leases Expense	October 2016 Rent	\$8,779.55
50202	10/31/2016	8x8, Inc	Outstanding	\$658.40	5900-010-00	Communications (Tele., Internet, Copies, Postage, Messenger)	VOIP Services - September 2016 - Service Fee	\$658.40
50200	10/31/2016	Brave Writer LLC	Outstanding	\$189.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Partnership Writing+Arrow Sunscription+The Writers Jungle	\$189.00
50201	10/31/2016	Canon Solutions America, Inc	Outstanding	\$212.76	5605-060-00	Equipment Rental/Lease Expense	Maintenance Copier Lease 7/15 - 10/16/16	\$212.76
50217	10/31/2016	Weintraub Tobin	Outstanding	\$16,362.40	5805-010-00	Legal Services	Professional Services Rendered Through Sep 30 2016	\$16,362.40
50218	10/31/2016	Canon Solutions America, Inc	Outstanding	\$355.50	5605-060-00	Equipment Rental/Lease Expense	Maintenance Copier Lease 10/16/16 - 01/15/17	\$355.50

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50206	10/31/2016	FlipSwitch	Outstanding	\$4,000.00	5815-010-00	Advertising/Recruiting	Marketing Services	\$4,000.00
50207	10/31/2016	Hess and Associates, Inc.	Outstanding	\$650.00	5800-010-00	Professional/Consulting Services and Operating Expenditures	CalSTRS Retirement Reporting - 1st Qtr 2016/17	\$650.00
50208	10/31/2016	Kiwi Crate	Outstanding	\$220.38	4315-010-83	Classroom Materials and Supplies	12 Month Subscription / Next Estimated Shipment: 10/22/16	\$220.38
50209	10/31/2016	Logic of English	Outstanding	\$230.23	4100-010-83	Approved Textbooks and Core Curricula Materials	CFABCS - Foundations A-B Complete Set - Cursive	\$230.23
50203	10/31/2016	Explorer Field Trips	Outstanding	\$1,500.00	5811-010-83	Student Transportation	Disneyland & Cal Adventures Tickets	\$1,500.00
50204	10/31/2016	Elemental Science	Outstanding	\$122.98	4100-010-83	Approved Textbooks and Core Curricula Materials	Biology Logic Printed Combo & Kit	\$122.98
50213	10/31/2016	San Diego County Superintendent of Schools	Outstanding	\$50.00	5210-010-00	Training and Development Expense	Reg Fee for SD County Achievement Gap Task Force - 11/29/16	\$50.00
50214	10/31/2016	Teaching Textbooks Inc.	Outstanding	\$159.90	4100-010-83	Approved Textbooks and Core Curricula Materials	Scholar Textbook (Math 6 Complete Set) / Teacher: J. Jones	\$159.90
50215	10/31/2016	Timberdoodle.com	Outstanding	\$730.28	4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum /Teacher: E. Juskiewicz	\$730.28
50216	10/31/2016	Teacher Synergy, LLC	Outstanding	\$24.74	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks (A Dab of Learning & Harry Potter) - S. Jones	\$24.74
50205	10/31/2016	The Four Amigos, LP	Outstanding	\$4,861.56	5600-010-00	Space Rental/Leases Expense	November 2016 Facility Rent - San Diego Learning Center	\$4,861.56
50212	10/31/2016	Studies Weekly	Outstanding	\$26.90	4315-010-83	Classroom Materials and Supplies	California 1st Grade Studies Weekly / Teacher: M. Stephenson	\$26.90
50210	10/31/2016	Newman, Aaronson, Vanaman	Outstanding	\$18,498.20	5805-010-00	Legal Services	Legal Service Fees	\$18,498.20
50211	10/31/2016	Rainbow Resource Center	Outstanding	\$381.24	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study - Core Curriculum (Scholar Textbooks)	\$269.46
					4100-010-83	Approved Textbooks and Core Curricula Materials	Teach Your Child to Read in 100 Easy Lessons QTY (1)	\$17.20
					4100-010-83	Approved Textbooks and Core Curricula Materials	Story of The World Vol 1 Act Book / Song School Spanish Pack	\$94.58
Total Check Amount				\$668,628.61	Total GL Amount			\$668,843.80



FOR IMMEDIATE RELEASE:

October 25, 2016

CONTACT: Rola Eldanaf

(805) 405-5067

Academy of Arts & Sciences (AAS) Names their September Scholars of the Month

Thousand Oaks, CA – AAS is proud of its scholars and uses its Scholar of the Month program to recognize their achievements. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by our leadership team for the monthly honor.

Elementary School Scholar of the Month: Katherine O., of AAS Del Mar

“Katherine is a super star scholar, who goes above and beyond to make the most of her learning experience. She works extremely hard on her daily plan and attends Learning Labs weekly,” said Meghan Fisher, AAS elementary teacher. “Katherine demonstrates true leadership qualities during our labs. She is positive with her peers, participates in group discussions and activities, and always puts forth her best effort.”

Middle School Scholar of the Month: Anita R., of AAS Sonoma

“Anita is high performing in all of her 8th grade classes, working at or above expectation. Her teachers assert that she attends learning labs, has a high quality of work, and is a very sweet young lady,” said Ms. Blitzstein, AAS Middle School Coordinator. “She also supports her peers by clarifying information during lab and through peer tutoring. Her positive, encouraging behavior shines bright in her own schoolwork as well as her leadership in the Learning Labs. She is a motivated, self-directed learner who truly cares about her education.”

High School Scholar of the Month: AllieAnn C, of AAS Los Angeles

“AllieAnn is an excellent scholar and exquisite writer with an incredible work ethic, said Janae Smith, AAS high school teacher. “She is very engaged in her lessons and live sessions where her input is always thoughtful and on point.”

“There are many talented scholars enrolled at AAS, and this Scholar of the Month program is one of the many ways we recognize and celebrate our scholars,” remarked J.J. Lewis, AAS President & CEO. “Please join all of us at AAS in celebrating Katherine, Anita, and AllieAnn for being named our September Scholars of the Month!”

About the Academy of Arts & Sciences

The Academy of Arts & Sciences (AAS) is one of California’s leading WASC-accredited virtual public charter schools serving scholars throughout the state, with Learning Centers located in San Diego and Thousand Oaks. AAS offers a home study and online option for scholars in grades kindergarten through 12. AAS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

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Scholar of the Month





FOR IMMEDIATE RELEASE:

November 18, 2016

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Elementary School Scholars of the Month: Anthony and Frankie C., of AAS Los Angeles

“Anthony and Frankie have worked very hard this year. Frankie has been a great student since she began with us last year,” said Katherine Hooper, AAS elementary school teacher. “Her brother Anthony began this year but was working last year so that he could be a great scholar like his big sister. They have an amazing learning coach, Penny, who is always on the ball. She works tirelessly to give her scholars her best every day. I want to give them a virtual high five. Keep up the great work!”

Middle School Scholar of the Month: Kayla C., of AAS Fresno

“Kayla is an excellent scholar who always gives her best effort and displays an exemplary attitude and responsibility for her learning, said Melissa Collier, AAS middle school teacher. “She is consistently on pace or ahead of pace in her classes and takes her education very seriously.”

High School Scholar of the Month: Brice L., of AAS Thousand Oaks/Simi Valley

“Brice displays outstanding attention to detail when completing assignments,” said Jennifer Jennings, AAS high school teacher. She has incredible participation in weekly learning labs!”

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Scholar of the Month





Mountain Empire USD Board of Trustees Presentation

2015-16 Year In Review
Academy of Arts and Sciences

Agenda

- Mission and Vision
- Charter Data
 - El Cajon K-5
 - El Cajon 6-12
 - Del Mar K-5
 - Del Mar 6-12
- Class of 2016
- Finances
- 15-16 Survey Results
- AAS News
 - Follow AAS



Our Mission and Vision

MISSION STATEMENT

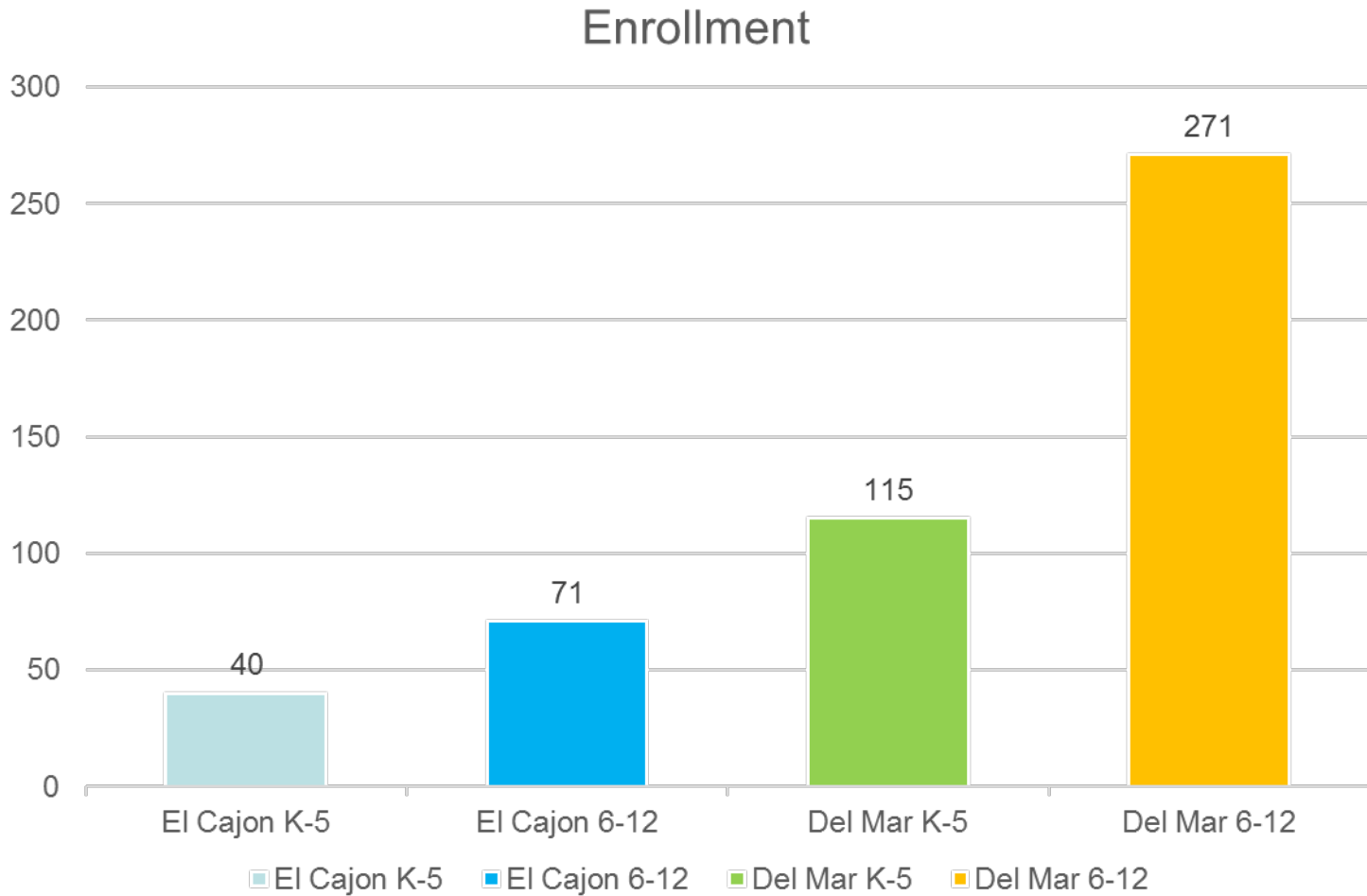
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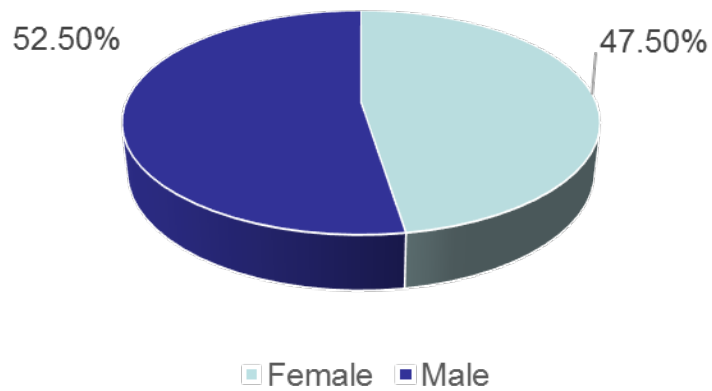


Charter Data

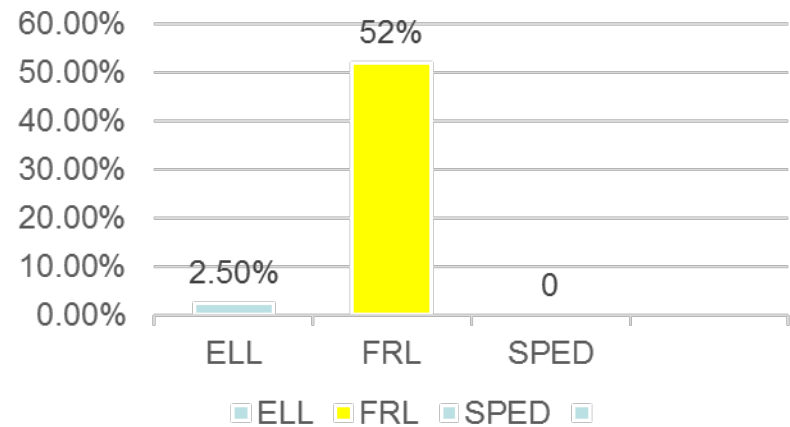


El Cajon K-5

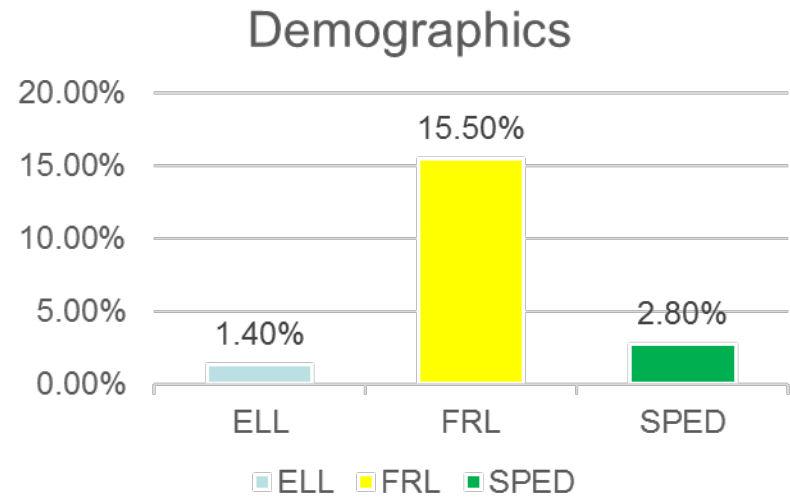
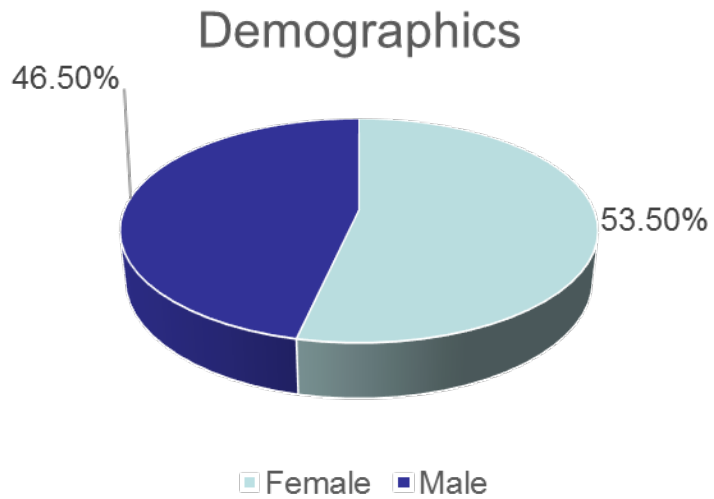
Demographics



Demographics

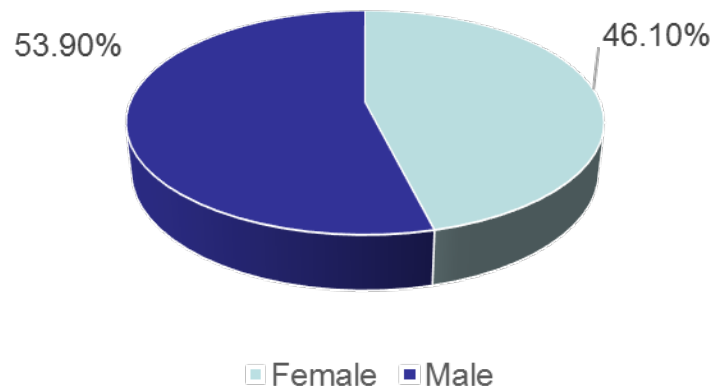


El Cajon 6-12

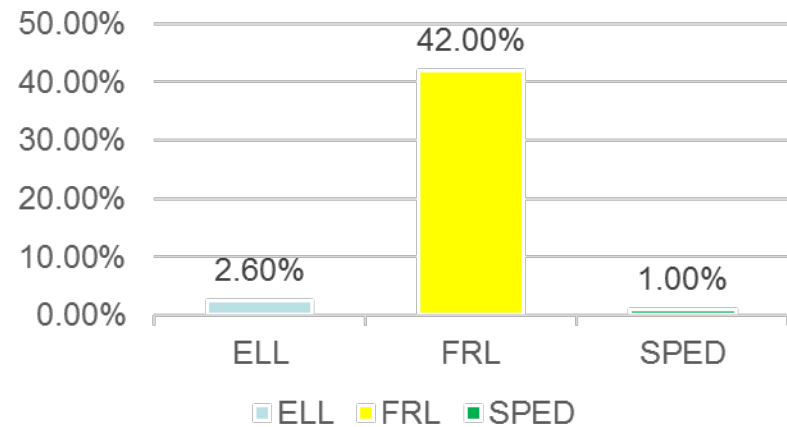


Del Mar K-5

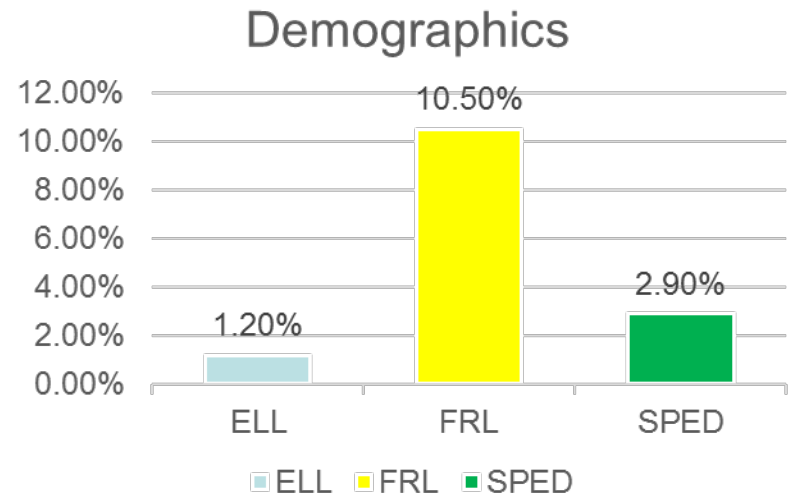
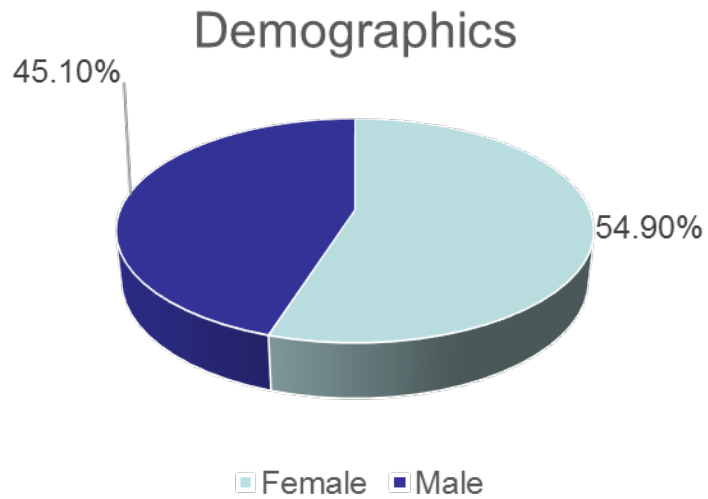
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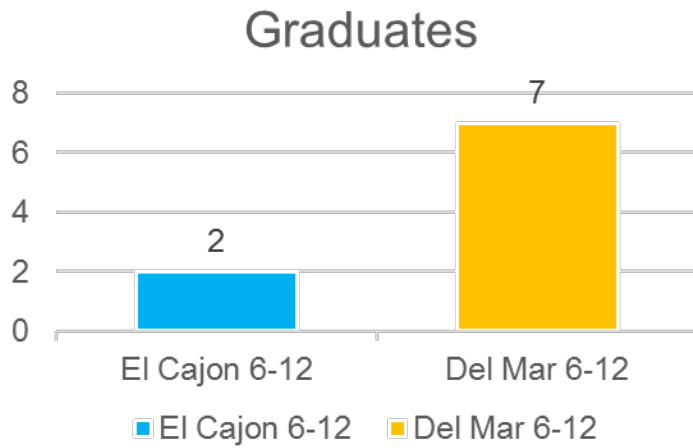
Demographics



Del Mar 6-12



Class of 2016



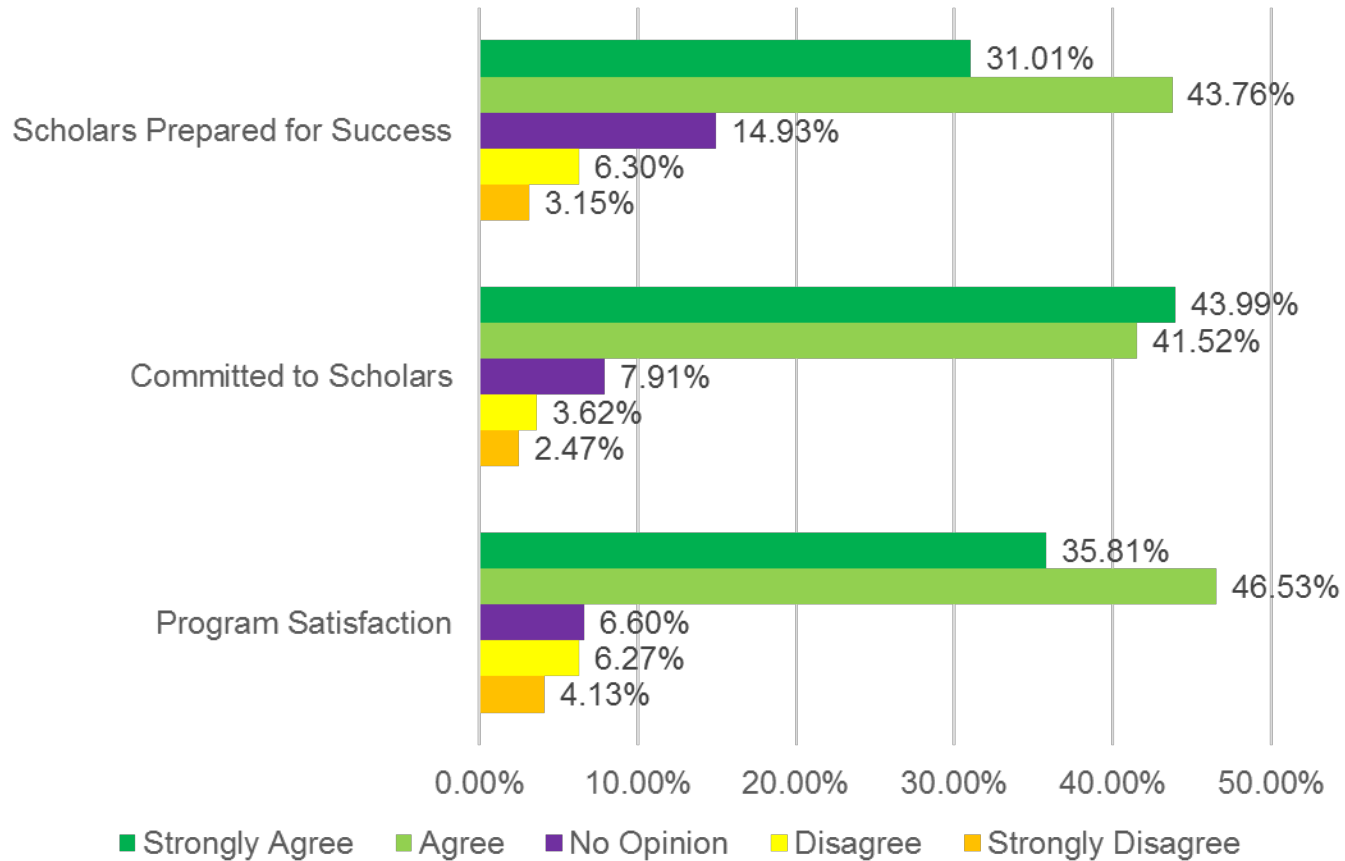
Finances

	<u>Beginning Balance</u>	<u>Adjusted Beginning Balance</u>	<u>2015-16 Revenue</u>	<u>2015-16 Expenses</u>	<u>Ending Fund Balance</u>
Del Mar K-5	\$734,468.00	\$744,611.00	\$842,992.11	\$406,553.71	\$1,181,049.40
Del Mar 6-12	\$971,963.61	\$974,587.61	\$1,905,431.36	\$2,575,631.92	\$304,387.05
El Cajon K-5	\$134,8805.00	\$85,8138.00	\$699,205.18	(\$325,781.54)	\$1,883,169.72
El Cajon 6-12	\$142,7047.00	\$147,3498.00	\$829,139.18	\$319,091.35	\$1,983,545.83

	<u>Del Mar K-5</u>	<u>Del Mar 6-12</u>	<u>El Cajon K-5</u>	<u>El Cajon 6-12</u>	<u>Del Mar K-12</u>
Ending Fund Balance	\$1,181,049.40	\$304,387.05	\$1,883,169.72	\$1,983,545.83	\$5,352,152



15-16 Survey Results



15-16 Survey Results

“Thank you for all the amazing help to students to make them better scholars.” LEARNING COACH

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“I think that this is a great program to be in, and I'm glad that I got to experience what it had to offer. I saw my grades significantly increase with AAS and that made me so proud of myself. This program offers some of the best education that public school can't offer and that is the most important thing that any scholar can receive. Great job AAS!” SCHOLAR

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SCHOLAR



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- 3.18.16 - AAS Receives A-G Approval For Its Sonoma & El Cajon Schools
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Questions?



Contact:

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jj.lewis@aascalifornia.org

@lewis1jj





Orange Center School District Board of Education Presentation

2015-16 Year In Review
Academy of Arts and Sciences

Agenda

- Mission and Vision
- Charter Data
- Class of 2016
- Finances
- 15-16 Survey Results
- AAS News
 - Follow AAS



Our Mission and Vision

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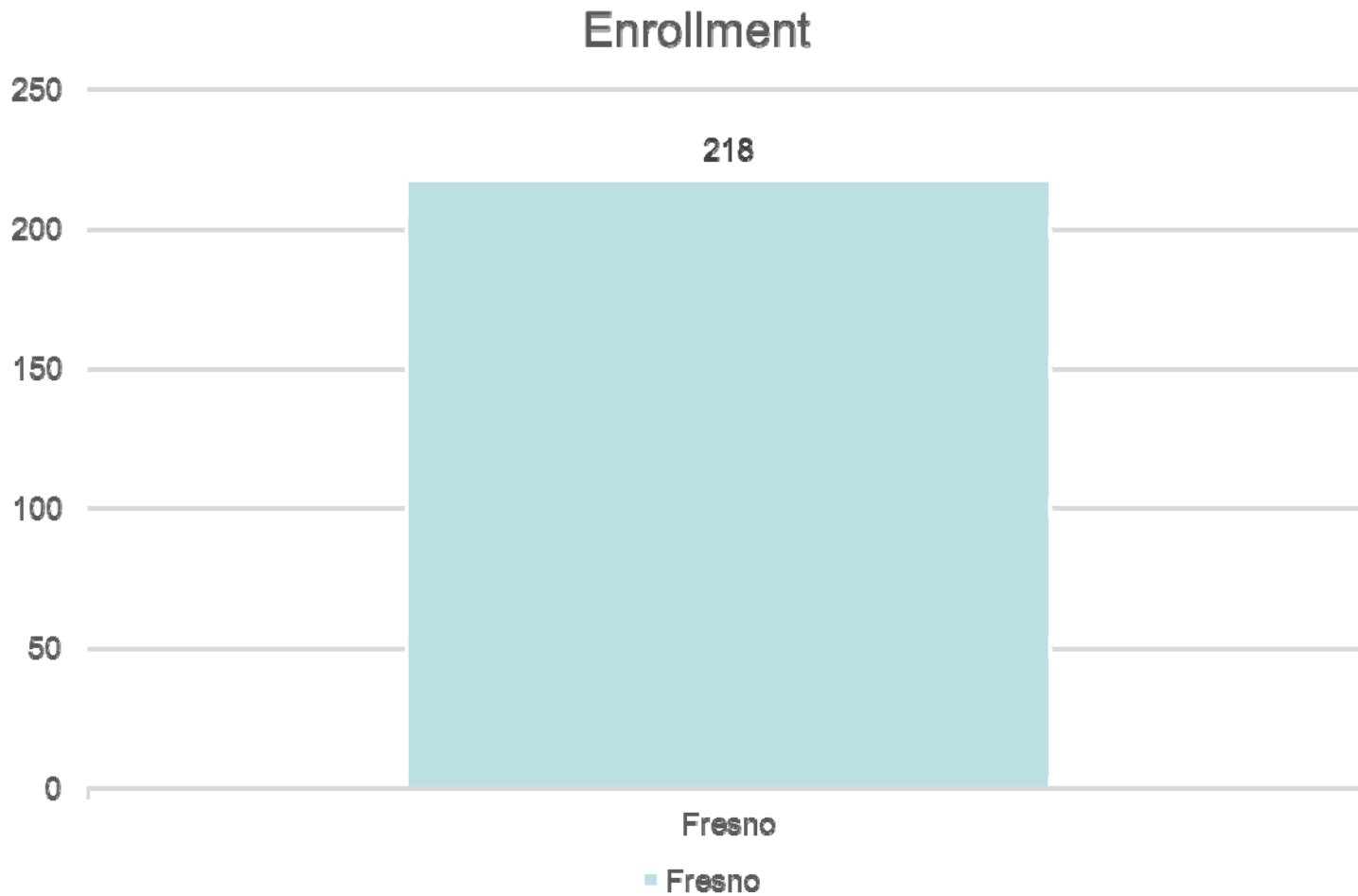
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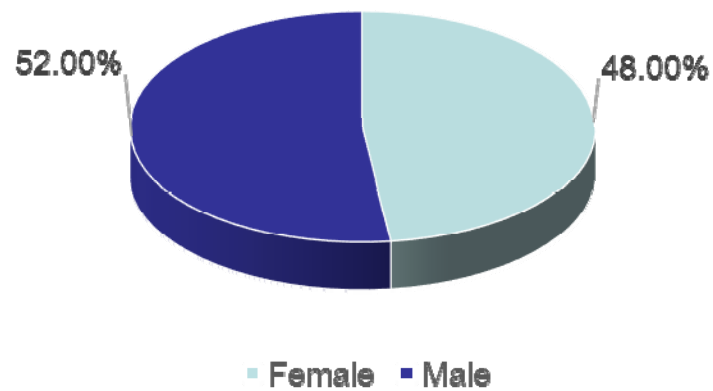


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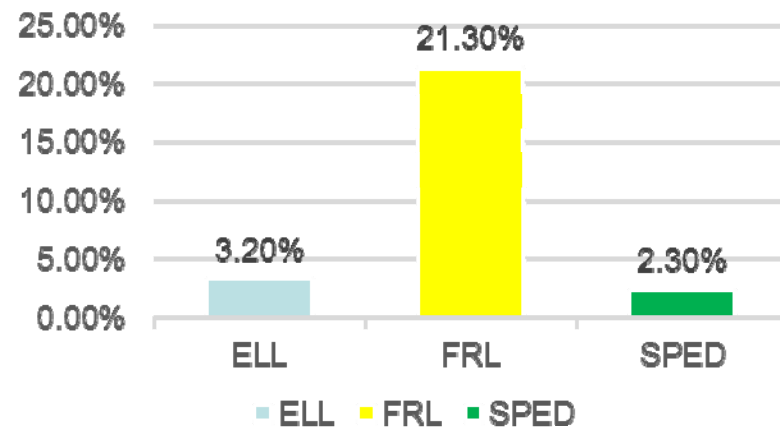


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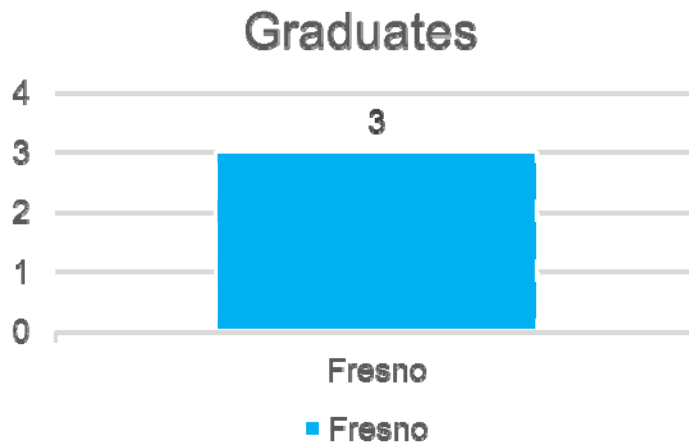
Demographics



Demographics



Class of 2016

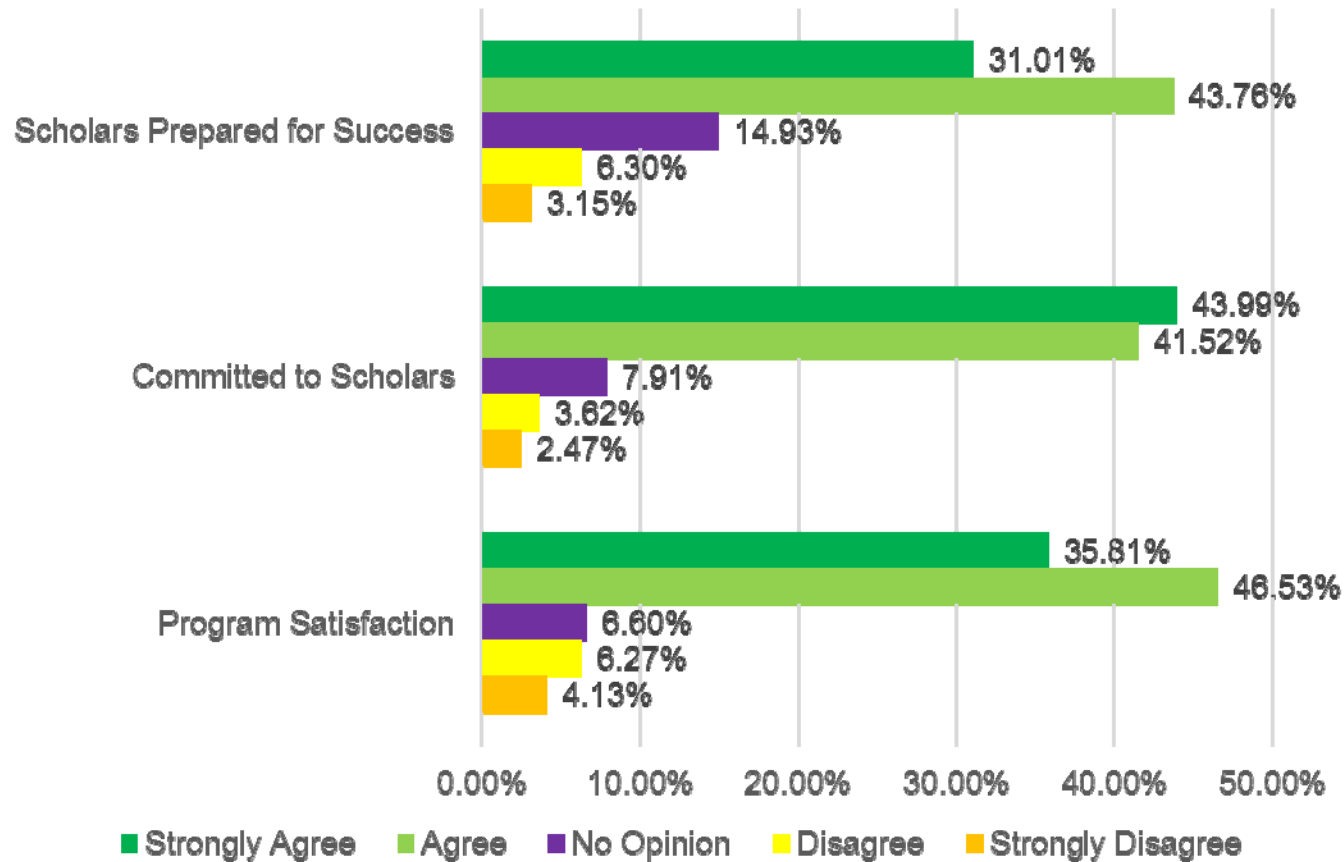


Finances

	<u>Beginning Balance</u>	<u>Adjusted Beginning Balance</u>	<u>2015-16 Revenue</u>	<u>2015-16 Expenses</u>	<u>Ending Fund Balance</u>
Fresno	\$602,212.82	\$602,212.82	\$1,453,027.45	\$1,656,006.68	\$399,233.59



15-16 Survey Results



15-16 Survey Results

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2015-16 Year In Review





Acton-Agua Dulce Unified School District Board of Trustees Presentation

2015-16 Year In Review
Academy of Arts and Sciences

Agenda

- Mission and Vision
- Charter Data
 - LA K-8
 - LA 9-12
- Class of 2016
- Finances
- 15-16 Survey Results
- AAS News
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Our Mission and Vision

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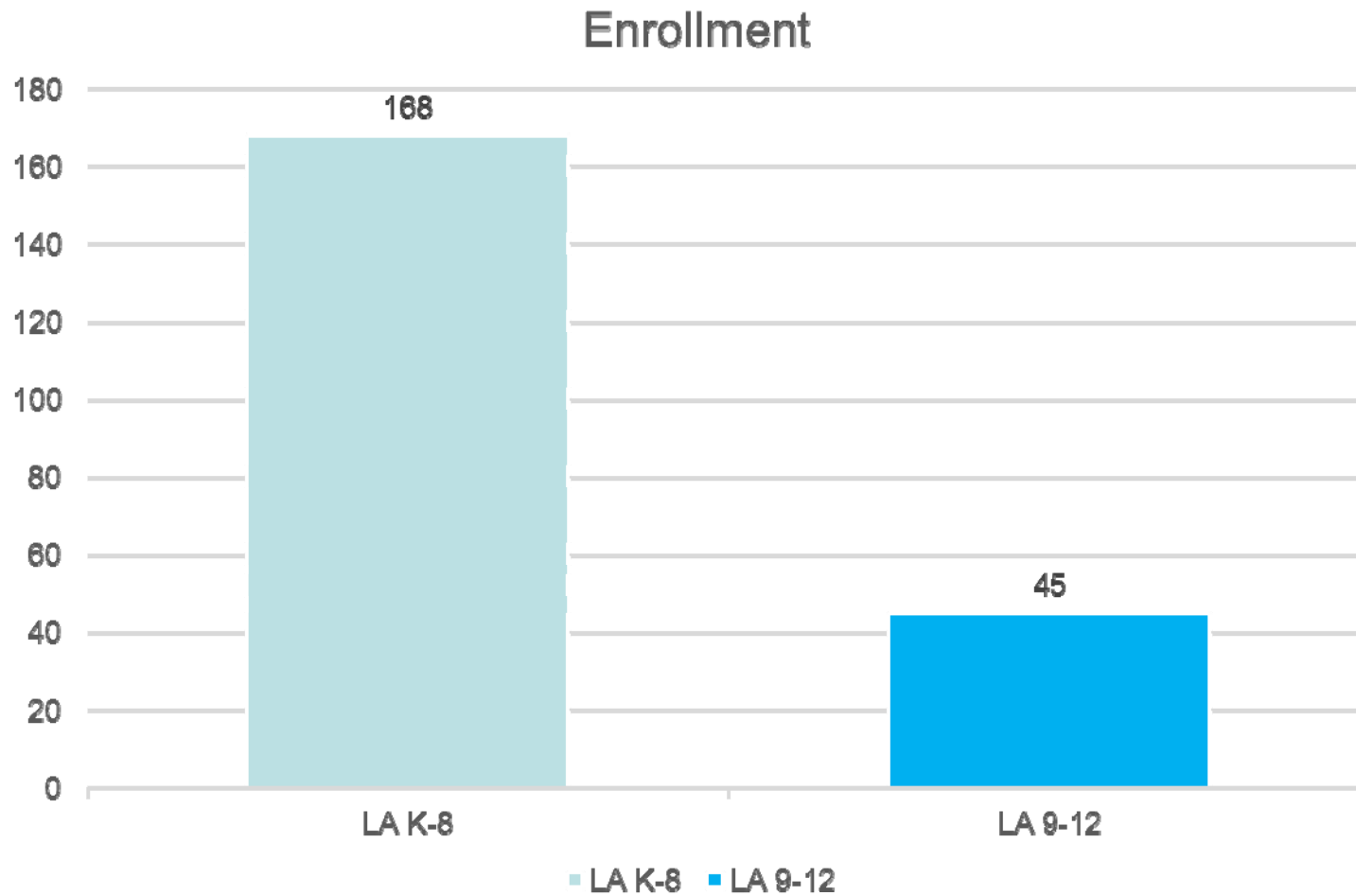
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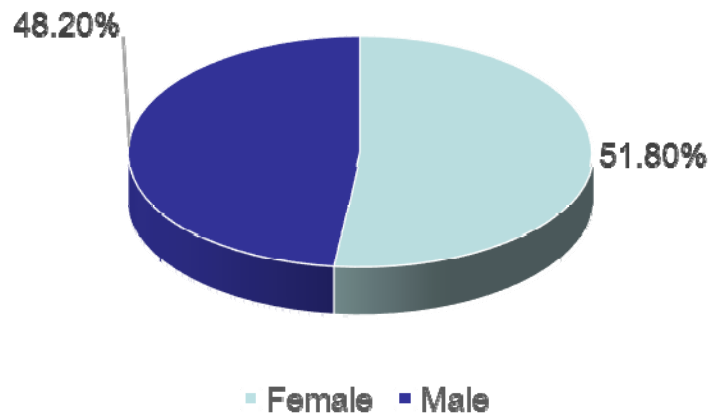


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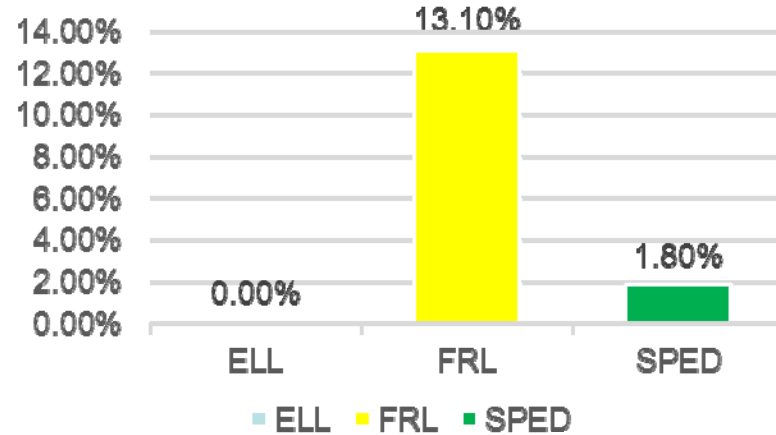


LA K-8

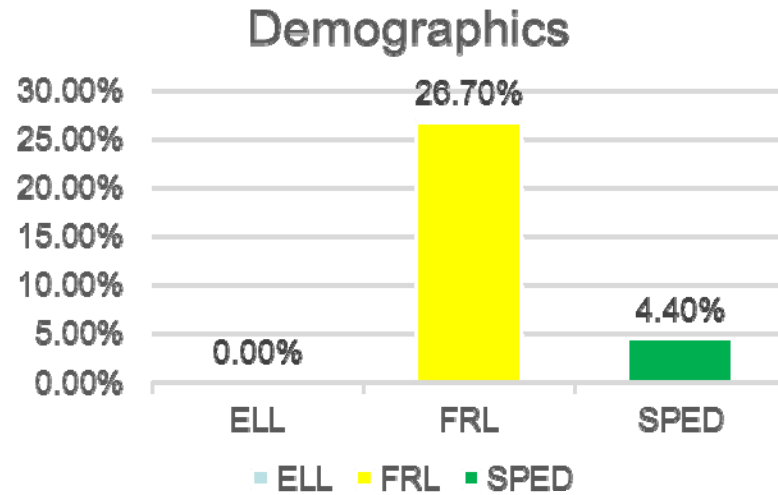
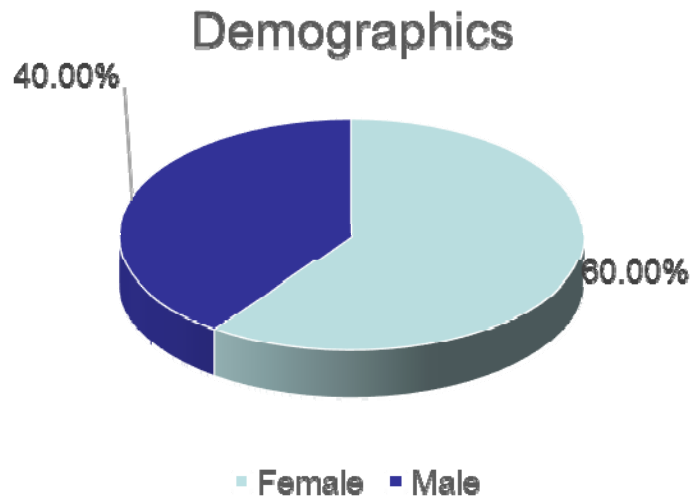
Demographics



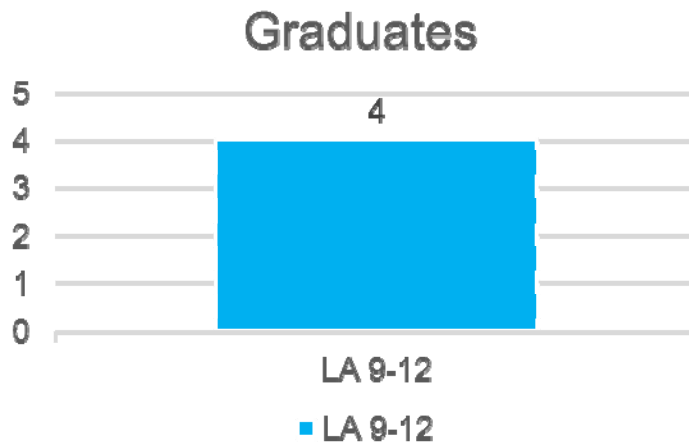
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LA 9-12



Class of 2016



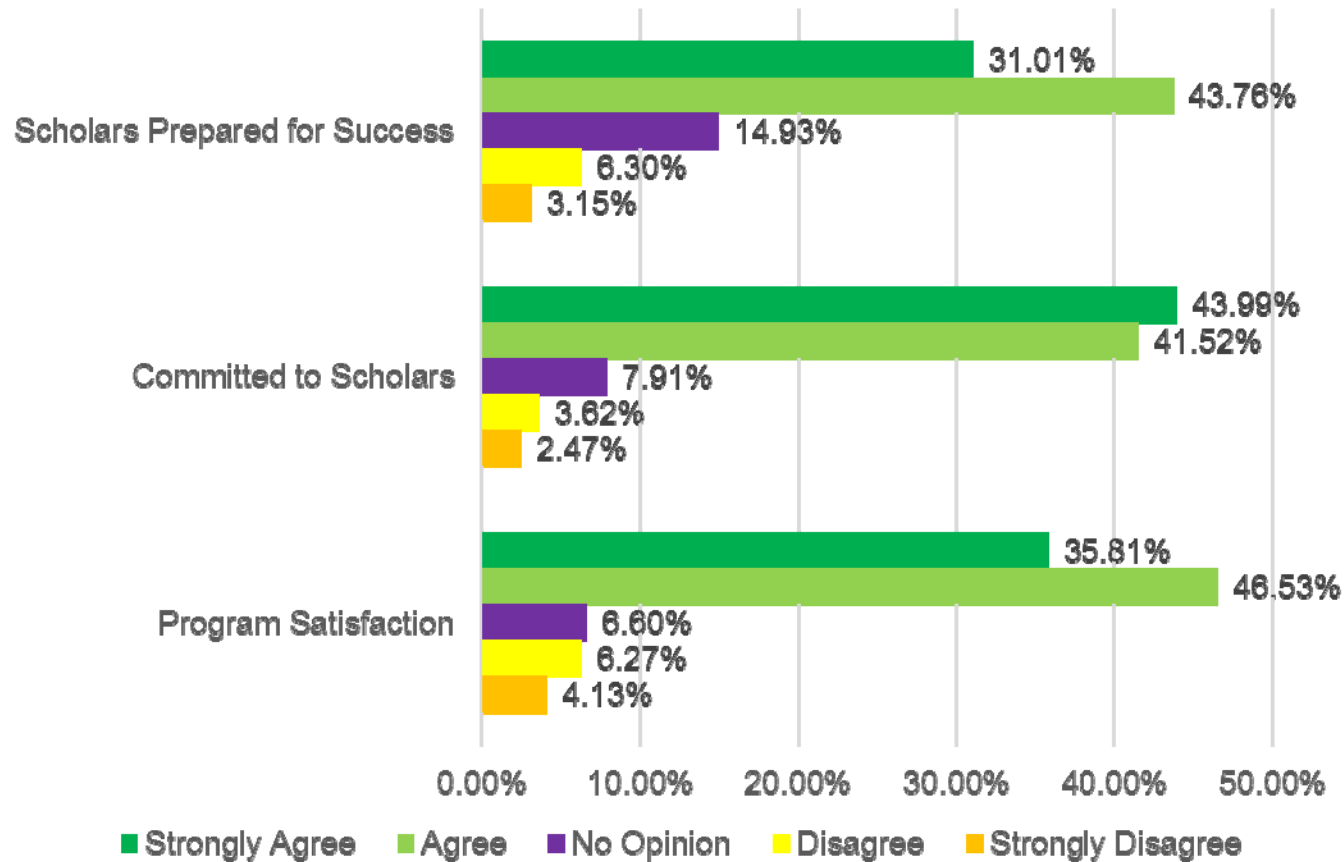
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LA K-8	\$795,576.39	\$795,576.39	\$1,027,684.63	\$51,844.64	\$1,304,819.38
LA 9-12	\$1,088,511.64	\$1,088,511.64	\$461,363.41	\$840,050.07	\$709,824.98

	<u>LA K-8</u>	<u>LA 9-12</u>	<u>LA K-12</u>
Ending Fund Balance	\$1,304,819.38	\$709,824.98	\$2,014,644.36



15-16 Survey Results



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Website: www.aascalifornia.org



Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

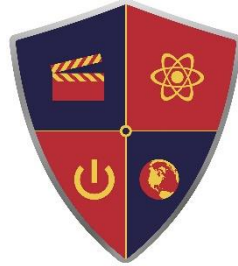
jj.lewis@aascalifornia.org

@lewis1jj



2015-16 Year In Review





Cotati-Rohnert Park Unified School District Board of Trustees Presentation

2015-16 Year In Review
Academy of Arts and Sciences

Agenda

- Mission and Vision
- Charter Data
- Class of 2016
- Finances
- 15-16 Survey Results
- AAS News
 - Follow AAS



Our Mission and Vision

MISSION STATEMENT

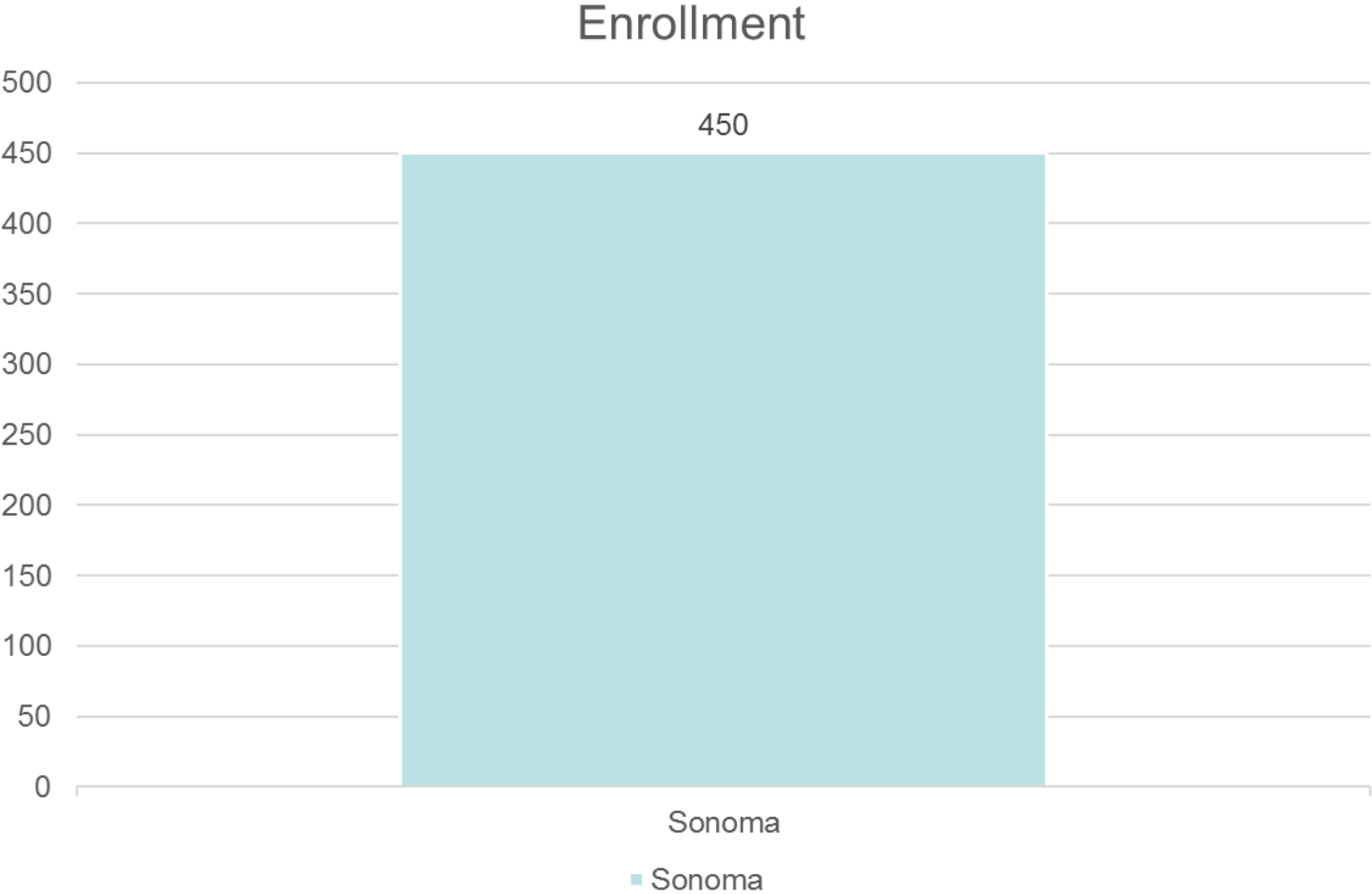
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

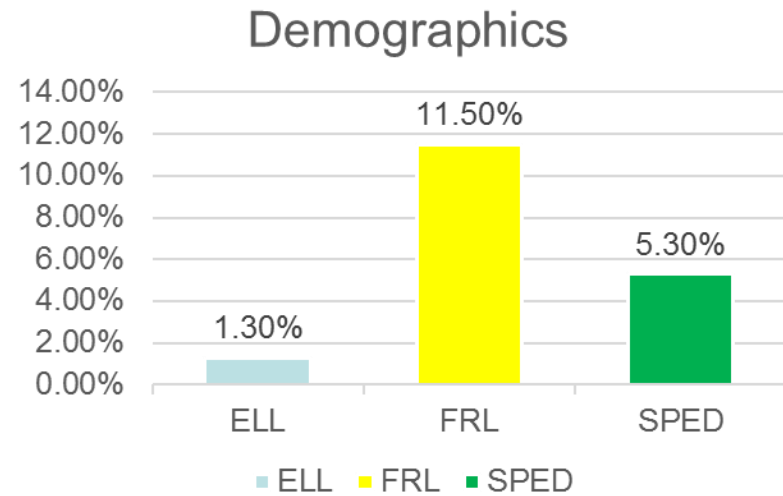
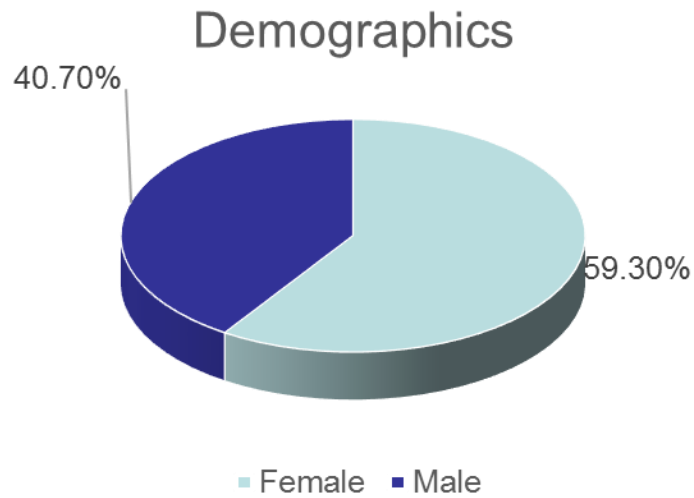
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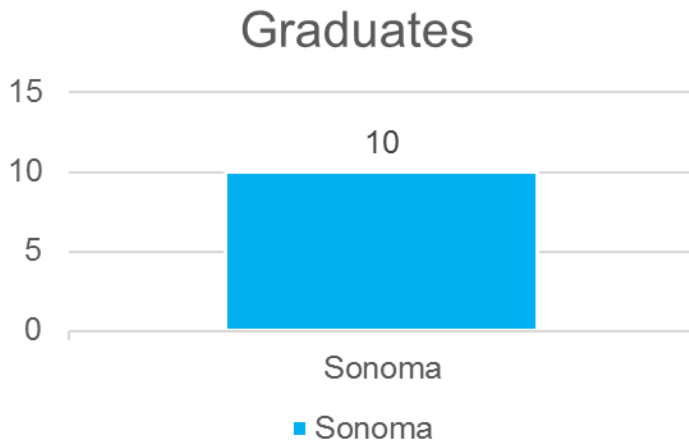
Charter Data



Charter Data



Class of 2016

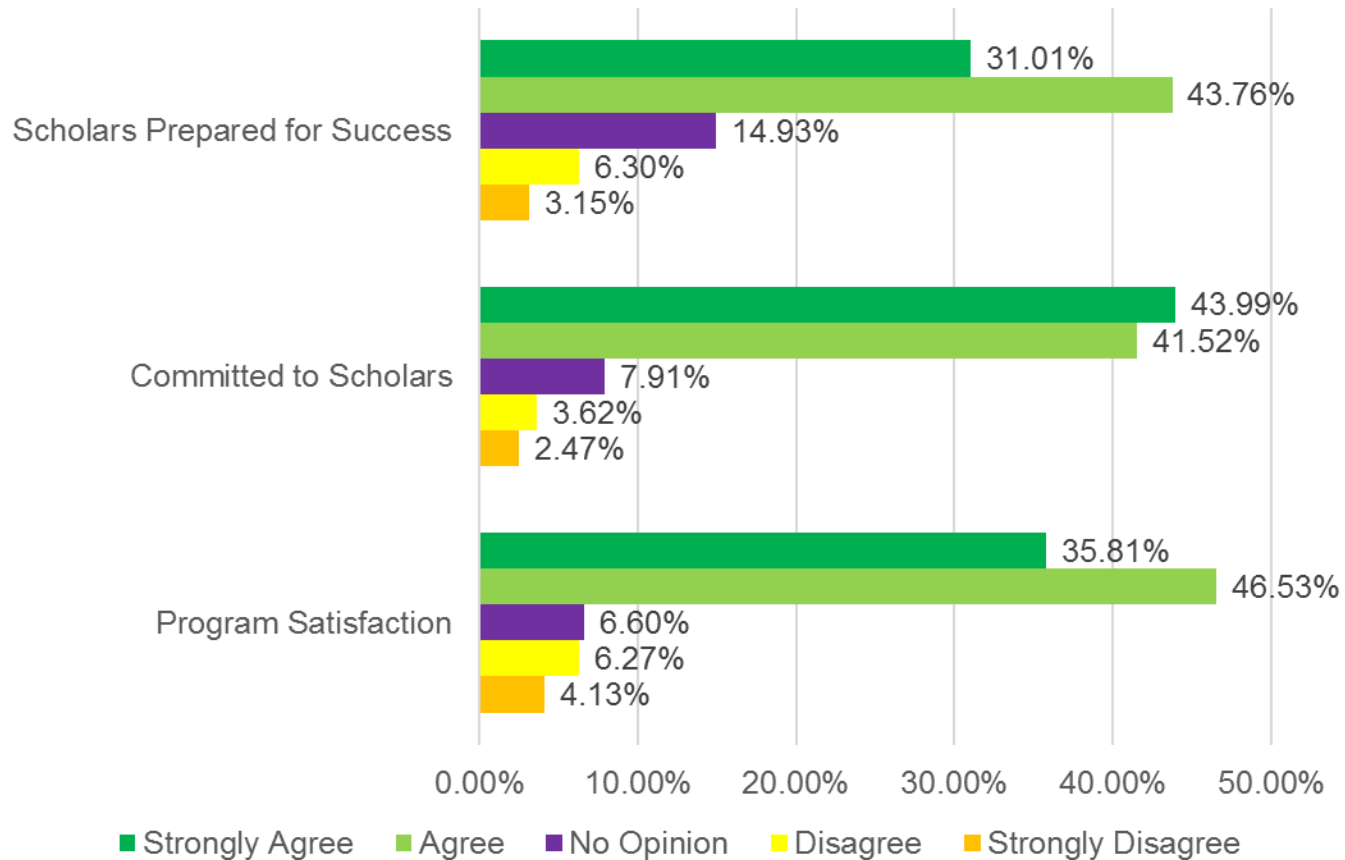


Finances

	<u>Beginning Balance</u>	<u>Adjusted Beginning Balance</u>	<u>2015-16 Revenue</u>	<u>2015-16 Expenses</u>	<u>Ending Fund Balance</u>
Sonoma	\$663,966.59	\$663,966.59	\$2,792,724.67	\$3,358,985.59	\$977,05.67



15-16 Survey Results



15-16 Survey Results

“Thank you for all the amazing help to students to make them better scholars.” LEARNING COACH

“Thank you for making quality education online & in our home. I feel like this form of school is benefiting my family greatly.” LEARNING COACH

“I have had some emotional things happen this year, my father passed and other family members pass. The teachers and staff went beyond their responsibilities to help me cope and achieve my goals. I might not have done all I could but they definitely Tried to help me. I truly appreciate them.” SCHOLAR

“I think that this is a great program to be in, and I'm glad that I got to experience what it had to offer. I saw my grades significantly increase with AAS and that made me so proud of myself. This program offers some of the best education that public school can't offer and that is the most important thing that any scholar can receive. Great job AAS!” SCHOLAR

“I was enrolled with AAS for my Junior and Senior year of high school after leaving my traditional high school in my hometown. This was my first ever experience with online school, and I have to say it was the most positive experience I've ever had. I always have positive information to give whenever someone else asks my about my schooling at AAS. All the staff was prompt in communication and always was concerned with completing needs I had asked of them. I believe AAS is doing a wonderful job and should be kept the same way as the standards for your school are perfect at this point!”
SCHOLAR



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“I am beyond thrilled with your school and all the staff I have had contact with. My daughter is doing better than ever before in school and is happy and engaged in her social and family life. She was quickly falling through the cracks in traditional school and being passed along and passed by. Thank you for providing an alternative where my daughter can shine. I know she will go on to do great things because of the confidence and joy for learning she has gained from your program.” LEARNING COACH



AAS News

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- 5.26.16 - [AAS' Jason Bee Awarded Veteran's Victory Scholarship](#)
- 5.24.16 - [AAS San Diego Chamber Veterans Honor Roll](#)
- 5.23.16 - [AAS Sonoma Named to 2015 California Honor Roll](#)
- 4.27.16 - [AAS to Host Parent Socials in Honor of National Charter Schools Week](#)
- 4.21.16 - [AAS Teacher Adam Ramirez to Speak at Innovative UCSD Education Conference](#)
- 3.31.16 - [AAS Announces New Guiding Principles](#)
- 3.23.16 - [AAS Signs Onto Excellence Pledge For Independent Study](#)
- 3.18.16 - [AAS Receives A-G Approval For Its Sonoma & El Cajon Schools](#)
- 2.24.16 - [Adam Ramirez Awarded Teaching Fellowship in Science from the Knowles Science Teaching Foundation](#)



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Mupu Elementary School District Board of Trustees Presentation

2015-16 Year In Review
Academy of Arts and Sciences

Agenda

- Mission and Vision
- Charter Data
 - Oxnard & Ventura
 - Thousand Oaks & Simi Valley
- Class of 2016
- Finances
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 - Follow AAS



Our Mission and Vision

MISSION STATEMENT

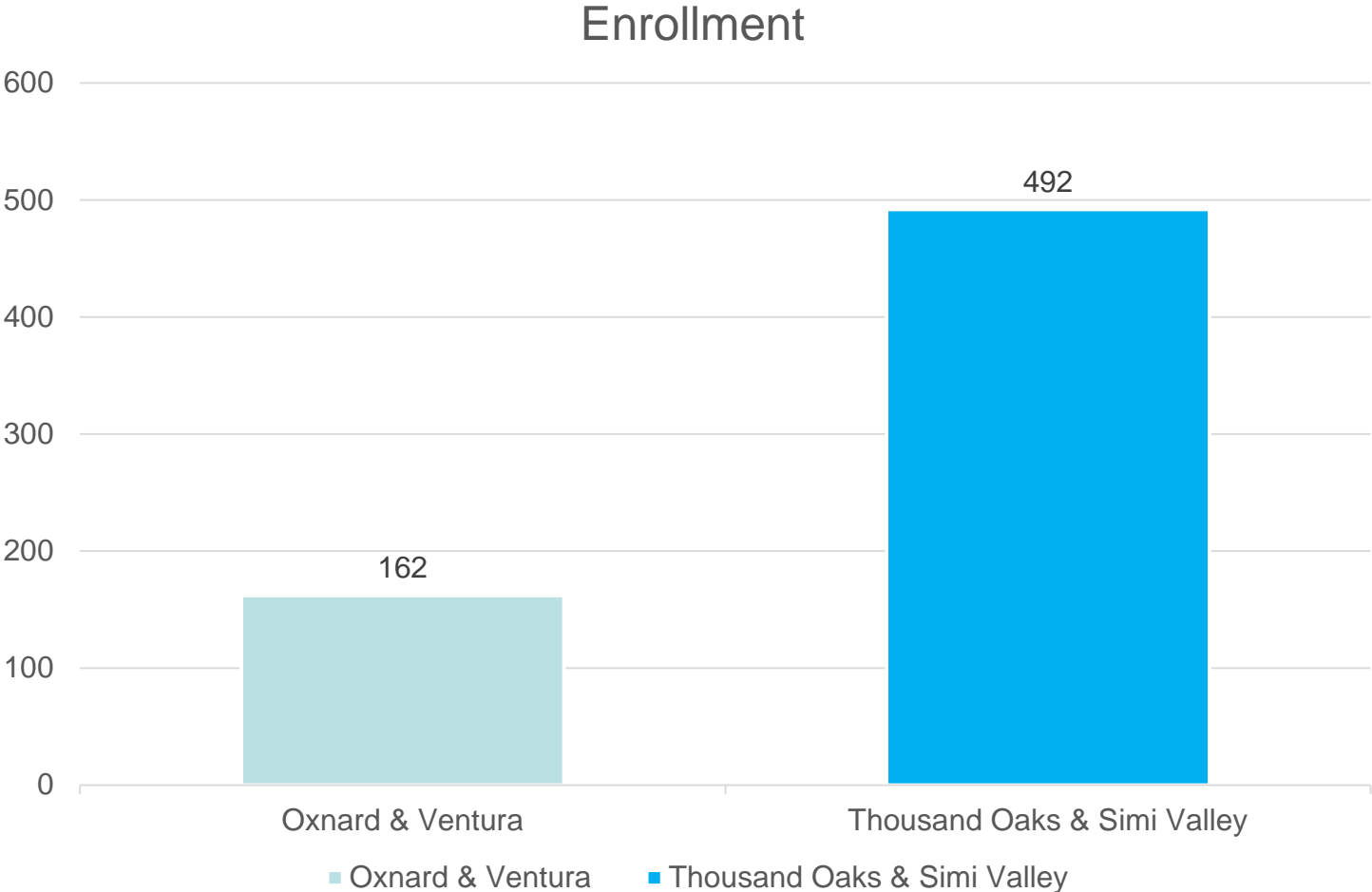
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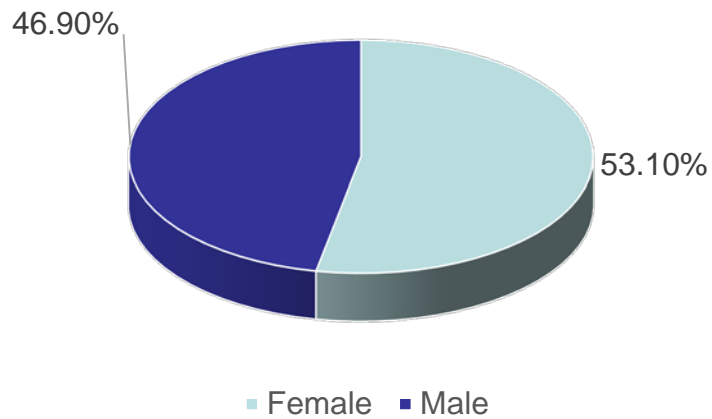


Charter Data

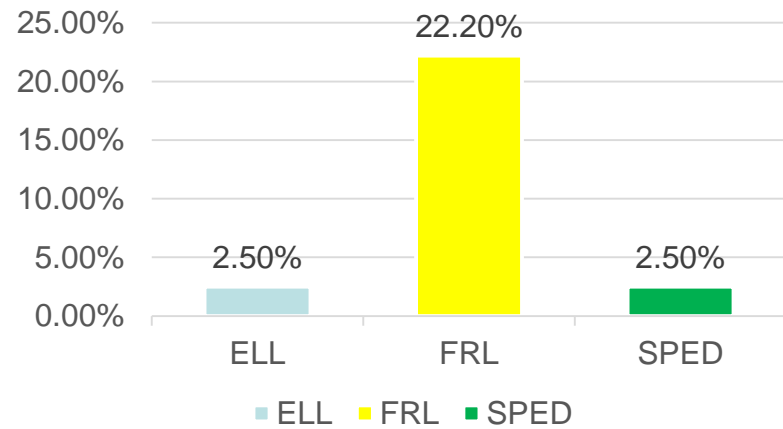


Oxnard & Ventura

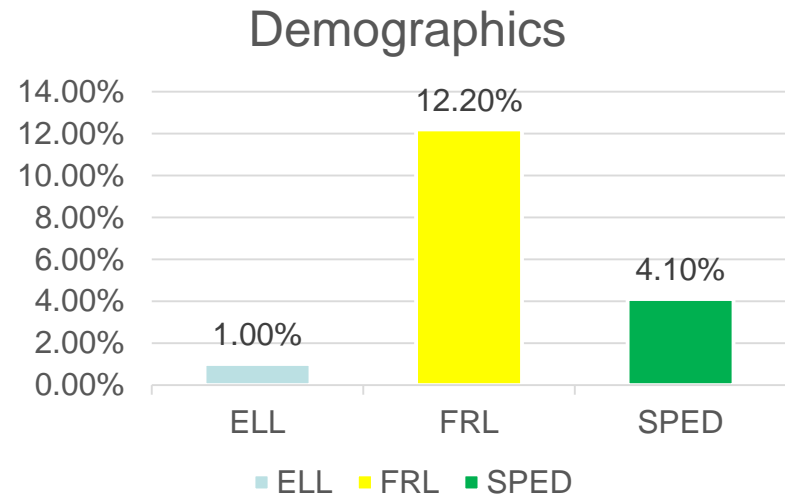
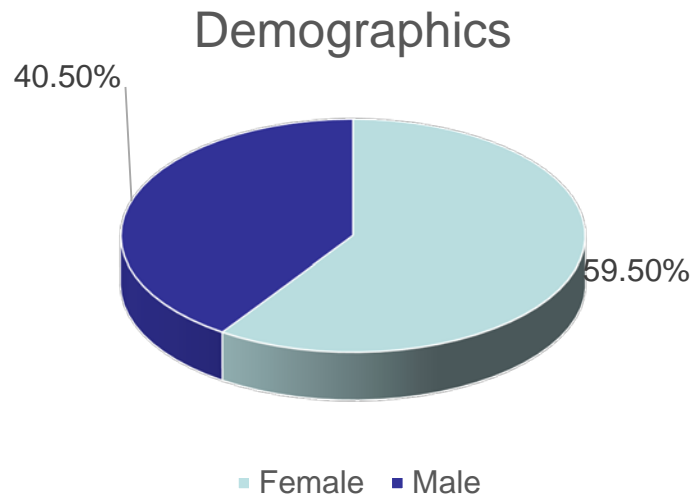
Demographics



Demographics

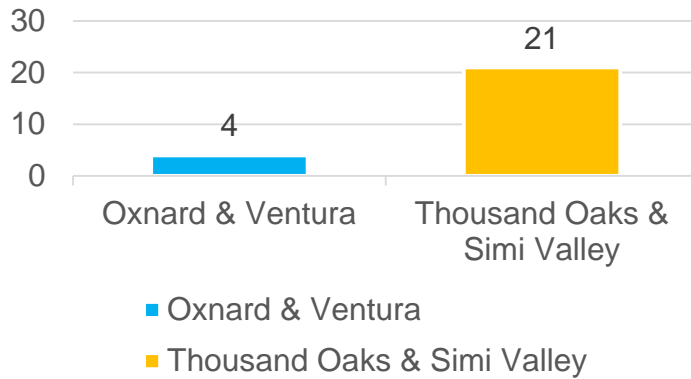


Thousand Oaks & Simi Valley



Class of 2016

Graduates



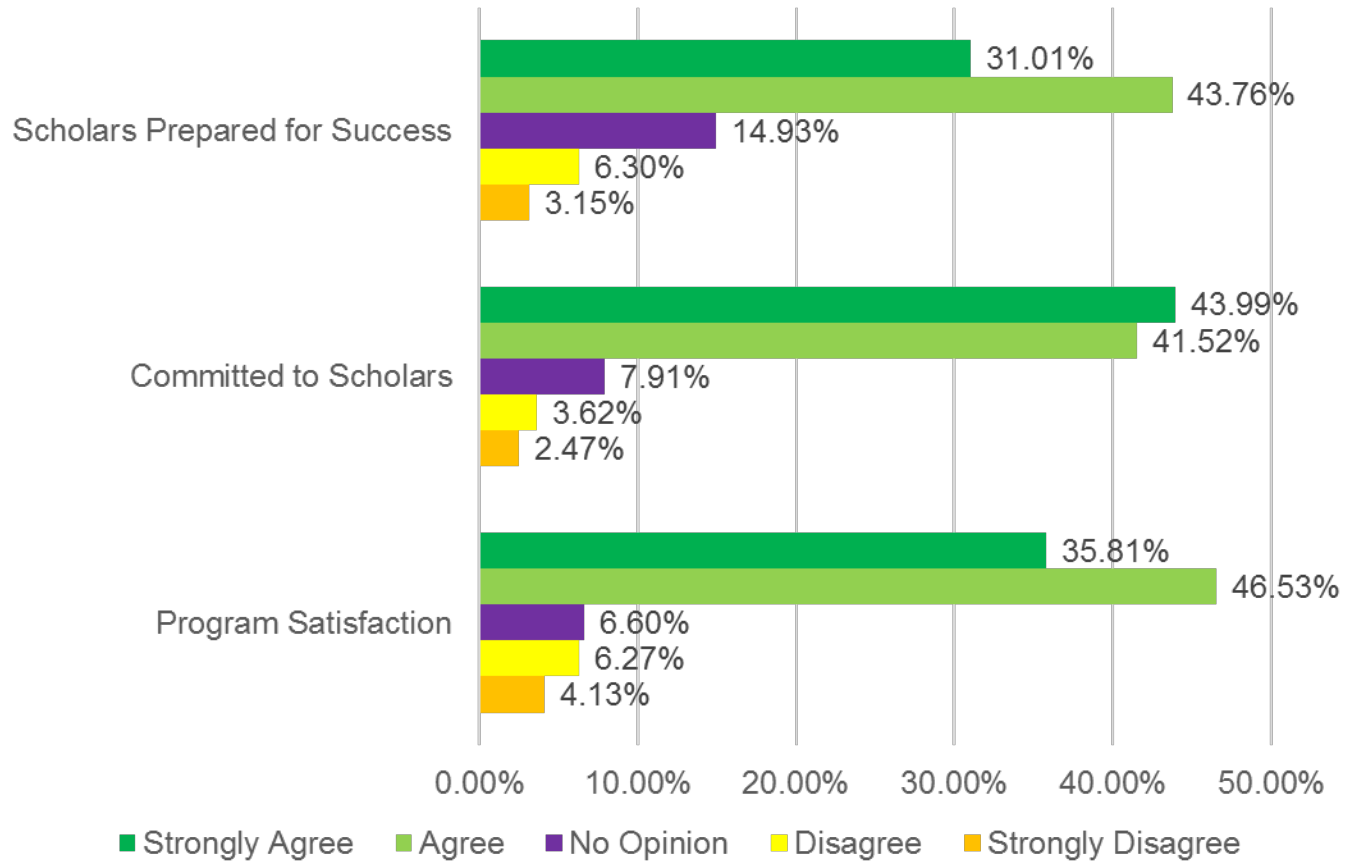
Finances

Oxnard & Ventura	\$2,117,453.95	\$2,138,048.95	\$1,130,380.48	\$395,849.98	\$2,872,579.45
Thousand Oaks & Simi Valley	\$2,005,106.47	\$2,019,643.47	\$3,264,999.81	\$403,5521.76	\$1,249,121.52

	<u>Oxnard & Ventura</u>	<u>Thousand Oaks & Simi Valley</u>	<u>Thousand Oaks</u>
Ending Fund Balance	\$2,872,579.45	\$1,249,121.52	\$4,121700.97



15-16 Survey Results



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- 5.26.16 - [AAS' Jason Bee Awarded Veteran's Victory Scholarship](#)
- 5.25.16 - [Airis Yeung Takes First Place in Annual K12 Poetry Contest](#)
- 5.09.16 - [AAS to Host Inaugural Job Fair](#)
- 4.27.16 - [AAS to Host Parent Socials in Honor of National Charter Schools Week](#)
- 4.21.16 - [AAS Teacher Adam Ramirez to Speak at Innovative UCSD Education Conference](#)
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- 3.23.16 - [AAS Signs Onto Excellence Pledge For Independent Study](#)
- 3.21.16 - [AAS Receives A-G Approval For Its Del Mar & Thousand Oaks Schools](#)
- 2.04.16 - [AAS Granted Initial Accreditation Status For Its L.A. 9-12; Oxnard/Ventura, Fresno Schools](#)



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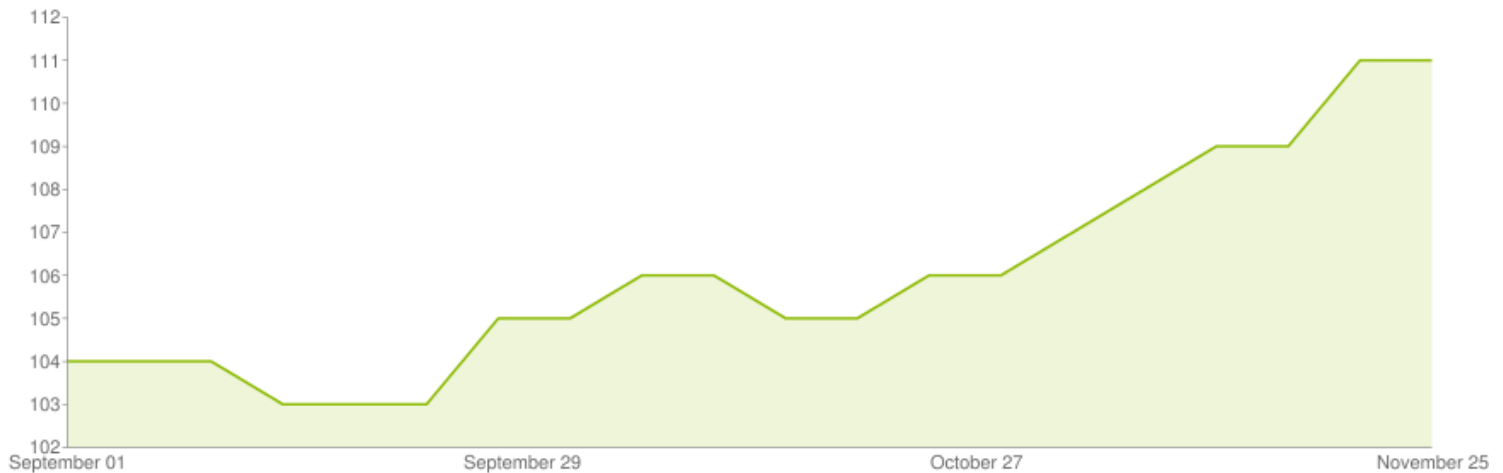
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@lewis1jj



11/25/2016



Additions (9)

Name	Employment status	Department	Division	Location	Job title	Hire date
MacAlpine, Rebecca	Full-Time	Information Services	Information Services	Central Office	Scholar Engagement Coordinator	10/03/2016
McCaulley, Kelli	Full-Time	Home School	Academic Affairs	Central Office	Educational Facilitator	11/07/2016
Nieto, Jessica	Full-Time	Finance	Operations	Central Office	Administrative Assistant	09/26/2016
Planchon, Cristina	Full-Time	Instructors/Teachers	Academic Affairs	Central Office	Educational Facilitator	10/31/2016
Schwartzberg, Amanda	Full-Time	Counseling	Academic Affairs	Central Office	Counselor	10/19/2016
Sottile, Wendy	Full-Time	Home School	Academic Affairs	Central Office	Educational Facilitator	11/15/2016
Spink, David	Full-Time	Instructors/Teachers	Academic Affairs	Central Office	High School Science Teacher	09/26/2016
Thomson, Erin	Full-Time	Instructors/Teachers	Academic Affairs	Central Office (TO)	Middle School Instructor	11/01/2016
Wall, Leah	Full-Time	SPED	Academic Affairs	Central Office	SPED Instructor	11/14/2016

Terminations (2)

Name	Employment status	Department	Division	Location	Job title	Hire date	Termination date
DeJesus, Oscar	Terminated	Administration	Executive	Central Office (TO)	External Relations Coordinator	07/01/2016	10/14/2016
Fisher, Amy	Terminated	Information Services	Information Services	AAS Thousand Oaks	Scholar Engagement Coordinator	10/16/2015	09/13/2016

Financial Advisor VOELLER/WITRY
 TELEPHONE (415)772-3071
 VISIT OUR WEBSITE www.jpmorgansecurities.com

Month End Closing Method: FIFO

STATEMENT PERIOD
 October 1 - October 31, 2016

What's In This Statement

Financial Summary.....	3
Bonds With 60-Day Horizon.....	4
Your Portfolio Holdings.....	4
Transaction Detail.....	10
Your Messages.....	14

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

ACADEMY OF ARTS AND SCIENCES
 850 HAMPSHIRE RD SUITE P
 THOUSAND OAKS CA 91361-6004

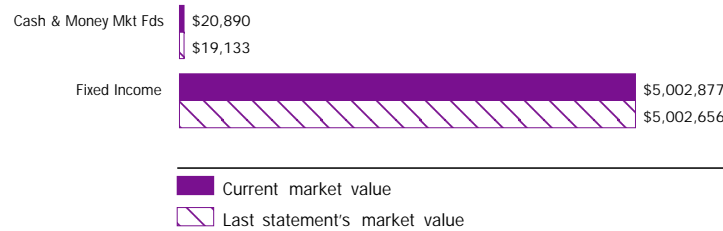
Investment products are: Not insured by FDIC; Not a deposit or other obligation of, or guaranteed by, JPMorgan Chase Bank, N.A. or any of its affiliates; Subject to investment risks, including possible loss of the principal amount invested. See "Your messages" section.

Your Portfolio at a Glance

TOTAL VALUE OF SECURITIES THIS PERIOD	5,002,877
LONG ACCRUED INTEREST	7,863
NET CREDIT BALANCE	20,890
NET EQUITY THIS PERIOD	\$5,031,630
NET EQUITY LAST STATEMENT	5,028,219
CHANGE SINCE LAST STATEMENT	3,411

There are no "Stop Loss" orders or other pending buy or sell open orders on file for your account.

Market Value of Your Portfolio



Difference or non-receipt of checks or stocks:

Please report any difference or non-receipt of checks or stocks, indicated as delivered to you, to Client Services at 800-634-1428; or write to Client Services at J.P. Morgan Securities LLC, 4 Chase Metrotech Center, Brooklyn, N.Y. 11245-0001



This summary is for informational purposes only. It is not intended as a tax document. This statement should be retained for your records. See reverse side for important information.

STATEMENT BACKER IS PRINTED ON THIS PAGE

STATEMENT PERIOD
 October 1 - October 31, 2016

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

Portfolio Value

	THIS PERIOD	LAST PERIOD
Assets		
Net Credit Balance	20,890.06	19,133.19
Fixed Income	5,002,877.00	5,002,656.00
<i>Subtotal (Long Portfolio)</i>	5,023,767.06	5,021,789.19
Est. Long Accrued Interest	7,863.00	6,430.00
Total Assets	\$5,031,630.06	\$5,028,219.19
NET PORTFOLIO VALUE	\$5,031,630.06	\$5,028,219.19

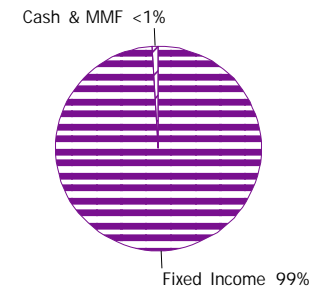
Income Summary

	THIS PERIOD	YEAR TO DATE
Corp. Bond Int.	1,756.87	20,895.20
Total	\$1,756.87	\$20,895.20
Bond Purchase Int.	0.00	-5.14

Cash Flow Analysis

	THIS PERIOD	THIS YEAR
Opening Cash/Sweep Prog.	\$19,133.19	\$0.00
Redemptions/Tenders	0.00	3,750,000.00
Div/Int/Other Inc (Credit)	1,756.87	20,895.20
Amount Credited	\$1,756.87	\$3,770,895.20
Securities Bought	0.00	-3,750,000.00
Div/Int/Other Inc (Debit)	0.00	-5.14
Amount Debited	\$0.00	\$-3,750,005.14
Net Cash/Sweep Prog. Act.	1,756.87	20,890.06
Closing Cash/Sweep Prog.	\$20,890.06	\$20,890.06

Your Portfolio Allocation



Unshaded portions denote debit balance and/or short market values. The allocation percentage is derived from the absolute market value of your portfolio.

STATEMENT PERIOD
 October 1 - October 31, 2016

Bonds With 60-Day Horizon

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

BONDS WITH MATURITY DATES WITHIN 60 DAYS

MATURITY DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	INTEREST RATE (%)
12/16/16	WEX BK MIDVALE UTAH	92937CDJ4	250,000	0.750
12/16/16	CENTRUE BK STREATOR ILL	15643GCH6	250,000	0.700
12/16/16	BMO HARRIS BK NATL ASSN	05581WAS4	250,000	0.750
12/16/16	MERRICK BK SOUTH JORDAN UTAH	59013JMH9	250,000	0.750
12/16/16	UNITED BK MICH GRAND RAPIDS	90953TCB8	250,000	0.700

These bonds will also appear in Your Portfolio Holdings section.

Your Portfolio Holdings

The total cost basis for each security position and the unrealized gain/loss are provided solely for your convenience and may not be used for tax purposes or otherwise relied upon. If you have questions related to tax consequences, please consult your tax advisor. Unrealized gain/loss total reflects only those positions for which a cost basis is available or has been provided to JPMS. Unless the tax basis provided relates to a position purchased on the books of JPMS, JPMS has not and cannot validate the basis provided. Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement.

CASH & MONEY MARKET FUNDS

DESCRIPTION	TYPE	QUANTITY	PRICE	MARKET VALUE	COST	UNREALIZED GAIN/LOSS
CASH BALANCE	CASH			20,890	20,890	
TOTAL CASH & MONEY MARKET FUNDS				\$20,890	\$20,890	N/A

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

FIXED INCOME

Certificates of Deposit

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
BMO HARRIS BK NATL ASSN C/D FDIC INS TO LIMITS DATED DATE 12/16/15 FIRST COUPON 12/16/2016 BOOK ENTRY ONLY DUE 12/16/2016 0.750% CUSIP: 05581WAS4 RATING: MOODY N/A S&P N/A	CASH	12/09/15	250,000	100.02	250,040	100.00	250,000	40 ST	1,875	0.75	1,644
CENTRUE BK STREATOR ILL C/D FDIC INS TO LIMITS DATED DATE 12/18/15 BOOK ENTRY ONLY DUE 12/16/2016 0.700% CUSIP: 15643GCH6 RATING: MOODY N/A S&P N/A	CASH	12/09/15	250,000	100.02	250,043	100.00	250,000	43 ST	1,750	0.70	62
MERRICK BK SOUTH JORDAN UTAH C/D FDIC INS TO LIMITS DATED DATE 12/18/15 BOOK ENTRY ONLY DUE 12/16/2016 0.750% CUSIP: 59013JMH9 RATING: MOODY N/A S&P N/A	CASH	12/09/15	250,000	100.02	250,043	100.00	250,000	43 ST	1,875	0.75	67
UNITED BK MICH GRAND RAPIDS C/D FDIC INS TO LIMITS DATED DATE 12/18/15 BOOK ENTRY ONLY DUE 12/16/2016 0.700% CUSIP: 90953TCB8 RATING: MOODY N/A S&P N/A	CASH	12/09/15	250,000	100.02	250,043	100.00	250,000	43 ST	1,750	0.70	62

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
WEX BK MIDVALE UTAH C/D FDIC INS TO LIMITS DATED DATE 12/16/15 FIRST COUPON 12/16/2016 BOOK ENTRY ONLY DUE 12/16/2016 0.750% CUSIP: 92937CDJ4 RATING: MOODY N/A S&P N/A	CASH	12/09/15	250,000	100.02	250,043	100.00	250,000	43 ST	1,875	0.75	1,644
BMW BK NORTH AMER SALT LAKE C/D FDIC INS TO LIMITS DATED DATE 03/18/16 FIRST COUPON 03/17/2017 BOOK ENTRY ONLY DUE 03/17/2017 0.700% CUSIP: 05580ADY7 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.08	250,200	100.00	250,000	200 ST	1,750	0.70	1,088
AXIOM BANK MAITLAND FLORIDA C/D FDIC INS TO LIMITS DATED DATE 03/23/16 BOOK ENTRY ONLY DUE 03/23/2017 0.650% CUSIP: 05464LAF8 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.09	250,220	100.00	250,000	220 ST	1,625	0.65	36
BBCN BK LOS ANGELES CA C/D FDIC INS TO LIMITS DATED DATE 03/23/16 BOOK ENTRY ONLY DUE 03/23/2017 0.650% CUSIP: 073296BY0 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.05	250,123	100.00	250,000	123 ST	1,625	0.65	36

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
SONABANK NATL ASSNMCLEAN VA C/D FDIC INS TO LIMITS DATED DATE 03/28/16 BOOK ENTRY ONLY DUE 03/28/2017 0.700% JJ 28 CUSIP: 83540RFF5 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.09	250,223	100.00	250,000	223 ST	1,750	0.70	455
SAFRA NATL BK NEW YORK INSTL C/D DATED DATE 03/30/16 FIRST COUPON 03/29/2017 BOOK ENTRY ONLY DUE 03/29/2017 0.650% CUSIP: 78658QVF7 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.08	250,210	100.00	250,000	210 ST	1,625	0.65	957
BEAL BK PLANO TEX C/D FDIC INS TO LIMITS DATED DATE 06/15/16 FIRST COUPON 06/14/2017 BOOK ENTRY ONLY DUE 06/14/2017 0.700% CUSIP: 07370TY31 RATING: MOODY N/A S&P N/A	CASH	06/09/16	250,000	100.07	250,183	100.00	250,000	183 ST	1,750	0.70	662
CIT BK NATL ASSN PASADENA CA C/D FDIC INS TO LIMITS DATED DATE 06/21/16 FIRST COUPON 06/21/2017 BOOK ENTRY ONLY DUE 06/21/2017 0.700% CUSIP: 12556LACO RATING: MOODY N/A S&P N/A	CASH	06/09/16	250,000	100.10	250,260	100.00	250,000	260 ST	1,750	0.70	633

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DATED DATE 06/21/16 BOOK ENTRY ONLY DUE 06/21/2017 0.700% CUSIP: 55275FJ2 RATING: MOODY N/A S&P N/A	CASH	06/09/16	250,000	100.11	250,263	100.00	250,000	263 ST	1,750	0.70	48
BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS DATED DATE 06/28/16 BOOK ENTRY ONLY DUE 06/28/2017 0.700% CUSIP: 108622EW7 RATING: MOODY N/A S&P N/A	CASH	06/09/16	250,000	100.07	250,183	100.00	250,000	183 ST	1,750	0.70	14
COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DATED DATE 06/30/16 BOOK ENTRY ONLY DUE 06/30/2017 0.700% CUSIP: 20365UCQ1 RATING: MOODY N/A S&P N/A	CASH	06/16/16	250,000	100.11	250,265	100.00	250,000	265 ST	1,750	0.70	5
BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS DATED DATE 09/23/16 BOOK ENTRY ONLY DUE 09/22/2017 0.800% CUSIP: 062683AD9 RATING: MOODY N/A S&P N/A	CASH	09/20/16	250,000	100.05	250,120	100.00	250,000	120 ST	2,000	0.80	44

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YWB

LAST STATEMENT September 30, 2016

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
STEARNS BK NA ST CLOUD MN CD C/D FDIC INS TO LIMITS DATED DATE 09/22/16 BOOK ENTRY ONLY DUE 09/22/2017 0.750% CUSIP: 857894RF8 RATING: MOODY N/A S&P N/A	CASH	09/20/16	250,000	100.05	250,120	100.00	250,000	120 ST	1,875	0.75	46
GNB BK GRUNDY CTR IOWA CD 0.7 C/D FDIC INS TO LIMITS DATED DATE 09/28/16 BOOK ENTRY ONLY DUE 09/28/2017 0.750% CUSIP: 36198JC1 RATING: MOODY N/A S&P N/A	CASH	09/20/16	250,000	100.04	250,100	100.00	250,000	100 ST	1,875	0.75	15
SYNOVUSBK COLUMBUS GA CD 0.7 C/D FDIC INS TO LIMITS DATED DATE 09/28/16 FIRST COUPON 09/28/2017 BOOK ENTRY ONLY DUE 09/28/2017 0.750% CUSIP: 87164DJE1 RATING: MOODY N/A S&P N/A	CASH	09/20/16	250,000	100.04	250,100	100.00	250,000	100 ST	1,875	0.75	170

STATEMENT PERIOD
 October 1 - October 31, 2016

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
BANKUNITED NATL ASSN C/D FDIC INS TO LIMITS DATED DATE 09/29/16 FIRST COUPON 09/29/2017 BOOK ENTRY ONLY DUE 09/29/2017 0.800% CUSIP: 066519CN7 RATING: MOODY N/A S&P N/A	CASH	09/20/16	250,000	100.04	250,095	100.00	250,000	95 ST	2,000	0.80	175
Total Certificates of Deposit			5,000,000		\$5,002,877		\$5,000,000	\$2,877	\$35,875		\$7,863
TOTAL FIXED INCOME			5,000,000		\$5,002,877		\$5,000,000	\$2,877	\$35,875		\$7,863

YOUR PORTFOLIO HOLDINGS ACCRUED INTEREST	\$7,863
YOUR PORTFOLIO HOLDINGS ESTIMATED ANNUAL INCOME	\$35,875
YOUR PRICED PORTFOLIO HOLDINGS	\$5,023,767

Transaction Detail

DIVIDENDS / INTEREST / OTHER INCOME

INTEREST

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(\$)	DEBIT AMOUNT	CREDIT AMOUNT
10/18/16	CENTRUE BK STREATOR ILL C/D FDIC INS TO LIMITS DUE 12/16/2016 0.700 REG INT ON 250000 BND REC 10/03/16 PAY 10/18/16	15643GCH6	250,000	0.7000		143.84

STATEMENT PERIOD
 October 1 - October 31, 2016

Transaction Detail (continued)

ACCOUNT NUMBER
 520-15886 YW8

DIVIDENDS / INTEREST / OTHER INCOME (Continued)

LAST STATEMENT September 30, 2016

INTEREST (Continued)

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(S)	DEBIT AMOUNT	CREDIT AMOUNT
10/18/16	MERRICK BK SOUTH JORDAN UTAH C/D FDIC INS TO LIMITS DUE 12/16/2016 0,750 REG INT ON 250000 BND REC 10/03/16 PAY 10/18/16	59013JMH9	250,000	0.7500		154.11
10/18/16	UNITED BK MICH GRAND RAPIDS C/D FDIC INS TO LIMITS DUE 12/16/2016 0,700 REG INT ON 250000 BND REC 10/03/16 PAY 10/18/16	90953TCB8	250,000	0.7000		143.84
10/21/16	MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DUE 06/21/2017 0,700 REG INT ON 250000 BND REC 10/06/16 PAY 10/21/16	55275FJZ2	250,000	0.7000		143.84
10/24/16	STEARNS BK NA ST CLOUD MN CD C/D FDIC INS TO LIMITS DUE 09/22/2017 0,750 REG INT ON 250000 BND REC 10/07/16 PAY 10/22/16 IFM 09/22/16 F/C 10/22/16	857894RF8	250,000	0.7500		154.11
10/24/16	BBCN BK LOS ANGELES CA C/D FDIC INS TO LIMITS DUE 03/23/2017 0,650 REG INT ON 250000 BND REC 10/08/16 PAY 10/23/16	073296BY0	250,000	0.6500		133.56
10/24/16	AXIOM BANK MAITLAND FLORIDA C/D FDIC INS TO LIMITS DUE 03/23/2017 0,650 REG INT ON 250000 BND REC 10/08/16 PAY 10/23/16	05464LAF8	250,000	0.6500		133.56

STATEMENT PERIOD
 October 1 - October 31, 2016

Transaction Detail (continued)

ACCOUNT NUMBER
 520-15886 YW8

DIVIDENDS / INTEREST / OTHER INCOME (Continued)

LAST STATEMENT September 30, 2016

INTEREST (Continued)

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(S)	DEBIT AMOUNT	CREDIT AMOUNT
10/24/16	BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS DUE 09/22/2017 0,800 REG INT ON 250000 BND REC 10/08/16 PAY 10/23/16 IFM 09/23/16 F/C 10/23/16	062683AD9	250,000	0.8000		164.38
10/28/16	SONABANK NATL ASSN MCLEAN VA C/D FDIC INS TO LIMITS DUE 03/28/2017 0,700 REG INT ON 250000 BND REC 10/13/16 PAY 10/28/16	83540RFF5	250,000	0.7000		143.84
10/28/16	GNB BK GRUNDY CTR IOWA CD 0.7 C/D FDIC INS TO LIMITS DUE 09/28/2017 0,750 REG INT ON 250000 BND REC 10/13/16 PAY 10/28/16 IFM 09/28/16 F/C 10/28/16	36198JCJ1	250,000	0.7500		154.11
10/28/16	BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS DUE 06/28/2017 0,700 REG INT ON 250000 BND REC 10/13/16 PAY 10/28/16	108622EW7	250,000	0.7000		143.84
10/31/16	COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DUE 06/30/2017 0,700 REG INT ON 250000 BND REC 10/15/16 PAY 10/30/16	20365UCQ1	250,000	0.7000		143.84
TOTAL INTEREST (CREDIT)						\$1,756.87

STATEMENT PERIOD
 October 1 - October 31, 2016

Realized Gain/Loss Detail - Year to Date

ACCOUNT NUMBER
 520-15886 YWB

LAST STATEMENT September 30, 2016

Total Cost, Realized Gain (Loss), and holding period information may not reflect all adjustments necessary for tax reporting purposes. Tax payers should verify such information against their own records when calculating reportable gain or loss resulting from a sale, redemption, or exchange. JPMS reports only gains or losses for certain securities to the IRS. Please contact your Tax Advisor for additional information as neither JPMS nor its affiliates provide tax advice. JPMS makes no warranties with respect to, and specifically disclaims any liability arising out of a customer's use of, or any tax position taken in reliance upon, such information. Unless otherwise noted, the cost basis reflected at the time of sale in your account is based on the first-in, first-out (FIFO) method. Proceeds information excludes accrued interest.

Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement.

SHORT TERM GAIN(LOSS) DETAILS

SECURITY DESCRIPTION	SYMBOL/ CUSIP	QUANTITY	DATE ACQUIRED	DATE SOLD	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
HOMESTREET BK WASHINGTON CD C/D FDIC INS TO LIMITS	43785QHG1	250,000	12/09/15	06/16/16	250,000.00	250,000.00	0.00
FIRST MERIT BK AKRON OHIO CD C/D FDIC INS TO LIMITS	320844PW7	250,000	12/09/15	06/16/16	250,000.00	250,000.00	0.00
BRAND BKG CO LAWRENCEVILLE GA C/D FDIC INS TO LIMITS	105245FV1	250,000	12/09/15	09/23/16	250,000.00	250,000.00	0.00
BEAL BK USA LAS VEGAS NEV CD C/D FDIC INS TO LIMITS	07370WWJ1	250,000	12/09/15	03/16/16	250,000.00	250,000.00	0.00
BEAL BK PLANO TEX CD 0.6 C/D FDIC INS TO LIMITS	07370TS53	250,000	12/09/15	06/15/16	250,000.00	250,000.00	0.00
USAMERIBANK LARGO FL CD 0.6 C/D FDIC INS TO LIMITS	917312DC1	250,000	12/09/15	09/16/16	250,000.00	250,000.00	0.00
SANTANDER BK NATL ASSN CD 0.7 C/D FDIC INS TO LIMITS	80280JKM2	250,000	12/09/15	09/16/16	250,000.00	250,000.00	0.00
PEOPLES UNITED BANK CD 0.3 C/D FDIC INS TO LIMITS	71270QNO5	250,000	12/09/15	03/16/16	250,000.00	250,000.00	0.00
MBANK MANITISQUE MICH CD 0.5 C/D FDIC INS TO LIMITS	55275FJG4	250,000	12/09/15	06/29/16	250,000.00	250,000.00	0.00
COMPASS BK BIRMINGHAM ALA C/D FDIC INS TO LIMITS	20451PPK6	250,000	12/09/15	06/16/16	250,000.00	250,000.00	0.00

STATEMENT PERIOD
 October 1 - October 31, 2016

Realized Gain/Loss Detail - Year to Date (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT September 30, 2016

SHORT TERM GAIN(LOSS) DETAILS (Continued)

SECURITY DESCRIPTION	SYMBOL/ CUSIP	QUANTITY	DATE ACQUIRED	DATE SOLD	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
SALLIE MAE BK MURRAY UTAH C/D FDIC INS TO LIMITS	795450XH3	250,000	12/09/15	03/16/16	250,000.00	250,000.00	0.00
FOUR OAKS BK & TR CO N C C/D FDIC INS TO LIMITS	350889FA4	250,000	12/09/15	03/29/16	250,000.00	250,000.00	0.00
PACIFIC PREMIER BK CA CD 0.4 C/D FDIC INS TO LIMITS	69478QCW8	250,000	12/09/15	03/28/16	250,000.00	250,000.00	0.00
ALLY BK MIDVALE UTAH C/D FDIC INS TO LIMITS	02006LWN9	250,000	12/09/15	09/16/16	250,000.00	250,000.00	0.00
BERKSHIRE BK PITTSFIELD MA CD C/D FDIC INS TO LIMITS	084601EZ2	250,000	12/09/15	09/23/16	250,000.00	250,000.00	0.00
TOTAL SHORT TERM GAIN(LOSS)**					\$3,750,000.00	\$3,750,000.00	\$0

TOTALS

	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
TOTAL SHORT TERM GAIN(LOSS)**	\$3,750,000.00	\$3,750,000.00	\$0

Blank=FIFO (First in First Out) S=Specific Match (the closing transaction was specifically matched to this lot) A=Average Cost

** These totals exclude transactions for which cost basis is not available

Your messages

Investment products and services reflected herein are offered through J.P. Morgan Securities LLC (JPMS), a member of FINRA and SIPC. JPMS is an affiliate of JPMorgan Chase Bank, N.A.

STATEMENT PERIOD
October 1 - October 31, 2016

Your messages (continued)

ACCOUNT NUMBER
520-15886 YWB

LAST STATEMENT September 30, 2016

Important Information For Clients Holding Restricted Securities:

Restricted Securities (typically noted as "Restricted" or "RSTD" in the security description) have not been registered under the Securities Act of 1933 and may not be "freely traded." Since restricted securities are subject to certain restrictions which may render them illiquid or less liquid than freely-tradeable shares, there can be no assurance a secondary market exists. While we typically use the value of the registered/unrestricted security of the same issuer and same class for statement (and other) reporting purposes, the price realizable in a sale of the securities may be less than the "Market Value" indicated and could be zero. No attempt has been made to independently value the specific security subject to its restriction. Additionally, inclusion of pricing of these holdings will result in the aggregated value of your portfolio as reflected on this report being overstated by an amount equal to the difference (if any) between the value of the freely-traded underlying security and the actual value of your restricted shares. For additional information on pricing, please see "Market Prices" on the back of your account statement.

FINRA Disclosure

As part of the Financial Industry Regulatory Authority (FINRA) Investor Education Program, you may obtain information on FINRA's Public Disclosure Program by contacting FINRA at telephone number (800) 289-9999 or via the internet address which is www.finra.org. In addition, a brochure explaining the Public Disclosure Program is available from FINRA upon request.

Reporting any Inaccuracy or Discrepancy in your Account:

You are advised to promptly report any inaccuracy or discrepancy in your account to your broker and J.P. Morgan Securities LLC (JPMS LLC) at the telephone numbers listed. In order to protect your rights, including any rights under the Securities Investor Protection Act ("SIPA"), any such communications should be reconfirmed in writing to your broker /financial service professional or financial advisor and JPMS LLC. JPMS LLC contact information: telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC Attn: Client Services Operations, Four Chase Metrotech Center, Brooklyn, NY 11245

Important Information Regarding Auction Rate Securities (ARS):

ARS are debt or preferred securities with an interest or dividend rate reset periodically in an auction. Although there may be daily, weekly and monthly resets, there is no guarantee that there will be liquidity. If there are not enough bids at an auction to redeem the securities available for sale, the result may be a failed auction. In the event of a failed auction, there is no assurance that a secondary market will develop or that the security will trade at par or any other price reflected on statements. Accordingly, investors should not rely on pricing information appearing in their statements with respect to ARS. Where JPMS was unable to obtain a price from an outside service for a particular ARS, the price column on your statement will indicate "unpriced".

STATEMENT PERIOD
October 1 - October 31, 2016

Your messages (continued)

ACCOUNT NUMBER
520-15886 YW8

LAST STATEMENT September 30, 2016

Electronic Funds Transfer Notice

In case of errors or questions about electronic transfers in your brokerage account transmitted through the ACH Network, you must contact the Client Services Department of J.P. Morgan Securities LLC immediately at telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC., Attn: Client Services Department, Four Chase Metrotech Center, Brooklyn, NY 11245 if you think your account statement or transaction record is wrong or if you need more information about a transaction listed on your account statement or transaction record. We must hear from you no later than 60 days after we sent the first account statement on which the problem or error appeared.

1. Tell JPMS your name and account number.
2. Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
3. Tell JPMS the dollar amount of the suspected error.

If you tell JPMS orally, JPMS may require that you send it your complaint or question in writing within 10 business days.

JPMS will determine whether an error occurred within 10 business days after JPMS hears from you and will correct any error promptly. If JPMS needs more time, however, JPMS may take up to 45 days to investigate your complaint or question. If JPMS decides to do this, JPMS will credit your account within 10 business days for the amount you think is in error, so that you will have the use of the money during the time it takes JPMS to complete its investigation. If JPMS determines at the conclusion of the investigation that there was no error, JPMS will charge your account for the credited amount. If JPMS asks you to put your complaint or question in writing and JPMS does not receive it within 10 business days, JPMS may not credit your account.

For errors involving new accounts or foreign-initiated transactions, JPMS may take up to 90 days to investigate your complaint or question. For new accounts, JPMS may take up to 20 business days to credit your account for the amount you think is in error.

JPMS will tell you the results within three business days after completing its investigation. If JPMS decides that there was no error, JPMS will send you a written explanation. You may ask for copies of the documents that JPMS used in its investigation.

Non Receipt of Checks or Stocks:

Please report any difference or non-receipt of checks or stocks, indicated as delivered to you, to Client Services Operations at 800-634-1428; or write to Client Services Operations at J.P. Morgan Securities LLC, Four Chase Metrotech Center, Brooklyn, N.Y. 11245-0001

STATEMENT PERIOD
October 1 - October 31, 2016

Your messages (continued)

ACCOUNT NUMBER
520-15886 YW8

LAST STATEMENT September 30, 2016

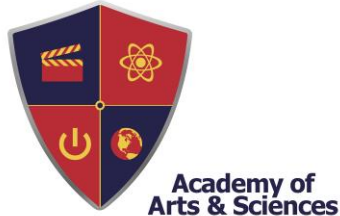
Margin Account:

If you are a customer with a margin account, you consent to JP Morgan's right (to the extent permitted by applicable law) to use, lend or pledge any securities held by JPMS in your margin account. In certain circumstances, such loans or other use may limit, in whole or in part, your ability to receive dividends directly from the issuing company and/or your right to exercise voting and other attendant rights of ownership with respect to the loaned, sold or pledged securities. Such circumstances include, but are not limited to, loans of securities that you own in your margin account that continue over record dates for voting purposes and ex-dividend dates for dividend distributions. If you do not receive dividends directly from the issuing company, you may receive payments-in-lieu of dividends which could cause you to lose the benefit of the preferential tax treatment accorded to dividends.

In November, a share class change will be processed for clients who elected to have available cash in their accounts swept to either the JPMorgan California Municipal Money Market Fund or the JPMorgan New York Municipal Money Market Fund. Each share of the Morgan share class will be exchanged for a share of the lower-expense Premier share class. For more information about the funds or the exchange, or for a copy of the fund s prospectus, please contact your Financial Advisor.



***** End of Statement *****



CEO Report
November 28, 2016

Great work is happening throughout the organization. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

Academic Affairs

- The Counseling Services Department hosted two (2) evening virtual workshops for learning coaches and parents in October as part of our College Road Trip Series: “Navigating the College Application” and “FAFSA Basics: Money for College.” Sessions were hosted in both English and Spanish. They will host a virtual workshop for scholars in January on “Virtual Bullying and Safety”.
- Graduation! Two (2) scholars have met the requirements for graduation so far this year.
- Scholar of the Month recognition program continues. *See enclosed press releases.*
- Success Academy has been launched, which is a new initiative to support scholar success based on results from our new i-Ready diagnostic testing tool.

Information Services

- A total of 1,218 scholars are enrolled with an additional 74 scholars beginning Virtual Learning. Last year at this time we had 1,217 enrolled. We are flat in enrollment.
- We successfully hosted our inaugural Scholar Clubs Virtual Kickoff on November 8, showcasing the 18 new club opportunities for our scholars.
- We are hosting a Virtual Scholar Talent Show on Wednesday, November 30 at 2:30 PM. All scholars have been invited to submit audition tapes showing off their talents. From those tapes, selected scholars have been offered a spot in the Talent Show to compete either in person, or virtually.

Operations

- We hosted a second Community Yard Sale at our San Diego Learning Center on October 15. We sold many gently used items to community members.
- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Third investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*

Strategic Initiatives

- *AAS Chameleon Chronicle* – quarterly eNewsletter for all stakeholders on past activities and upcoming opportunities for scholars, families and staff. *See enclosed issue.*
- We have developed a positive relationship with a learning center in Riverside. We tell our families that are in their area about them and they in turn tell any families at their center about AAS. As of today, they have sent 79 scholars that attend their center to us and all have enrolled.
- We hosted an Essential Elements Workshop for our Learning Coaches in October. Learning coaches studied chemistry concepts through hands-on learning and real-world connections. All workshop participants received a periodic table poster, an activity guide flash drive containing 50+ chemistry experiments, and other giveaways provided by the other sponsor, The Chemical Education Foundation.
- We were a sponsor of the Special Needs Resource Foundation of San Diego's JK Rowling's Fantastic Beasts and Where To Find Them on November 18, with a booth at the theatre and showing our new promotional video during the movie previews.

Miscellaneous

- We have submitted Year-End Reports for 2015-16 to all of our authorizers, sharing key points of pride for the year. *See enclosed presentations.*
- We have submitted our charter renewal petitions for AAS Del Mar, AAS Sonoma and AAS Thousand Oaks & Simi Valley. We gave a presentation to the Mountain Empire USD Board of Trustees on November 9; Cotati-Rohnert Park USD Board of Trustees on November 15; and Mupu Elementary School Board of Trustees on November 16. They will vote to either approve and deny our renewal petitions in December. *See enclosed presentations.*
- AAS is participating in The Great Kindness Challenge, January 23-27. This is a positive and proactive bullying prevention initiative for all grades, TK through 12. Thank you to Steven Thompson for volunteering to serve as our point of contact on this initiative!

A lot of great work is taking place, thanks to our dedicated staff, to continue to improve the educational experience we provide our scholars. My thanks to our team for everything they do each and every day.

Respectfully Submitted,



J.J. Lewis
President & CEO



Cotati-Rohnert Park USD Board of Trustees Presentation

Charter Renewal
Academy of Arts and Sciences
Sonoma

Agenda

- Mission and Vision
- Whom Do We Educate
- What We Offer
- Focusing on the Future
 - Increasing Scholar Engagement
 - Increasing Academic Achievement
 - Increasing Parent Involvement
 - Utilizing Assessments
- Greatest Accomplishments
- Dedicated, Caring Staff



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



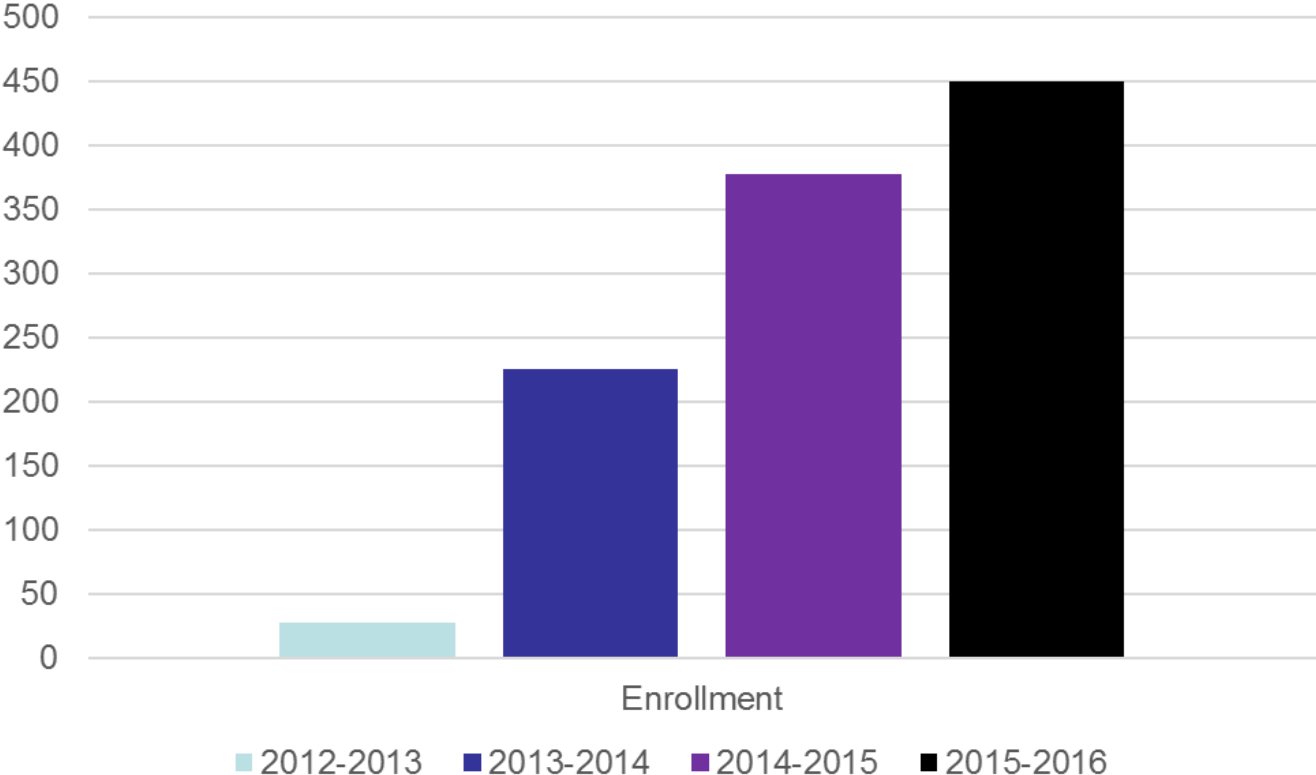
Whom Do We Educate

- Our scholars come from various backgrounds and experiences
- Our scholars look for individualized education choices that fit their schedules, lifestyles, and interests



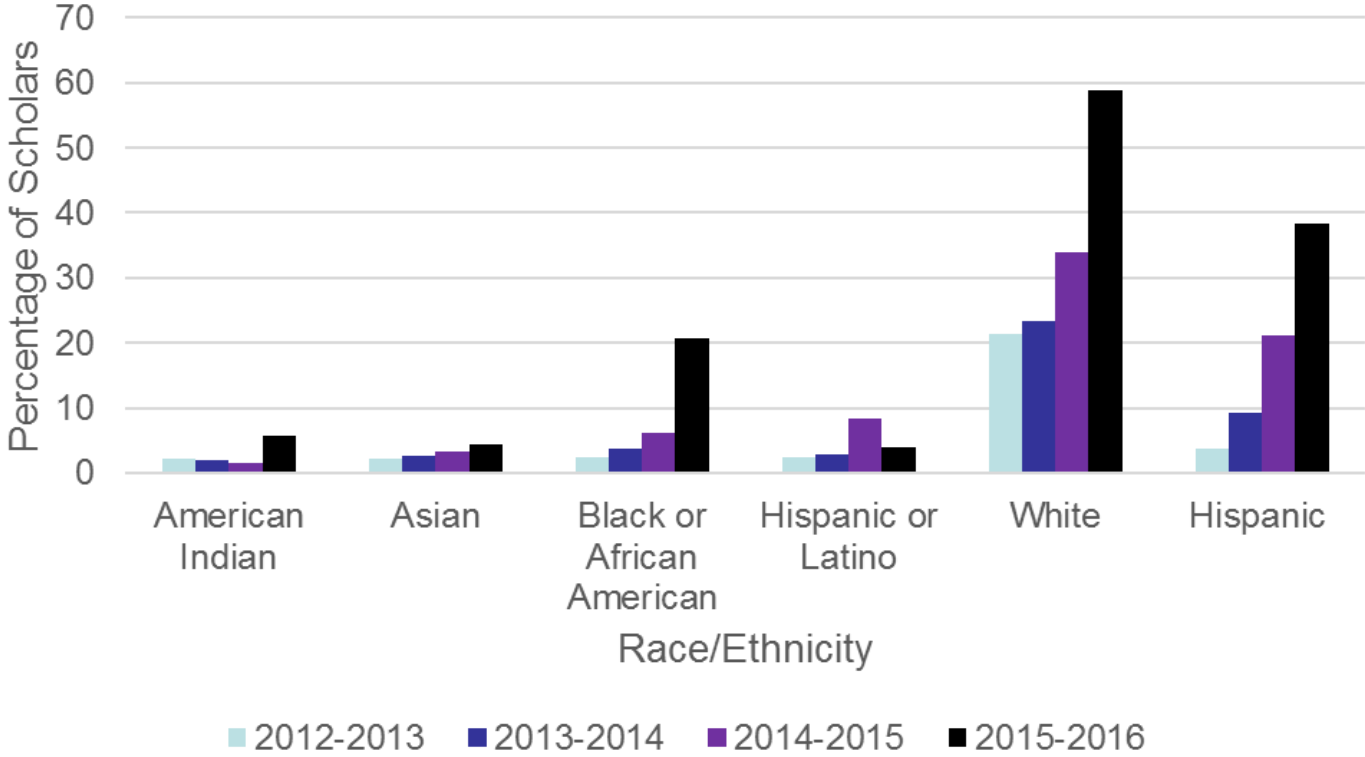
Whom Do We Educate

AAS Sonoma Enrollment 2012-2016



Whom Do We Educate

AAS Sonoma 2012-2016
Enrollment by Race/Ethnicity



What We Offer

- Common Core-aligned curriculum
- Opportunities to explore and interact with the world around them
- Weekly Learning Labs- virtual classroom sessions of direct instruction
- Research-based programs to benchmark our scholars and track their growth throughout the year



Focusing on the Future

- Over the next 5 years, our LCAP focuses on:
 1. Increasing scholar engagement
 2. Increasing academic achievement
 3. Increasing parent involvement
 4. Utilizing a Common Core-aligned assessment program



Increasing Scholar Engagement

- We have, and will continue to raise our graduation rates
 - There was a 39.5% increase in high school graduates from 2014-2015 to 2015-2016.
- Scholars participate in school sponsored events and organizations
 - 2016-2017 has already doubled the number of activities offered to our Sonoma families.

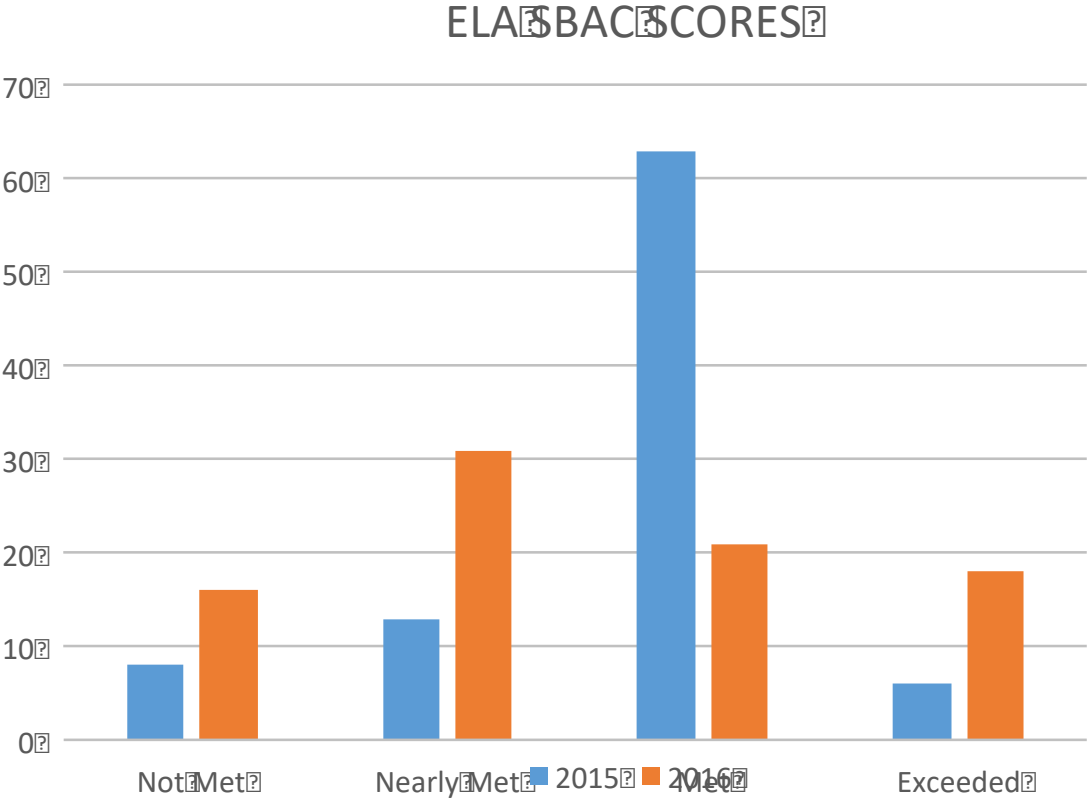


Increasing Academic Achievement

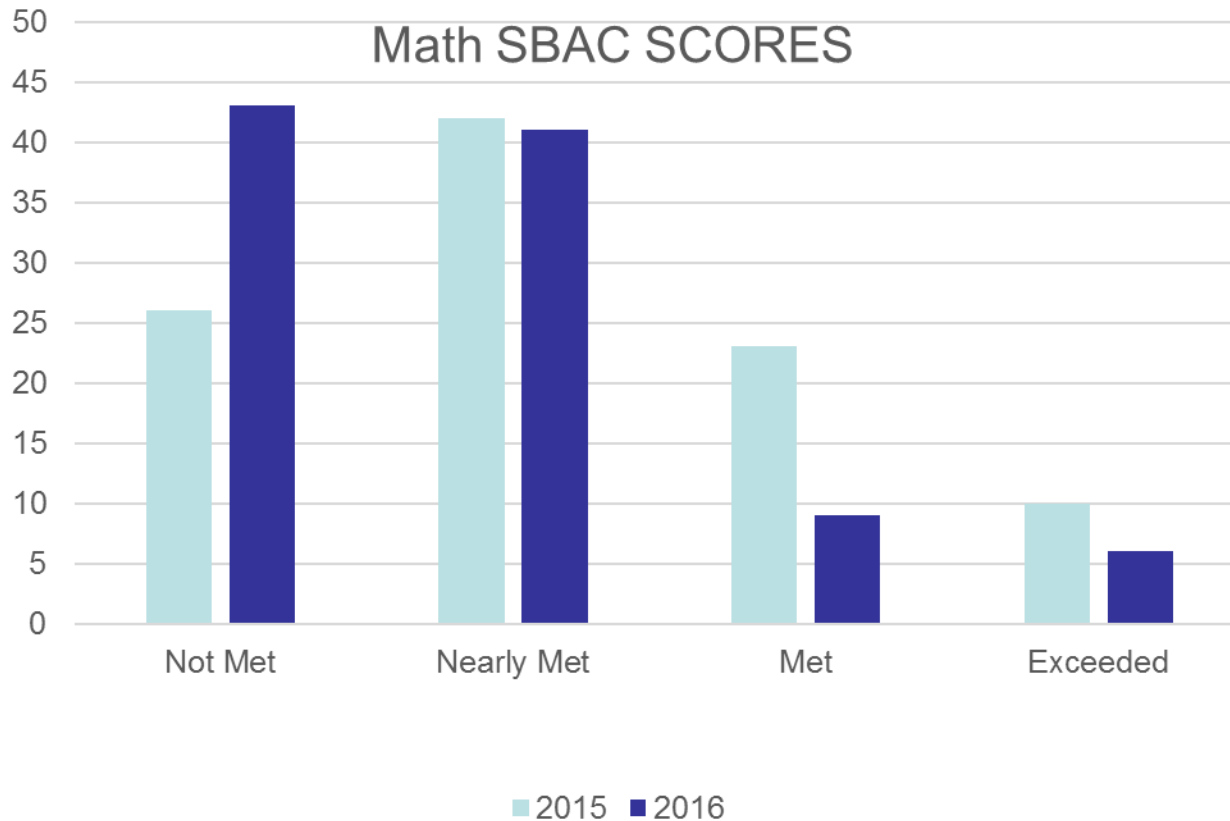
- Scholars that score Met or Exceeded in the ELA and Math portion of the SBAC will increase by working with small groups of scholars and targeting specific standard mastery.
- Course completion rates will increase through constant monitoring of scholar progress by advisors and teachers.
- Scholars with a GPA of 3.5 or greater will be on our Honor Roll.



Academic Achievement



Academic Achievement



Academic Achievement

Grade Level	Our Ranking (ELA)	# of CA Charter Schools	Our Ranking (Math)	# of CA Charter Schools
3	337	573	498	574
4	379	578	511	578
5	471	588	346	589
6	431	591	405	587
7	172	580	331	580



Increasing Parent Involvement

- We are increasing parent involvement by offering more activities, guest speakers, and informational meetings based on parent survey results.
- School communication will increase with the implementation of a school wide messaging system.



Utilizing Assessments

- AAS is using the research based diagnostic & instruction program, i-Ready.
- Scholars take the i-Ready assessments multiple times a year.
- The results help direct instruction and allow for the creation of small group instruction led by our Intervention Coordinator.
- i-Ready offers specialized instruction that targets specific standards as identified in the assessment as being areas of need for the individual scholar.



Greatest Accomplishments

- 39.5% increase in high school graduates
- Named to the 2015 California Honor Roll
- Received 2014 FuelEd Transformation Award
- WASC Accredited



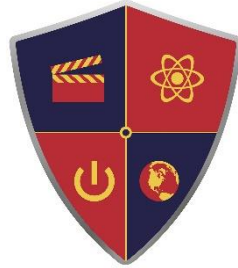
A Dedicated, Caring Staff

- Our staff focuses on the scholar
- Through professional development, life experiences, and the use of 21st century skills, our entire staff works tirelessly to meet the needs of our scholars
- No matter how good a program is, without quality teachers and advisors it wouldn't be successful





Academy of Arts & Sciences Staff
2016-2017



Mountain Empire USD Board of Trustees Presentation

Charter Renewal
Academy of Arts and Sciences
Del Mar K-12

Agenda

- Mission and Vision
- Whom Do We Educate
- What We Offer
- Focusing on the Future
 - Increasing Scholar Engagement
 - Increasing Academic Achievement
 - Increasing Parent Involvement
 - Utilizing Assessments
- Greatest Accomplishments
- Dedicated, Caring Staff



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



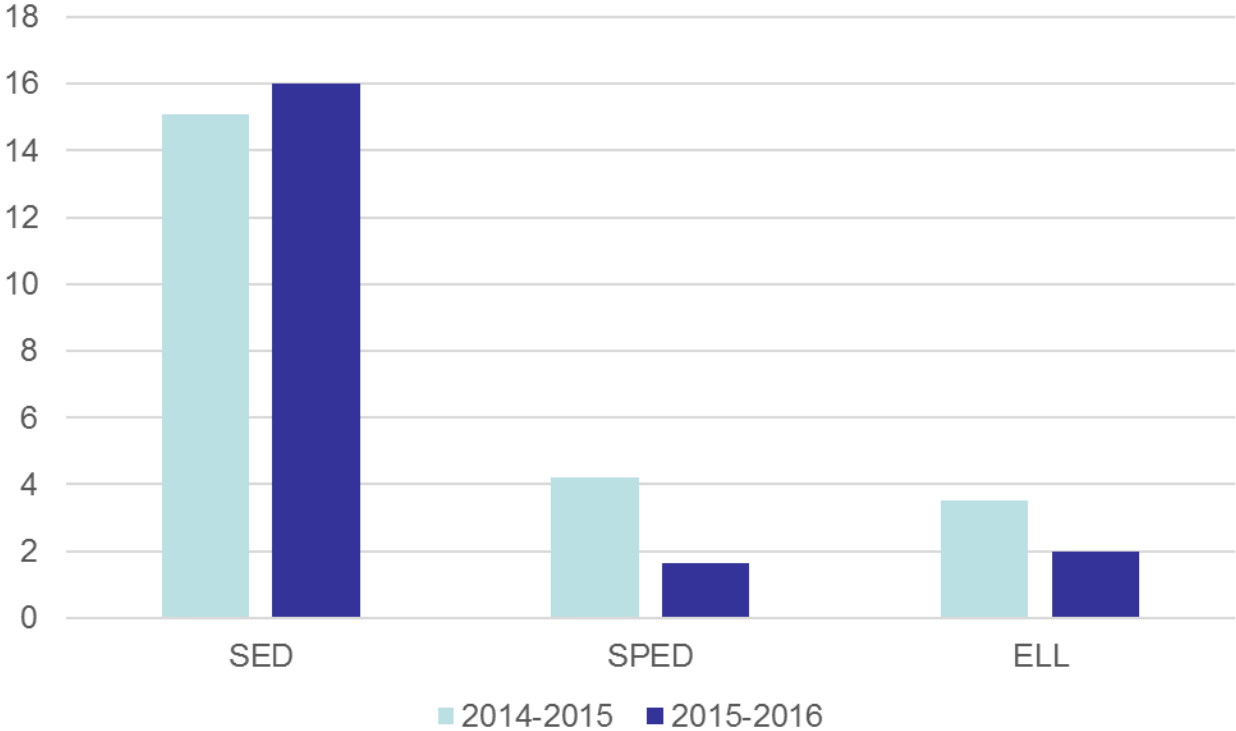
Whom Do We Educate

- Our scholars come from various backgrounds and experiences
- Our scholars are looking for individualized education choices that fit their schedules, lifestyles, and interests

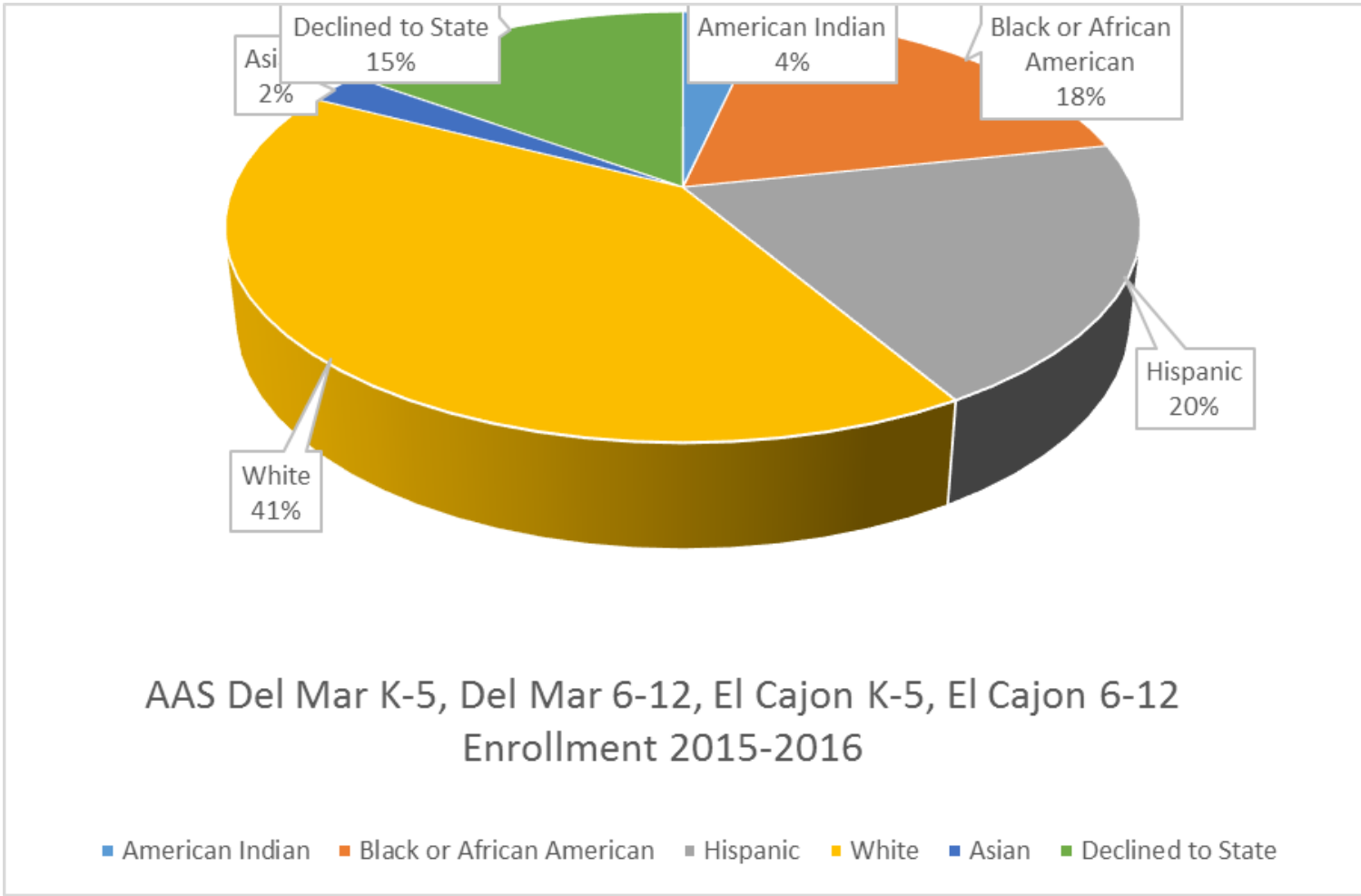


Whom Do We Educate

Subgroup Enrollment by Percentage



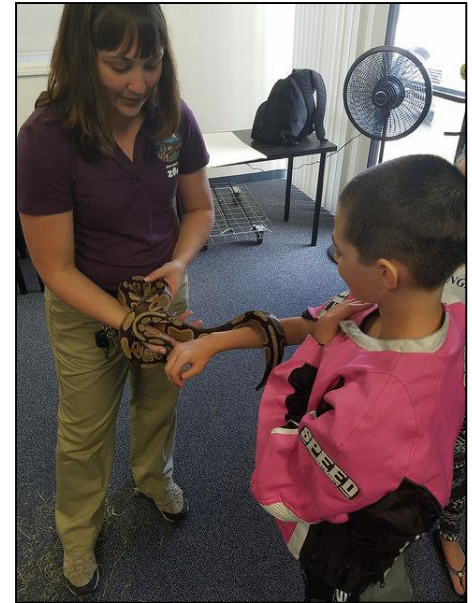
Whom Do We Educate



What We Offer



In addition to Common Core-aligned curriculum and a sound educational program, our scholars have opportunities to explore and interact with the world around them.



Our teachers hold Learning Labs- virtual classroom sessions of direct instruction. We use research based programs to benchmark our scholars and track their growth throughout the year. This also allows for targeted small group instruction.



Focusing on the Future

- Over the next 5 years, our LCAP focuses on:
 1. Increasing scholar engagement
 2. Increasing academic achievement
 3. Increasing parent involvement
 4. Utilizing a Common Core-aligned assessment program



Increasing Scholar Engagement

- We have, and will continue to raise our graduation rates
 - There was a 20% increase in high school graduates from 2014-2015 to 2015-2016.
- Scholars participate in school sponsored events and organizations
 - 2016-2017 has already tripled the number of activities offered in the San Diego area.



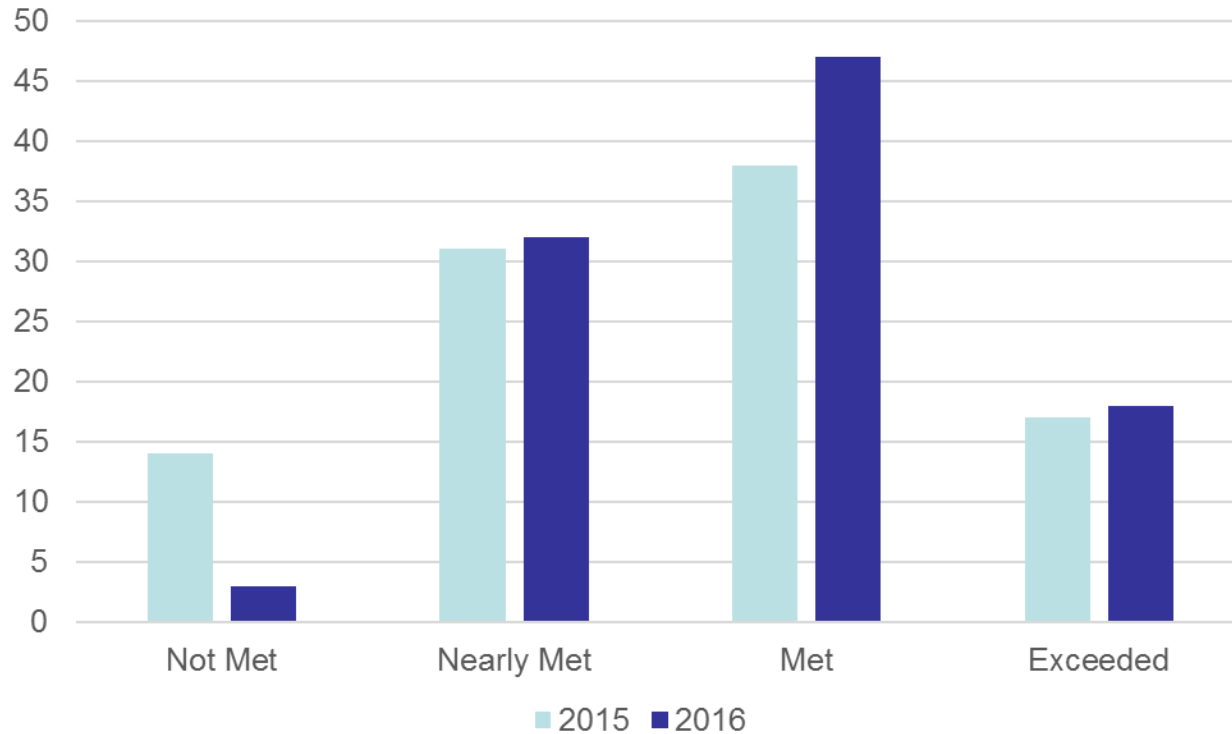
Increasing Academic Achievement

- Scholars that score Met or Exceeded in the ELA and Math portion of the SBAC will increase by working with small groups of scholars and targeting specific standard mastery.
- Course completion rates will increase through constant monitoring of scholar progress by advisors and teachers.
- Scholars with a GPA of 3.5 or greater will be on our Honor Roll.



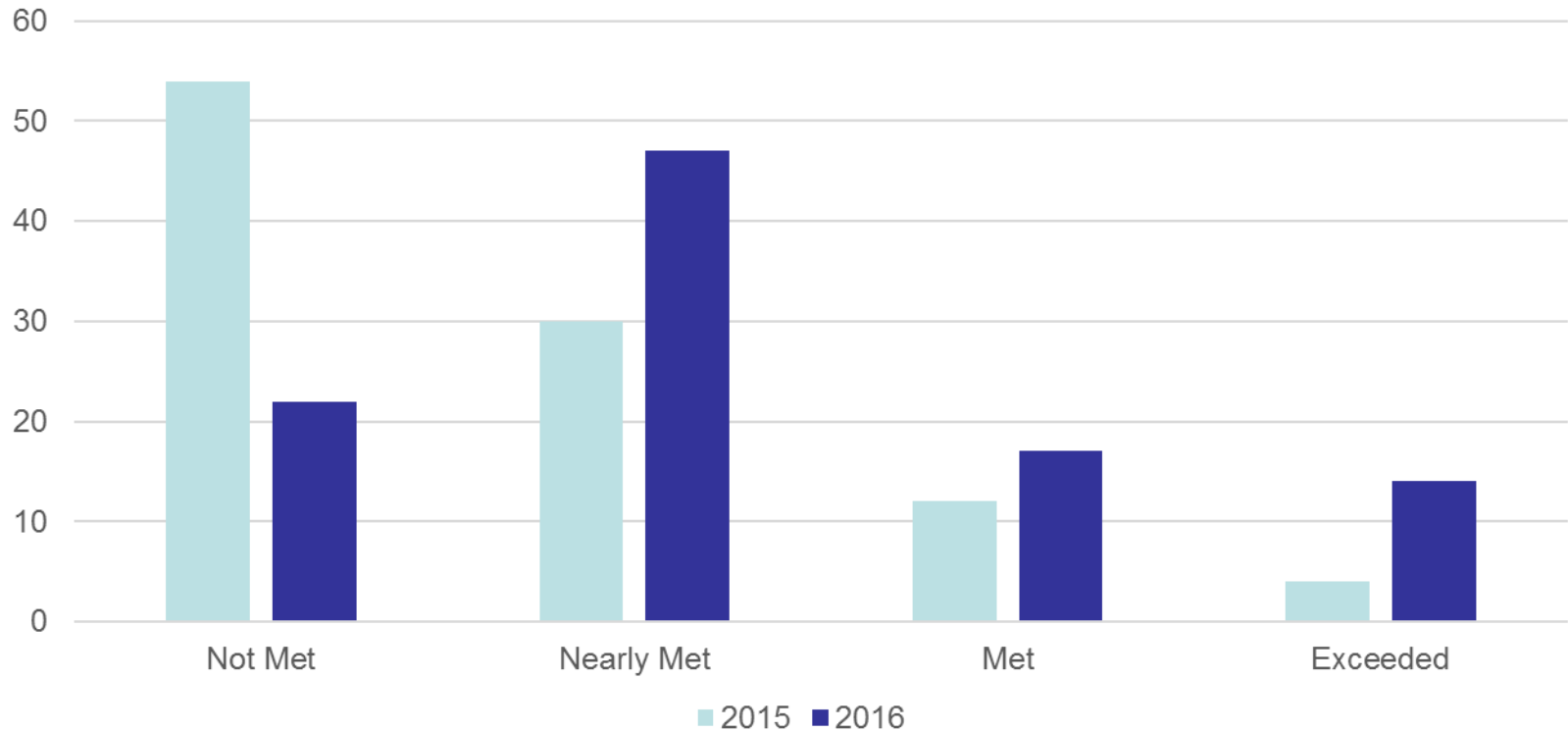
Academic Achievement

ELA SBAC SCORES



Academic Achievement

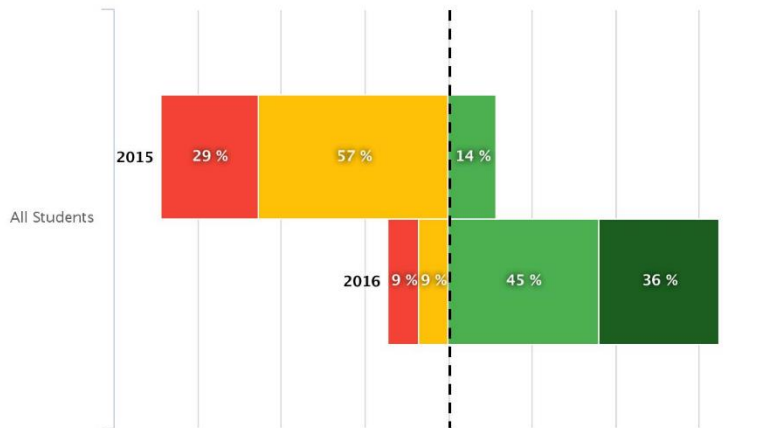
Math SBAC Scores



Academic Achievement

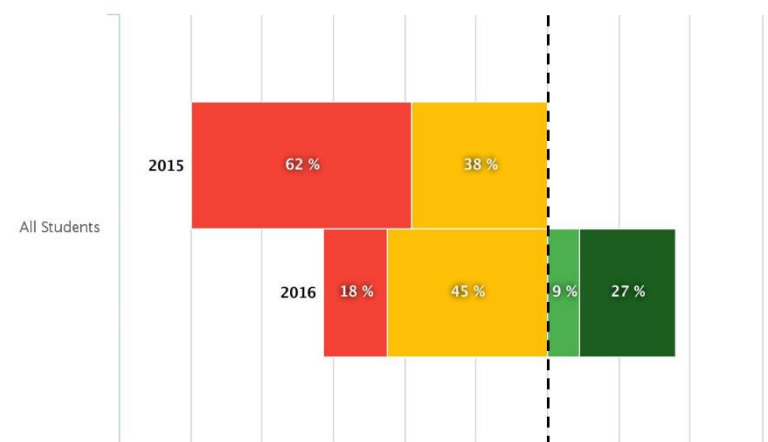
My School Performance vs Prior Year

Grade 7, ELA – Smarter Balanced



My School Performance vs Prior Year

Grade 7, Math – Smarter Balanced



Snap shot of SBAC improvement



Increasing Parent Involvement

- We are increasing parent involvement by offering more activities, guest speakers, and informational meetings based on parent survey results.
- School communication will increase with the implementation of a school wide messaging system.



Utilizing Assessments

- AAS is using the research based diagnostic & instruction program, i-Ready.
- All scholars take the i-Ready assessments multiple times a year.
- The results help direct instruction and allow for the creation of small group instruction led by our Intervention Coordinator.
- i-Ready offers specialized instruction that targets specific standards as identified in the assessment as being areas of need for the individual scholar.



Greatest Accomplishments

- 20% increase in high school graduates
- San Diego Regional Chamber of Commerce Veterans

Honor Roll

- Received 2014 FuelEd Transformation Award
- WASC Accredited



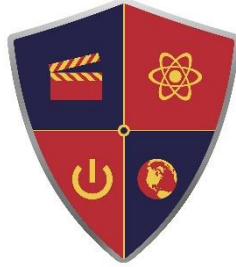
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**Academy of Arts & Sciences Staff
2016-2017**



MUPU Board of Trustees Presentation

Charter Renewal

Academy of Arts and Sciences

Thousand Oaks & Simi Valley

Agenda

- Mission and Vision
- Whom Do We Educate
- What We Offer
- Focusing on the Future
 - Increasing Scholar Engagement
 - Increasing Academic Achievement
 - Increasing Parent Involvement
 - Utilizing Assessments
- Greatest Accomplishments
- Dedicated, Caring Staff



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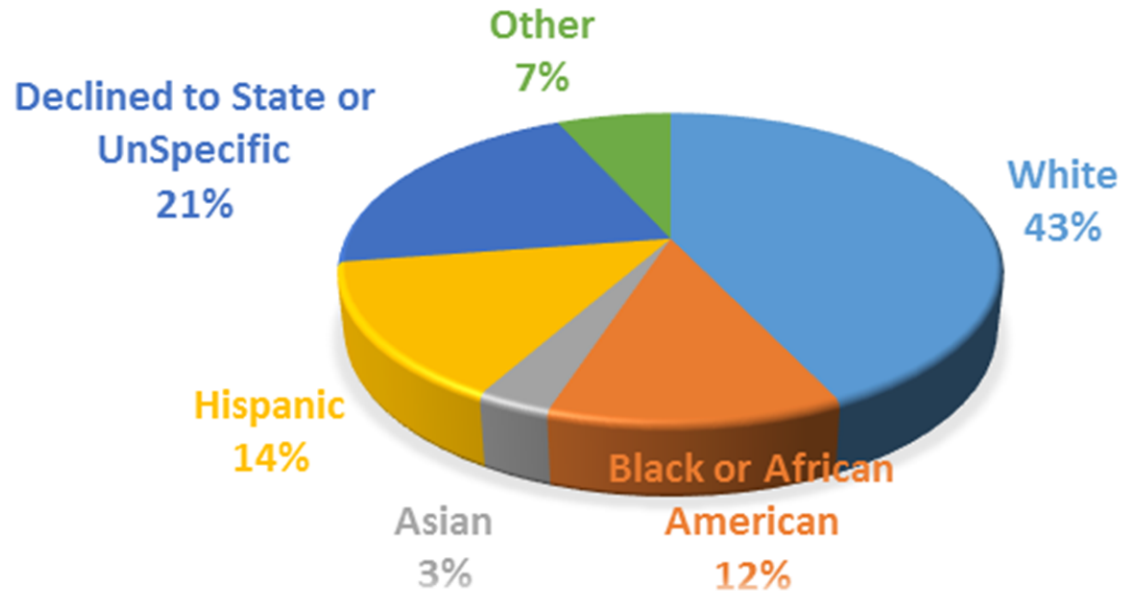
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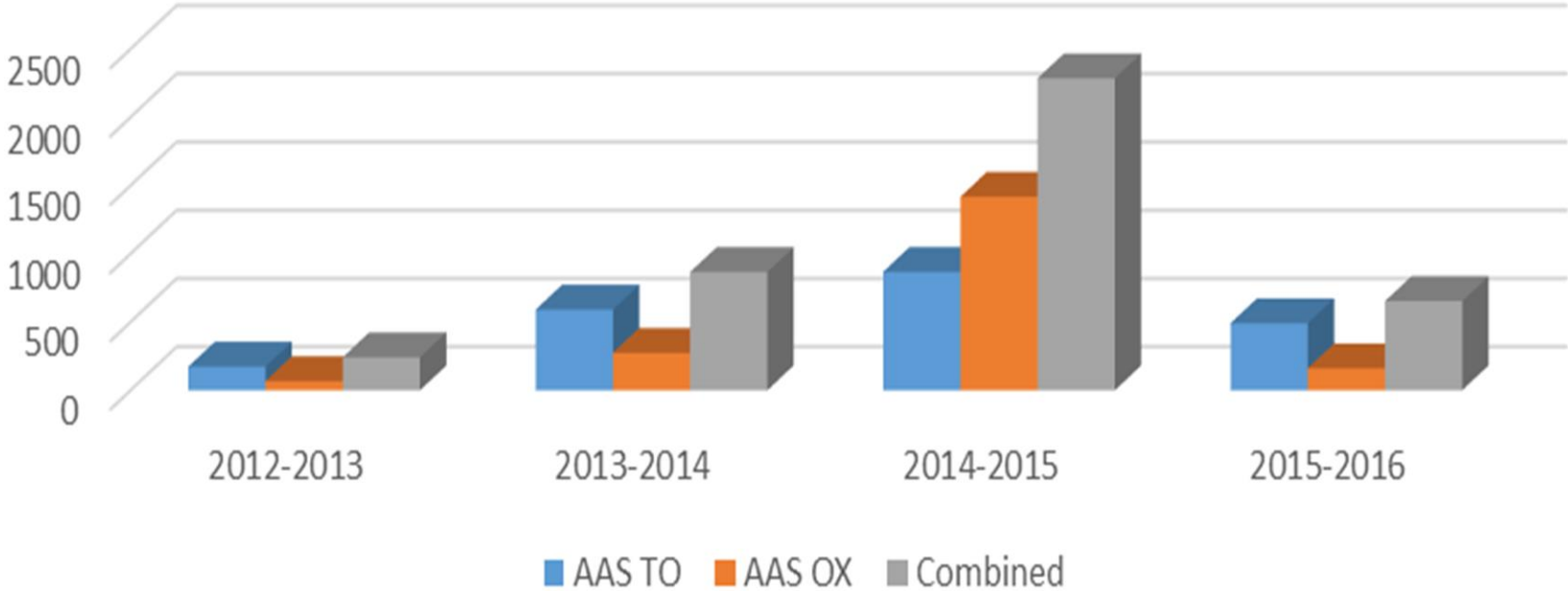
Whom Do We Educate

AAS THOUSAND OAKS & SIMI VALLEY ENROLLMENT BY RACE 2015-2016



Whom Do We Educate

Enrollment
2012-2016



What We Offer

- Common Core-aligned curriculum
- Opportunities to explore and interact with the world around them
- Weekly Learning Labs- virtual classroom sessions of direct instruction
- Research-based programs to benchmark our scholars and track their growth throughout the year



Focusing on the Future

- Over the next 5 years, our LCAP focuses on:
 1. Increasing scholar engagement
 2. Increasing academic achievement
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 4. Utilizing a Common Core-aligned assessment program



Increasing Scholar Engagement

- We have, and will continue to raise our graduation rates
 - There was a 39.5% increase in high school graduates from 2014-2015 to 2015-2016.
- Scholars participate in school sponsored events and organizations
 - 2016-2017 has already doubled the number of activities offered to our Sonoma families.



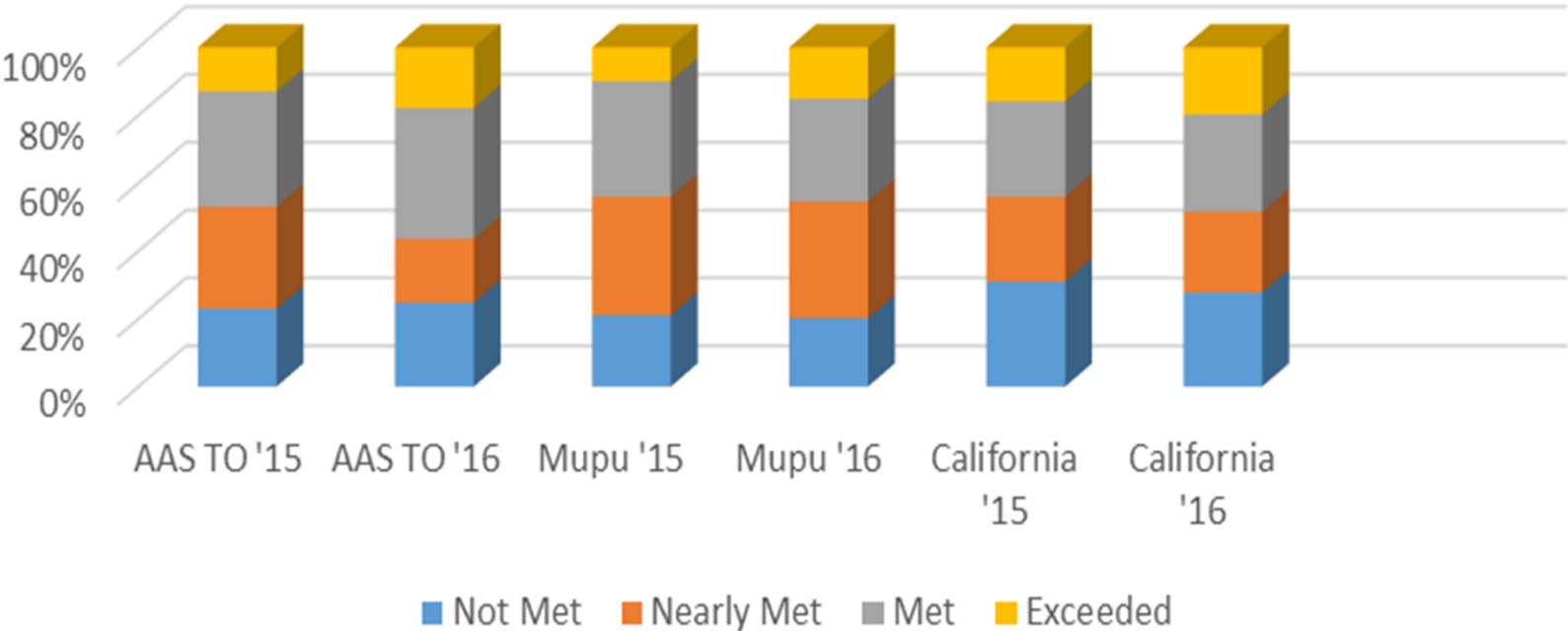
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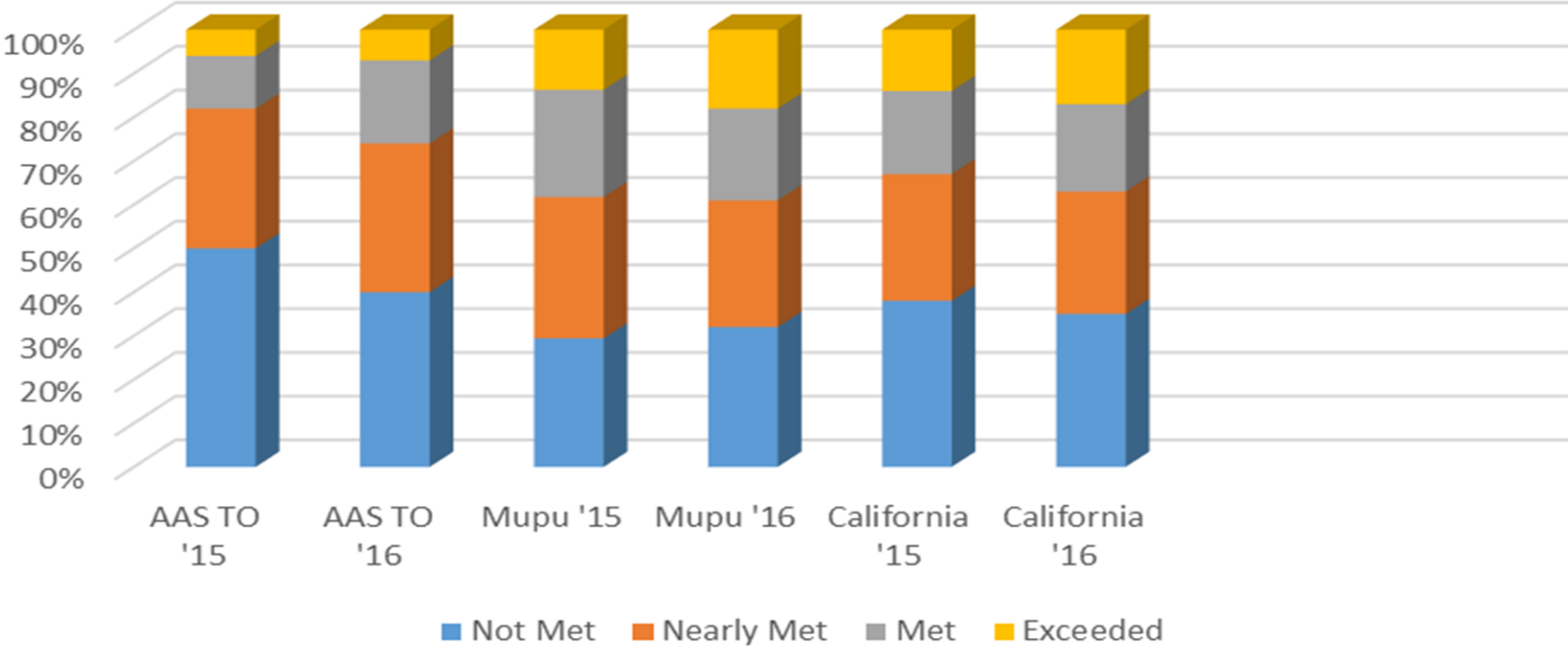
Academic Achievement

ELA SBAC Scores
2015 & 2016



Academic Achievement

Math SBAC Scores 2015 & 2016



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- The results help direct instruction and allow for the creation of small group instruction led by our Intervention Coordinator.
- i-Ready offers specialized instruction that targets specific standards as identified in the assessment as being areas of need for the individual scholar.



Greatest Accomplishments

- Received 2014 FuelEd Transformation Award
- WASC Accredited
- Implementation of Success Academy
- Recognized by CDE for report submission timeliness
- 83% of our families of satisfied with our program



A Dedicated, Caring Staff

- Our staff focuses on the scholar
- Through professional development, life experiences, and the use of 21st century skills, our entire staff works tirelessly to meet the needs of our scholars
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**Academy of Arts & Sciences Staff
2016-2017**



Fall 2016
Volume 2, Issue 1

CHAMELEON CHRONICLE

WELCOME LETTER FROM THE CEO

Greetings AAS Family!

Welcome to our 2016-17 school year! This is an exciting time to be part of our family, as we work to expand and enhance the educational program we offer our scholars.

I hope you have seen some of these great enhancements, especially our engagement offerings. Not only have we increased our field trips and enrichment activities each month, but we are creating events and activities for our learning coaches as well. I hope you have been able to join one of our weekly Learning Coach Lounges, or listen to the recordings from these lounges.



J.J. Lewis
President & CEO

I am also proud to share some additional enhancements, starting with the formation of our Parent Advisory Council (PAC). More information can be found on our [website](#), including bio information for our parents who are serving on the PAC. They will meet monthly, and welcome input and feedback from all of our families! We are also forming our Scholar Leadership Council, and have information on our [site](#) for interested scholars who may wish to get more involved at AAS.

Connect with AAS! There are so many great initiatives going on this year, and I would be remiss if I did not encourage you to follow us on all of our social networking sites. A complete listing can be found on the last page of this newsletter. We have also expanded our [Meet Our Team](#) page and I encourage you to visit the page to learn more about all of our staff. I also welcome you to connect with me... please feel free to eMail me at jj.lewis@aascalifornia.org, message me in ParentSquare, or engage with me on Twitter at [@lewistjj](#).



INSIDE THIS ISSUE

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Academy of
Arts & Sciences

What's New At AAS



The 2016-2017 school year brings many new additions to AAS: ParentSquare, i-Ready, Learning Coach Lounge, and an updated offering of AAS Scholar Clubs.

ParentSquare: A safe and secure platform for all school-to-home communication between teachers, staff, and learning coaches. AAS teachers and staff use ParentSquare to reach learning coaches in their preferred communication methods whether it be e-mail, mobile, text, voice, app, or web portal.

i-Ready: A single K-12 adaptive diagnostic for reading and mathematics that pinpoints scholar needs down to the sub-skill level, and scholar ongoing progress monitoring showing scholars are on track to achieve end-of-year targets.

Learning Coach Lounge: A weekly virtual meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Academy of Arts and Sciences. Learning Coach Lounge is every Wednesday at 10 am. This virtual presentation lasts 30 minutes, and is followed by a live Q and A with presenters and learning coaches.

AAS Scholar Clubs: AAS currently offers a wide variety of clubs: Scholar Leadership Council, Performing Arts, National Honor Society, Chess, Outdoor Activities, Dance, Photography, Fitness, Movie, Book, Cultural Exchange, Future Sciences, Creative Writing, and Running.

“The Enrollment Team has expanded in various ways! We have created new tools to help families...”

For more information regarding clubs, contact our Scholar Engagement Coordinator, Rebecca MacAlpine: rebecca.macalpine@aascalifornia.org.

CLUBS AND
ACTIVITIES



AAS IS GROWING!

We currently have over 1,100 AAS scholars! We are now enrolling for Track C which starts on October 31st!



Message from the Enrollment Team



Back row left to right: Dario Eminente and Benjamin Caudillo.
Front front left to right: Danielle DelNegro, Nicole Mitra, and Vanessa Plascencia.

The Enrollment Team has expanded in various ways! We have created helpful tools to help families know what to expect during our enrollment process such as our Enrollment Packet Tutorial and Road to Enrollment Timeline which can be found on our [AASCommunicates](#) Youtube channel.

We are offering a new program this school year called Home Study. Our Home Study scholars receive instructional funds that are set aside and managed by an Educational Facilitator (EF) for each scholar to use towards the purchase of approved, non-sectarian educational materials, curriculum, and services. Parents, EF's, and scholars work together to make purchasing decisions based on scholar's goals, learning styles and academic progress. Parents should be fully committed to creating a compelling learning environment, selecting appropriate curriculum, and providing challenging lessons.

Our enrollment for the 2016-17 school year continues! We are currently enrolling for our both online and Home Study programs through March 3rd, 2017!



Parent Suggestion Box



Scholar Suggestion Box

AAS always welcomes learning coaches' (parents) and scholars' feedback. For any questions, comments, concerns, or suggestions click on the links below:

[Parent Suggestion Box](#)

[Scholar Suggestion Box](#)

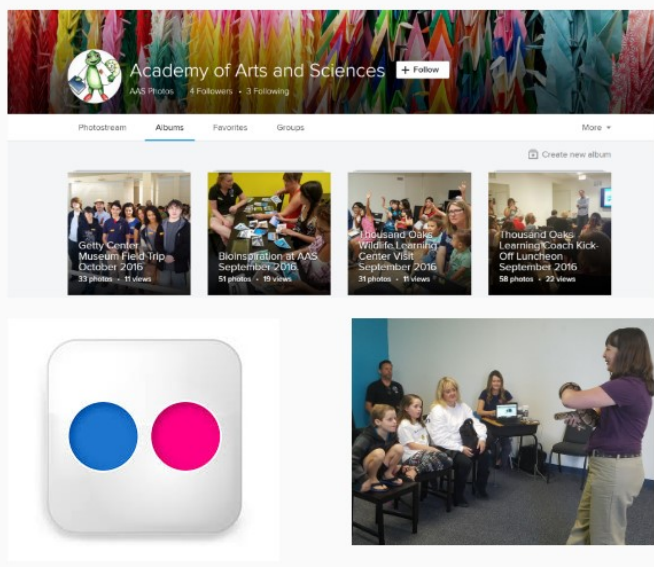
AAS HIGHLIGHTS

From AAS field trips to enrichment activities, AAS scholars have had the opportunity to meet, mingle, and participate in educational activities which inspire collaboration and growth.



From top left to right: AAS Getty Museum Field Trip, and AAS Thousand Oaks Wildlife Learning Center Enrichment Activity at the Thousand Oaks Learning Center.

From bottom left to right: AAS LA County Fair Field Trip, and BionInspiration Enrichment Activity at our San Diego Learning Center.



There has been no shortage of AAS Enrichment activities or field trips this year. Photos of all enrichment events and field trips can be found in our [Flickr](#) albums.

AAS PARTNERS WITH TEAMBONDING TO SUPPLY BACK TO SCHOOL!

Thousand Oaks, CA – AAS partnered with TeamBonding during their recent All-Staff Retreat to fill 30 backpacks with back to school supplies as part of a team building activity. Close to 100 staff participated in the activity and filled the backpacks for Mountain Empire USD. AAS selected Mountain Empire USD as the beneficiary because the retreat was in San Diego County, and they are the authorizer for San Diego County, in addition to being great partners in education.

“We truly value our partnership with the Academy of Arts and Sciences. We have already given out some of the backpacks to our students who need the school supplies and they were received with great enthusiasm and appreciation,” said Dr. Kathy Granger, Mountain Empire USD Superintendent. The “Tools For Schools” program is part of the TeamBonding’s Corporate Social Responsibility Team Building series. This program is a fun, interactive, and productive way to bring teams together and unite them toward a common goal of helping the local community. School supplies can be expensive, especially for middle and high school scholars. “Tools For Schools” provided a great way for AAS to help make a difference in our community.



Academy of Arts & Sciences

Elementary School (K-5)

AAS SCHOLARS HAVE APPEARED ON THIS YEAR'S AMERICA'S GOT TALENT!

Thousand Oaks, CA – Academy of Arts & Sciences (AAS) third grade scholar Brooklyn Nicole Rockett and her brother, fifth grade scholar Kadan Bart Rockett, will be the youngest magician/illusionists to be featured on NBC's America's Got Talent as contestants.

"As Brooklyn's teacher, I would like to say how very happy I am that she is in our program working very hard, and starting her career in show business," said Carrie Talcott, AAS Elementary Teacher. "She is showing great courage by going on national television to perform for America. I wish her great success during this contest, and we will be cheering her on."

"The entire AAS family is proud of our scholars Brooklyn and Kadan for being part of America's Got Talent and showcasing their talents as magicians and illusionists," remarked J.J. Lewis, AAS President & CEO. "I know I speak for their fellow scholars, and all of our staff, when we wish them to best of luck in this competition. All of our scholars have amazing talents and it is great to see Brooklyn and Kadan having the opportunity to showcase theirs on the national stage. We will all be watching and cheering them on!"



Welcome to the 2016-17 school year! I am very excited to be your Elementary School Coordinator. This year is going to be very exciting for our scholars. Our teachers are preparing exciting engaging lessons for all of you in our new learning labs. In addition, we will be having some very exciting projects in the near future. I am always available to talk to you by phone, email, or virtually in my classroom. This is going to be a great year!!

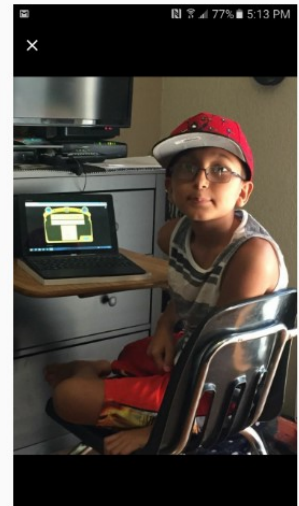


Steven Thompson
Elementary School
Coordinator

Our AAS elementary school scholars have had no shortage of educational fun and learning since the start of the 2016-2017 school year!

Bio Poem Planning Page

First Name katherine
 3 Words That Describe You funny, curios, and awesome
 Who enjoys walking the dog Olivia
 Who is able to build a robot
 Who feels happy
 Who wonders _____
 Who fears sharks
 Who cares about mommy
 Who dreams of unicorns



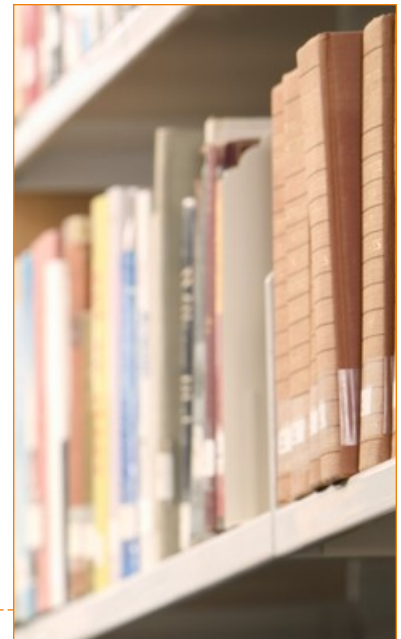
Our elementary scholars include artists, creative thinkers, dojo champions, and enthusiastic learners!

Middle School (6-8)

Melissa Blitzstein here, your Middle School Coordinator, so excited for what is ahead in the 2016-2017 school year! There are so many ways for scholars and learning coaches to get involved this year and I look forward to meeting many of you there. Scholars, be sure to attend your weekly Learning Labs run by your content teachers. This is a time for you to learn something new, connect with your teacher and peers, and participate in exciting activities. Parents, sign up for Parent Square, if you haven't already, to be informed of Field Trips and Enrichments that are going on in your local area. Should you have any questions, feel free to e-mail, call, or text me and I will be happy to assist. This school year is going to be our best yet! Go AAS Chameleons!



Melissa Blitzstein
Middle School
Coordinator

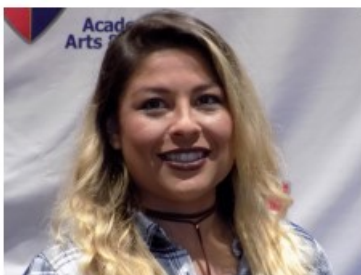


“Scholars, be sure to attend your weekly Learning Labs run by your teachers.”



Nancy Cisneros
Middle School Advisor

Important reminder from AAS 8th Grade Middle School Advisor, Nancy Martinez: After October 14th AAS staff will only send emails to scholars newly assigned AAS email addresses. If you haven't already done so, please reach out to your advisor to receive your new email address and temporary password, or if you need help logging in to your new AAS email address. Please start using your new AAS email address for all AAS related communication today!



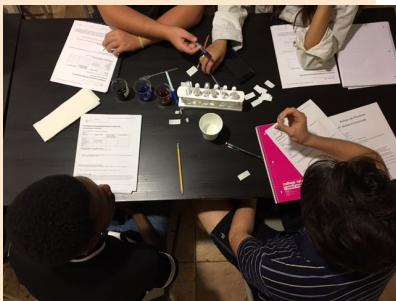
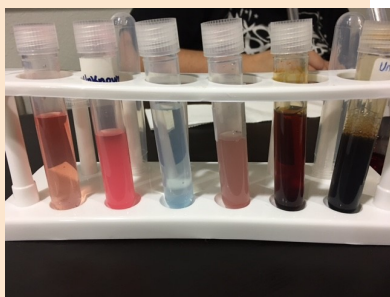
Crystal Nunez
Middle School Advisor

7th Grade Advisor, Crystal Nunez, has some great advice for our middle school scholars! Click [here!](#)



Saturday, October 1st, marked our first in-person Science Wet Labs. About 50 scholars participated in the opportunity to work alongside their peers (live and streamed) as they discovered how to see the different biological compounds that make up all organisms (living things).

Our next Wet Labs will be on **November 5, 2016**. Please keep an eye in [ParentSquare](#) for announcements!



6

Academy of Arts & Sciences

HIGH SCHOOL (9-12)



Charlotte McClain
High School Coordinator

Hello, I'm Charlotte McClain, the High School Coordinator for AAS, and I'm excited for the great year ahead with AAS. This 2016-2017 school year promises to be a year filled with growth, success, and opportunities for our AAS high scholars. I look forward to unlocking opportunities, embracing potential, and inspiring excellence!

From mock trials, inspirational quotes, and science wet labs, our AAS scholars are continuously given the resources they need to be set up for success!

AAS Advisors are always there to offer positive reinforcement!

Anastasia-

Awesome job! Congrats on getting that test re-taken. I love how motivated you always are to stay on top of things!

Have a wonderful rest of your day,

Mrs. Humpherys

Hello Lavaghn,

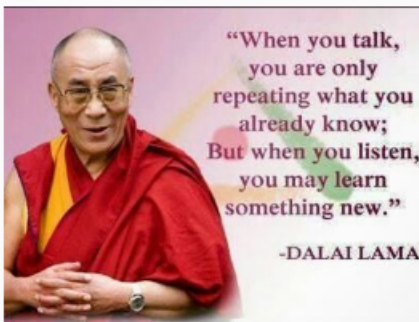
How are you today? I am excited to let you know that you're one of my high performing scholars! All of that hard work is paying off! Keep going strong, and if there is anything I can do to help you please let me know!
Laurie Pompa

Hello Sandy,

I'm so glad you were able to print out the assignment pacing guides for each class. That's such an important first step! Please feel free to reach out to me again with any other questions.

Have a great day,

Melody Duran



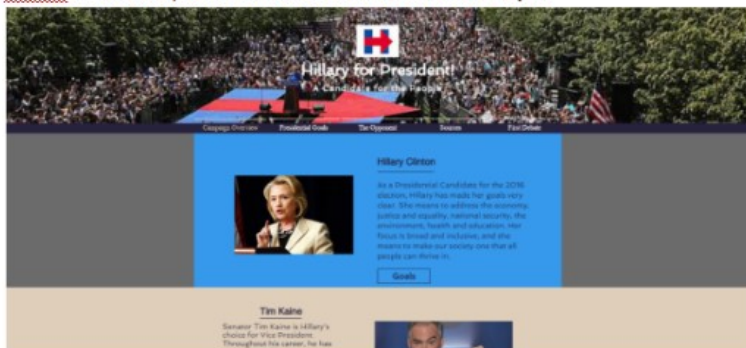
Math Scholars –

Congratulations on starting the new semester. As we start this journey of new and exciting math, remember this quote from Albert Einstein: "It's not that I'm so smart, it's just that I stay with problems longer". Keep trying! Keep working on your assignments! Ask your teacher if you have questions! Learning Labs are a great way to review and learn new material – come to the live sessions, learn and interact with other math scholars. You can do it! – Ms. Woodley

"It's not that I'm so smart, it's just that I stay with problems longer."

–Albert Einstein

AllieAnn C. created a persuasive website for our Mock Election Project



AAS Counseling Team



Back Row left to right: Counselor, Edith Cruz, Counseling Services Manager, Debra Stephen, Counselor, Jacob Samples.

Front row left to right: Counselor, Gabriela Ayala, Counselor, Gabee Gonzalez.

The AAS Counseling Team has a lot of important information to share with our high school scholars, such as but not limited to: Acceleration Course Options Program (ACOP),

college entrance exams, CollegeGo app, financial aid, CA Dream Act, scholarships, Cal States, UC's, and virtual tours. For more information, click [here](#).

Upcoming Events

Wednesday, October 19th-Counseling Road Trip

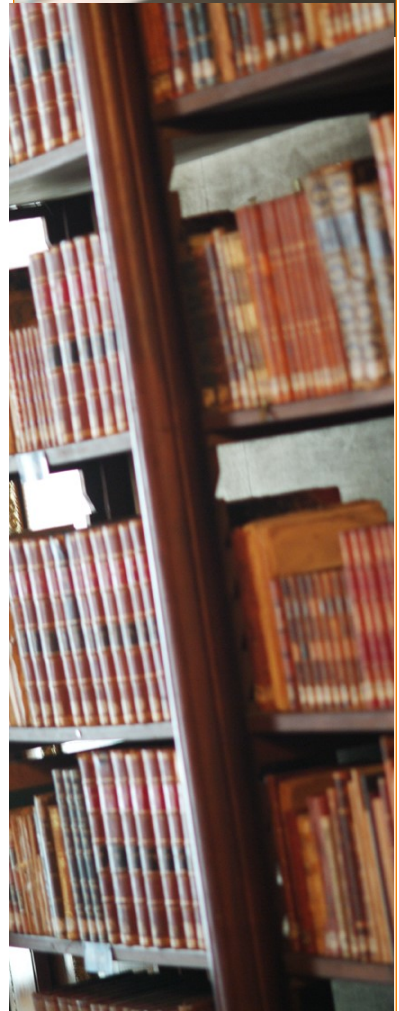
Friday, October 21st-Harvest Celebration and Pumpkin Decoration Contest at Thousand Oaks Learning Center

Friday, October 28th-Harvest Celebration and Pumpkin Decoration Contest at San Diego Learning Center

Monday, December 12th- Charter School NBA Night, Clippers V. Trailblazers

Tuesday, December 20th-Charter School NBA Night, Warriors V. Utah Jazz

Visit [ParentSquare](#) to RSVP for these great events & **more!**



Academy of
Arts & Sciences

ACADEMY OF ARTS & SCIENCES

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CORE VALUES

Achievement

Communication

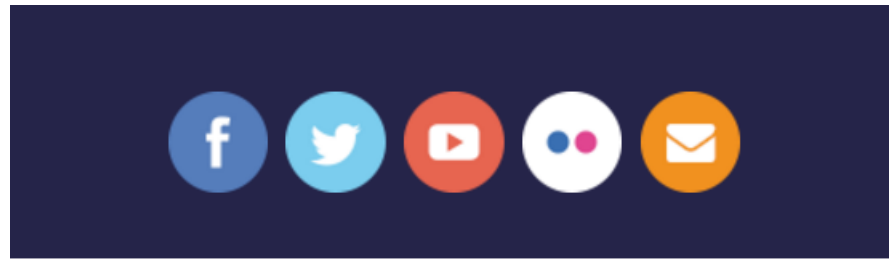
Integrity

Respect

Teamwork

Chameleon Chronicle Editor:

Rola Eldanaf:
rola.eldanaf@aascalifornia.org



STAY CONNECTED WITH ACADEMY OF ARTS & SCIENCES!

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YouTube: [AASCommunicates](https://www.youtube.com/AASCommunicates)

Flickr: [AASPhotos](https://www.flickr.com/photos/AASPhotos)

Instagram: [AASCommunicates](https://www.instagram.com/AASCommunicates)

Website: aascalifornia.org



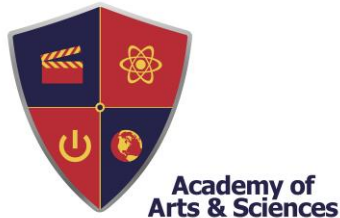
ACADEMY OF ARTS & SCIENCES

850 HAMPSHIRE RD. SUITE P.

THOUSAND OAKS, CA 91361



Academy of
Arts & Sciences



Academic Affairs Committee Report October 13, 2016

The inaugural Academic Affairs Committee met on Thursday, October 13, 2016 at 1 pm. Members of the committee consist of Dr. Miriam Cohen (Committee Chair), Mr. Matt Koblick, and Mr. Joel Manwarren (Director of Academic Affairs), all of whom, except Dr. Cohen due to Jury Duty, were present at this meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary, both of whom were also present at this meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our Academic Affairs Committee Meeting Packet):

Class of 2017

AAS celebrated its first graduate of the 2016-2017 school year last month. A junior who completed both the 11th and 12th grade curriculum was able to graduate early. She has chosen to start Navy basic training this fall.

College Road Trip Presentation Series

Our Counseling Services Department is hosting two (2) virtual presentations in October, in both English and Spanish. They hosted their "Navigating the College Application" presentation on October 12th and on October 19th starting at 6 pm, they will host "FAFSA Basics: Money for College."

Curriculum Review

Teams from the Academic Affairs Division participated in a robust curriculum review process. A formal presentation and review is under New Business.

Science Wet Labs

AAS is hosting synchronous and asynchronous biology and chemistry labs the first Saturday of every month this school year. They are held at our San Diego and Thousand Oaks Learning Centers, and streamed for those scholars who are unable to attend in person. Our first session last Saturday, October 1st, with 24 scholars attending in person and 23 virtually, out of 82 enrolled in our comprehensive biology and chemistry courses.

Mr. Lewis introduced Ms. Crystal Villegas, the Scholar Intervention Coordinator, to walk the committee through the Summer Remediation Program presentation. Ms. Villegas shared the intent of the program, along with overall program results and targeted results of those scholars who returned to AAS this school year. She also shared some of the focus areas for this year, including increased support and data-driven instruction.

Mr. Lewis led the committee in a review and discussion on the Academic Affairs Committee charge, which was approved by the Board of Directors at their May 10, 2016 special meeting. Key responsibilities consist of assisting in setting academic strategies; ensuring that all board members understand the key charter promises made to the community and authorizers; ensuring that resources are allocated appropriately to support and sustain academic programs; and ensuring that the school's academic programs are appropriate for its scholars, and that scholars are well served by the school.

Mr. Lewis walked the committee through the 9th Grade Math Placement Track A Checkpoint Update, which was prepared by Debra Stephan, Counseling Services Manager. The Counseling Services Department performed the 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy. The checkpoint resulted in one (1) scholar course level change from Honors Algebra to Comprehensive Algebra.

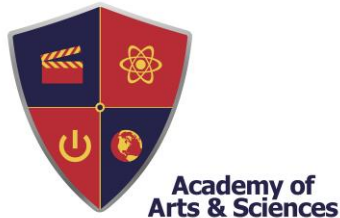
Mr. Lewis walked the committee through a review of curriculum provider options for the 2017-18 school year and beyond. AAS currently uses K12 and FuelEd (a division of K12) as our curriculum providers for Elementary (K12) and Middle and High (FuelEd) schools. Our contract with these providers is up for renewal at the conclusion of the 2016-17 school year. We assembled two (2) committees to review our options for curriculum providers. Based on feedback from our Leadership Team, the overwhelming recommendation is to select K12 for our elementary program, and FlipSwitch for our middle and high school program. Based on feedback from our Curriculum Review Committee, the unanimous recommendation is to select FlipSwitch for our middle and high school program.

The Academic Affairs Committee voted unanimously to approve K12 as the curriculum provider for Elementary School, and FlipSwitch as the curriculum provider for Middle and High School.

The meeting adjourned at 1:46 pm. The next Academic Affairs Committee meeting is scheduled for Thursday, December 8th starting at 1 pm.

Respectfully Submitted,

Mr. Matt Koblick
Board Member &
Acting Academic Affairs
Committee Chair



Finance Committee Report November 15, 2016

The Finance Committee met on Tuesday, November 15, 2016 at 2 pm. Members of the committee consist of Mr. Joe Cummings, Ms. Lisa Fishman (Director of Operations), and Dr. Kathy Granger (Committee Chair), all of whom were present at this meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary, both of whom were also present at this meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our November Finance Committee Meeting Packet):

BoardOnTrack

AAS has deployed a new system to assist in facilitating board and committee meetings, provide training and tools to support board members, evaluate the CEO, and provide key information to the public. The agenda and minutes from meetings will have a slightly different look, and the way the public accesses information in our online portal is more user-friendly.

2015-16 Audit

Christy White Associates have prepared our 2015-16 audit. A formal presentation and review is under New Business, where the committee is being asked to assist in crafting our response to the various audit findings.

Mr. Lewis walked the committee through the Balance Sheet and Year to Date Actual to Budget Detail from October.

Mr. Lewis walked the committee through the revised Board Finance Policy. Key revisions include language on the use of credit cards by staff, petty cash use, and other updates. A template was provided by our auditing firm, Christy White Associates, which was blended with language from our current policy in the Board Policy Manual.

The Finance Committee voted unanimously to approve the revised Board Finance Policy.

Mr. Lewis walked the committee through the College Readiness Block Grant Proposal, which was prepared by Debra Stephan, Counseling Services Manager and Edith Cruz, College and Career Readiness Counselor. Funds have been made available through the state budgeting process, and AAS is being awarded \$375,000. As part of the process, AAS needed to craft a plan to utilize these funds, which will include launching an Avid Program, increasing counseling staff support, and additional initiatives through the

Counseling Services Department. The full Board of Directors will need to review the proposal during a regular meeting, and approve at a subsequent meeting.

The Finance Committee voted unanimously to approve the College Readiness Block Grant proposal.

Mr. Lewis walked the committee through the draft 2015-16 Audit, which was prepared by Christy White Associates.

There were a number of findings in this audit for 2015-16:

- 2016-1: Financial Statement Reporting
 - Academy's Response: Academy of Arts and Sciences has contracted with a new back-office provider, CSMS. In addition, a Finance Committee has been formed and meets on a monthly basis to review the Balance Sheet and Year to Date Actual to Budget.
- 2016-2: Attendance from Non Classroom-Based Instruction
 - Academy's Response: Academy of Arts and Sciences has modified its enrollment and approval process for incoming scholars. Additional checkpoints have been created for the Enrollment Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Executive Assistant to the CEO.
- 2016-3: Independent Study Ratio
 - Academy's Response: Academy of Arts and Sciences no longer relies on instructional consultants to aid in instruction. Weekly reports are generated to track and monitor scholar to teacher ratios. Internal auditing will occur on a weekly basis by the Director of Academic Affairs and Director of Operations.
- 2016-4: Unduplicated Local Control Funding Formula
 - Academy's Response: Academy of Arts and Sciences has modified its enrollment process and approval process for incoming scholars. Additional checkpoints have been created for the Enrollment Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Executive Assistant to the CEO.

There were also updates from the findings from the 2014-16 audit:

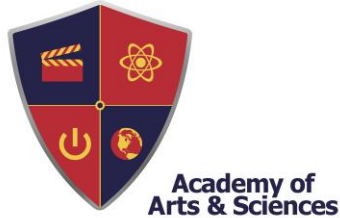
- 2015-1: Controls Over Payroll Processing & Human Resources (Implemented)
- 2015-2: Attendance from Non Classroom-Based Instruction (Not implemented)
- 2015-3: Attendance from Classroom-Based Instruction (Implemented)
- 2015-4: Unduplicated Local Control Funding Formula (Not implemented)

The Finance Committee voted unanimously to approve the 2015-16 Audit.

The meeting adjourned at 3:06 pm. The next Finance Committee meeting is scheduled for Tuesday, December 20 starting at 2 pm.

Respectfully Submitted,

Dr. Kathy Granger
Board Treasurer &
Finance Committee Chair



Finance Committee Report
October 18, 2016

The Finance Committee met on Tuesday, October 18, 2016 at 2 pm. Members of the committee consist of Mr. Joe Cummings, Ms. Lisa Fishman (Director of Operations), and Dr. Kathy Granger (Committee Chair), all of whom were present at this meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary, both of whom were also present at this meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our November Finance Committee Meeting Packet):

2015-16 Audit

Christy White Associates were on-site on Wednesday and Thursday, September 28th and 29th, to complete their review of our financials. The audit is due to the state by December 15th; we anticipate presenting the audit to the Finance Committee in November.

2016-17 Funding Update

We are seeking guidance from the California Department of Education on the preferred process to submit our request for a review of our SB740 Funding Determination, using our 2015-16 financials.

San Diego Learning Center

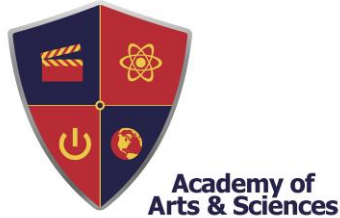
We have signed an amendment to our lease of 4560 Alvarado Canyon Road, Suites D-H, to surrender Suites G & H for the duration of our lease. This reduces our remaining lease obligation from \$87,045 to \$48,468, a savings of \$38,577 to the organization.

Mr. Warner from CSMC walked the committee through the Balance Sheet and Year to Date Actual to Budget Detail from August and September.

The meeting adjourned at 2:37 pm. The next Finance Committee meeting is scheduled for Tuesday, November 15 starting at 2 pm.

Respectfully Submitted,

Dr. Kathy Granger
Board Treasurer &
Finance Committee Chair



Personnel Committee Report October 19, 2016

The inaugural Personnel Committee met on Wednesday, October 19, 2016 at 9 am. Members of the committee consist of Mr. Joe Cummings (Committee Chair), Ms. Lisa Fishman (Director of Operations), and Dr. Kathy Granger, all of whom were present at this meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary, both of whom were also present at this meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our Personnel Committee Meeting Packet):

City of San Diego Sick Leave Notification

We shared the mandatory City of San Diego *Earned Sick Leave and Minimum Wage Employee Notification Form* with our employees who live in the City of San Diego, per their new city ordinance.

Classified School Employee Teacher Credentialing Program RFP

We submitted an Intent to Apply for the Classified School Employee Teacher Credentialing Program. If selected, we would be eligible for \$4,000 per employee who is not yet credentialed and is looking to be credentialed. We are reaching out to authorizers to look into creating a consortium and applying together as a consortium.

Hourly Non-Exempt

With the change in the Department of Labor's FLSA Overtime Exemption Rule, which was released on May 18, 2016, we have moved our Enrollment Specialists (three) to Hourly Non-exempt. We will move our Advisors to Hourly Non-Exempt by December 1. The rule change affects those employees who earn less than \$47,476 annually (old rule was \$23,660 annually). The threshold will be updated every three years to keep up with inflation, and based on current projections, would rise to \$51,000 on January 1, 2020.

Leadership Book Club

We have started a quarterly Leadership Book Club series for our coordinators, managers and directors. The first book is *Strengths Finder 2.0* by Tom Rath.

Mr. Lewis led the committee in a review and discussion on the Personnel Committee charge, which was approved by the Board of Directors at their May 10, 2016 special meeting. Key responsibilities consist of establishing and periodically reviewing the general compensation policies applicable to the Academy of Arts and Science's employees, and oversee the development and implementation of compensation

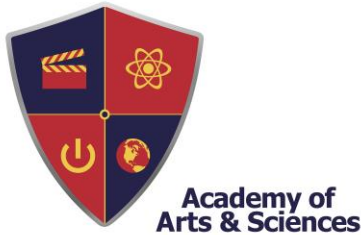
programs, as well as guiding the development, review and authorization of personnel policies and procedures.

Mr. Lewis walked the committee through the hiring tracker. This is used to monitor the length of time between posting a job opportunity, through screening and interviews, offer dates and start dates.

The meeting adjourned at 9:25 am. The next Personnel Committee meeting is scheduled for Wednesday, December 21st starting at 9 am.

Respectfully Submitted,

Mr. Joe Cummings
Board Member &
Personnel Committee Chair



Memorandum

To: Board of Directors
From: Debra Stephan, Counseling Services Manager
Date: November 28th, 2016
RE: College Readiness Block Grant Proposal

In June 2016, the California state budget included \$200 million specifically allocated for the College Readiness Grant. The one-time funding is purposely designed to increase or improve services for unduplicated pupils to ensure college readiness. The grant was established to increase the number of scholars who enroll in institutions of higher education and complete an undergraduate degree in four years.

Funding is deliberately intended to support serving low income scholars, English Language Learners (ELL), and foster youth in college and career planning. Funds are allocated for scholars in grades nine through twelve. All funds must be spent within the next three years. (\$149.32 per unduplicated scholar and a minimum of \$75,000). The CDE will allocate the funds in two installments. The first installment, to be paid in 2016, reflects approximately 50 percent of each LEA's entitlement based on eligible scholars. Remaining funds will be released in spring of 2017.

AAS will be receiving \$375,000 (\$75,000 per charter school).

Action Requested:

Information only. Final vote at January 30, 2017 Board of Directors meeting.

Reviewed and Approved for Submission:

A handwritten signature in black ink, appearing to read "J.J. Lewis".

J.J. Lewis
President & CEO

Finance Committee Recommendation:

The Finance Committee met on Tuesday, November 15th and unanimously recommend approval of the suggested action by the full Board of Directors (and final approval during the January 30, 2017 meeting).

College Readiness Block Grant

November 7, 2016
Final Proposal

Counseling Services Department:
Debra Stephan, Counseling Services Manager
Edith Cruz, College & Career Counselor

Ed Code 41580 – College Readiness Block Grant

Introduction: June 2016, the California state budget included \$200 million specifically allocated for the College Readiness Grant. The one-time funding is purposely designed to increase or improve services for unduplicated pupils to ensure college readiness. The grant was established to increase the number of scholars who enroll in institutions of higher education and complete an undergraduate degree in four years.

Funding: Funding deliberately intended to support serving low income scholars, English Language Learners (ELL), and foster youth in college and career planning. Funds are allocated for scholars in grades nine through twelve. All funds must be spent within the next three years. (\$149.32 per unduplicated scholar and a minimum of \$75,000). The CDE will allocate the funds in two installments. The first installment, to be paid in 2016, reflects approximately 50 percent of each LEA’s entitlement based on eligible scholars. Remaining funds will be released in spring of 2017.

Use of Funds: Charter schools shall expend funds for any of the following reasons (EC 41580):

Funds can be used to pay Advanced Placement examination fees; develop or purchase materials that support college readiness, including college entrance exam preparation; counseling services for scholars; expand access to coursework or other opportunities to satisfy a-g course requirements; and send teachers, counselors, and administrators to professional development opportunities related to college readiness.

- a. Providing professional development for teachers, administrators, and school counselors to increase college readiness, improve a-g rates, and increase honors and advanced placement (AP)

▪ **Advancement Via Individual Determination (AVID)**

- **AVID Coaching Days** (3 blocks of 2 consecutive days) – planning and implementation support
 - 2016/2017 (Year 1) - \$12,000
- **AVID Webex Training** – previewing program for teaching staff
 - 2016/2017 (Year 1) - \$500
- **AVID Leadership for College Training (LCR)** – face to face training for administration and other school leaders up to 40 participants
 - 2016/2017 (Year 1) - \$8,500

- **AVID Summer Institute** – First year program requirement. Minimum of 8 staff members must attend (district director, administrator, counselor, core content area teachers, and AVID elective teacher)

▪ 2017/2018 (Year 2) - \$6,080

▪ 2018/2019 (Year 3) - \$6,080

- **AVID District Leadership Training** – 3 sessions required for the district director.

▪ 2017/2018 (Year 2) - \$9,000

Total = \$42,160

b. Providing Counseling Services to scholars and their families on college admissions and financial aid

- **College & Career Counselor** – annual salary

▪ 2016/2017 (Year 1) – \$60,000

- **Counselor/Scholar Ratio 1:250** (under ASCA Guidelines) - additional staffing needs

▪ 2016/2017 (Year 1) or 2017/2018 (Year 2) - \$60,000

- **AVID Coordinator**– annual salary

▪ 2017/2018 (Year 1) - \$ 43,000

▪ 2018/2019 (Year 2) - \$ 45,000

Total = \$208,000

c. Developing or purchasing materials to support college readiness and increase performance on required college entrance assessments

- **Advancement Via Individual Determination (AVID)**

- High School Curriculum Library

▪ 2016/2017 (Year 1) - \$4,990

- AVID Membership

▪ 2017/2018 (Year 2) - \$3,799

▪ 2018/2019 (Year 3) - \$3,799

National Student Clearinghouse Membership – Enables you to follow your graduates' transition to college by querying participating institutions' postsecondary enrollment and degree records.

▪ 2016/2017 (Year 1) - \$425

▪ 2017/2018 (Year 2) - \$425

▪ 2018/2019 (Year 3) - \$425

<p>Total = \$101,673</p>	<ul style="list-style-type: none"> ▪ College Readiness Assessment Program/Princeton Review <ul style="list-style-type: none"> ▪ Standardized Test Prep (grade level 10 & 11) – 5-20 scholars per course. \$5,500 per course (10% discount with three or more) <table border="1" data-bbox="911 317 1523 359"> <tr> <td>▪ 2017/2018 (Year 2) – (3 courses) \$14,850</td> </tr> </table> <table border="1" data-bbox="911 363 1523 405"> <tr> <td>▪ 2018/2019 (Year 3) - (3 courses) \$14,850</td> </tr> </table> ▪ Homework Help Online Academic Tutoring/Princeton Review – Scholars share a pool of hours; access for 12 months or until hours are all used <table border="1" data-bbox="911 516 1523 558"> <tr> <td>▪ 2017/2018 (Year 2) – (700 hours) \$29,100</td> </tr> </table> <table border="1" data-bbox="911 562 1523 604"> <tr> <td>▪ 2018/2019 (Year 3) - (700 hours) \$29,100</td> </tr> </table> 	▪ 2017/2018 (Year 2) – (3 courses) \$14,850	▪ 2018/2019 (Year 3) - (3 courses) \$14,850	▪ 2017/2018 (Year 2) – (700 hours) \$29,100	▪ 2018/2019 (Year 3) - (700 hours) \$29,100
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▪ 2017/2018 (Year 2) – (700 hours) \$29,100					
▪ 2018/2019 (Year 3) - (700 hours) \$29,100					
<p>d. Implementing collaborative partnerships between high schools and post-secondary educational institutions, including the California State University and University of California systems, to support scholar transition</p> <p>Total = \$2000</p>	<ul style="list-style-type: none"> ▪ College Fair – Host community event (Welcome bag & Food) <table border="1" data-bbox="911 716 1523 758"> <tr> <td>▪ 2017/2018 (Year 2) - \$ 1,000</td> </tr> </table> <table border="1" data-bbox="911 762 1523 804"> <tr> <td>▪ 2018/2019 (Year 3) - \$ 1,000</td> </tr> </table> 	▪ 2017/2018 (Year 2) - \$ 1,000	▪ 2018/2019 (Year 3) - \$ 1,000		
▪ 2017/2018 (Year 2) - \$ 1,000					
▪ 2018/2019 (Year 3) - \$ 1,000					
<p>e. Providing subsidies for scholars taking AP exams</p> <p>Total = \$5,700</p>	<ul style="list-style-type: none"> ▪ AP Exam Waivers (Application Process) <table border="1" data-bbox="911 1052 1523 1167"> <tr> <td>▪ 2016/2017 (Year 1) - \$100 per exam for qualified scholars (Estimate 10% of qualified scholars) - \$ 1900</td> </tr> </table> <table border="1" data-bbox="911 1171 1523 1287"> <tr> <td>▪ 2017/2018 (Year 2) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900</td> </tr> </table> <table border="1" data-bbox="911 1291 1523 1407"> <tr> <td>▪ 2018/2019 (Year 3) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900</td> </tr> </table> 	▪ 2016/2017 (Year 1) - \$100 per exam for qualified scholars (Estimate 10% of qualified scholars) - \$ 1900	▪ 2017/2018 (Year 2) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900	▪ 2018/2019 (Year 3) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900	
▪ 2016/2017 (Year 1) - \$100 per exam for qualified scholars (Estimate 10% of qualified scholars) - \$ 1900					
▪ 2017/2018 (Year 2) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900					
▪ 2018/2019 (Year 3) - \$100 per exam for unduplicated scholars. (Estimate 10% of qualified scholars) - \$1900					
<p>f. Expanding access to a-g aligned coursework</p>	<ul style="list-style-type: none"> ▪ AP Scouts – Advanced Placement Courses <table border="1" data-bbox="911 1518 1523 1633"> <tr> <td>▪ 2017/2018 (Year 2) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) - \$5,700</td> </tr> </table> <table border="1" data-bbox="911 1638 1523 1753"> <tr> <td>▪ 2018/2019 (Year 3) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) – \$5,700</td> </tr> </table> 	▪ 2017/2018 (Year 2) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) - \$5,700	▪ 2018/2019 (Year 3) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) – \$5,700		
▪ 2017/2018 (Year 2) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) - \$5,700					
▪ 2018/2019 (Year 3) – Up to \$299 per course on demand for qualified scholars. (Estimate 10% of qualified scholars) – \$5,700					

Total = \$15,400

▪ **Concurrent Enrollment - Course Materials**

- | |
|---|
| ▪ 2017/2018 (Year 2) – costs will vary dependent upon concurrent enrollment numbers for unduplicated scholars. Estimated Budget - \$2000 |
| ▪ 2018/2019 (Year 3) – costs will vary dependent upon concurrent enrollment numbers for unduplicated scholars – Estimated Budget - \$2000 |

Total Estimated College Readiness Block Grant Funds \$374,933

Measurement of Scholar College Readiness

Utilize three constructs to measure college readiness data: 1) academic performance and engagement including scholar and school data on enrollment status, demographics, assessment performance, credit accumulation, GPA, SAT/ACT scores, high school credentials earned, and participation in accelerated learning programs, a-g college-ready, and AP courses, 2) postsecondary access to determine scholar completion for federal student aid and postsecondary admissions, and 3) attainment of a degree at a postsecondary institution by tracking scholar college enrollment and degree completion. This continuous collection and analysis of college readiness data will ensure our program and services play a major role in advancing college readiness and closing opportunity gaps.

Local Control Accountability Plan (LCAP)

- Improving student achievement with measurables, including college and career preparedness
- Ensuring all students can access college preparation courses and career exploration

AAS High School Unduplicated Pupil Data – October 2016

Del Mar

- Low Socioeconomic - 38
- English Language Learners - 1
- Foster Youth - 0

Los Angeles

- Low Socioeconomic -49
- English Language Learners - 3
- Foster Youth - 0

Thousand Oaks

- Low Socioeconomic - 24
- English Language Learners - 1
- Foster Youth - 0

Fresno

- Low Socioeconomic - 25
- English Language Learners - 1
- Foster Youth - 0

Sonoma

- Low Socioeconomic – 42
- English Language Learners - 3
- Foster Youth - 0

Total Unduplicated Scholars = 187

ACADEMY OF ARTS & SCIENCES

AUDIT REPORT

FOR THE YEAR ENDED

JUNE 30, 2016

A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOLS

Academy of Arts and Sciences: Del Mar Elementary (K-5)

Academy of Arts and Sciences: Del Mar Middle & High (6-12)

Academy of Arts and Sciences: El Cajon Elementary (K-5)

Academy of Arts and Sciences: El Cajon Middle & High (6-12)

Academy of Arts and Sciences: Oxnard & Ventura

Academy of Arts and Sciences: Sonoma

Academy of Arts and Sciences: Thousand Oaks & Simi Valley

Academy of Arts and Sciences: Fresno

Academy of Arts and Sciences: Los Angeles 9-12

Academy of Arts and Sciences: Los Angeles K-8

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FINANCIAL SECTION

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Academy of Arts & Sciences
Thousand Oaks, California

Report on the Financial Statements

We have audited the accompanying financial statements of Academy of Arts & Sciences (the "Academy") which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Academy of Arts & Sciences as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements of Academy of Arts & Sciences taken as a whole. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated **November 22, 2016**, on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

San Diego, California

November 22, 2016

ACADEMY OF ARTS & SCIENCES
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016

ASSETS

Current assets	
Cash and cash equivalents	\$ 16,466,351
Investments	5,000,000
Accounts receivable	933,524
Total Assets	<u>\$ 22,399,875</u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	\$ 6,944,726
Deferred revenue	62,400
Total liabilities	<u>7,007,126</u>

Net assets	
Unrestricted	15,188,287
Temporarily restricted	204,462
Total net assets	<u>15,392,749</u>
Total Liabilities and Net Assets	<u>\$ 22,399,875</u>

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**ACADEMY OF ARTS & SCIENCES
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016**

	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUES			
State support and revenues			
Local control funding formula, state aid	\$ 10,144,906	\$ -	\$ 10,144,906
Other state revenues	3,739,745	191,823	3,931,568
Total state support and revenues	13,884,651	191,823	14,076,474
Local support and revenues			
Payments in lieu of property taxes	2,070,967	-	2,070,967
Investment income, net	15,543	-	15,543
Other local revenues	28,288	-	28,288
Total local support and revenues	2,114,798	-	2,114,798
Donor restrictions satisfied	17,647	(17,647)	-
Total Support and Revenues	16,017,096	174,176	16,191,272
Expenses			
Program services	9,931,321	-	9,931,321
Management and general	4,446,767	-	4,446,767
Total Expenses	14,378,088	-	14,378,088
CHANGE IN NET ASSETS	1,639,008	174,176	1,813,184
Net Assets - Beginning	13,549,279	30,286	13,579,565
Net Assets - Ending	\$ 15,188,287	\$ 204,462	\$ 15,392,749

The notes to the financial statements are an integral part of this statement.

**ACADEMY OF ARTS & SCIENCES
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016**

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 1,813,184
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
(Increase) decrease in operating assets	
Accounts receivable	6,127,856
Increase (decrease) in operating liabilities	
Accounts payable	5,509,958
Deferred revenue	62,400
Net cash provided by (used in) operating activities	<u>13,513,398</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Transfer to investment account	<u>(5,000,000)</u>
Net cash provided by (used in) investing activities	<u>(5,000,000)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on loans payable	<u>(1,149,316)</u>
Net cash provided by (used in) financing activities	<u>(1,149,316)</u>
NET INCREASE (DECREASE) IN CASH	7,364,082
Net cash and cash equivalents - Beginning	<u>9,102,269</u>
Net cash and cash equivalents - Ending	<u>\$ 16,466,351</u>
SUPPLEMENTAL DISCLOSURE	
Cash paid on interest	<u>\$ 5,068</u>

The notes to the financial statements are an integral part of this statement.

ACADEMY OF ARTS & SCIENCES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Academy of Arts & Sciences (the “Academy”), was formed as a nonprofit public benefit corporation on October 28, 2011 for the purpose of operating California public schools in. Academy of Arts & Sciences operated ten (10) public charter schools during the fiscal year ended June 30, 2016. The authorizing districts are as follows:

Charter School	Charter No.	Classes Began	Authorizing Agency	County
Academy of Arts and Sciences: Del Mar Elementary (K-5)	1452	8/27/2012	MEUSD	San Diego
Academy of Arts and Sciences: Del Mar Middle & High (6-12)	1454	8/27/2012	MEUSD	San Diego
Academy of Arts and Sciences: El Cajon Elementary (K-5)	1451	8/19/2013	MEUSD	San Diego
Academy of Arts and Sciences: El Cajon Middle & High (6-12)	1453	8/15/2012	MEUSD	San Diego
Academy of Arts and Sciences: Oxnard & Ventura	1456	8/15/2012	MESD	Ventura
Academy of Arts and Sciences: Sonoma	1457	9/28/2012	CRPUSD	Sonoma
Academy of Arts and Sciences: Thousand Oaks & Simi Valley	1455	8/15/2012	MESD	Ventura
Academy of Arts and Sciences: Fresno	1631	7/1/2014	OC	Fresno
Academy of Arts and Sciences: Los Angeles (9-12)	1651	7/1/2014	AADUSD	Los Angeles
Academy of Arts and Sciences: Los Angeles (K-8)	1652	7/1/2014	AADUSD	Los Angeles

The authorizing agencies are as follows: Mountain Empire Unified School District (MEUSD), Mupu Elementary School District (MESD), Cotati-Rohnert Park Unified School District (CRPUSD), Orange Center School District (OC), and Acton-Agua Dulce Unified School District (AADUSD).

Academy of Arts & Sciences’ mission is to inspire, and develop innovative, creative, self-directed learners, one scholar at a time. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Financial Statement Presentation

Academy of Arts & Sciences is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Directors and management’s discretion in carrying out the activities of the organization in accordance with its Bylaws. Temporarily or permanently restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support operations. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged. Fund accounting is not used in the Academy’s financial statement presentation.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Accounting

The Academy's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

E. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

F. Contributions

Contributions that are restricted by the donor are reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the existence or nature of any donor restrictions.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

G. In Lieu of Property Taxes Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to Academy of Arts & Sciences. Revenues are recognized by the Academy when earned.

H. Cash and Cash Equivalents

Academy of Arts & Sciences considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

ACADEMY OF ARTS & SCIENCES
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Investments

The Academy's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities.

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2016, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

Academy of Arts & Sciences has not yet adopted a policy to capitalize asset purchases in conformance with generally accepted accounting principles because the Academy does not own, nor does it plan to acquire, property or equipment of significant value.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

Academy of Arts & Sciences is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Academy is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As an organization operating a school, the Academy is not required to register with the California Attorney General as a charity.

The Academy's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Academy's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument’s level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

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NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2016, consist of the following:

Cash in banks, non-interest bearing	\$	13,357,320
Cash in county treasury		3,109,031
Total Cash and Cash Equivalents	\$	<u>16,466,351</u>

Cash in Banks – Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, an organization’s deposits may not be returned to it. Academy of Arts & Sciences does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2016, \$13,321,823 of Academy of Arts & Sciences’ bank balance was exposed to custodial credit risk as there were deposits over \$250,000 at Chase Bank.

Cash in County Treasury

Academy of Arts & Sciences is a voluntary participant in an external investment pool for some of its charter schools. The fair value of the Academy’s investment in the pool is reported in the financial statements at amounts based upon the Academy’s pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

ACADEMY OF ARTS & SCIENCES
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Cash in County Treasury (continued)

Except for investments by trustees of debt proceeds, the authority to invest Academy funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

NOTE 3 – INVESTMENTS

The Academy held \$5,000,000 in investments as of June 30, 2016. These investments are held in certificates of deposit and are the only funds classified as investments in the statement of financial position. The investment is carried at amortized cost. Certificates of deposit do not qualify as securities as defined in FASB ASC 320, *Investments – Debt and Equity Securities*, thus the fair value disclosures required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided.

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2016 consists of the following:

Local control funding formula sources	\$	415,498
Other state sources		518,026
Total Accounts Receivable	\$	933,524

ACADEMY OF ARTS & SCIENCES
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2016 consists of the following:

Due to grantor governments	\$	6,382,879
Due to authorizing agencies		115,167
Vendor payables		446,680
Total Accounts Payable	\$	6,944,726

NOTE 6 – LOANS PAYABLE

Charter School Revolving Loans

In May 2013, all charters schools of the Academy in operation at that time, with the exception of the Academy of Arts and Sciences: Sonoma, were approved to borrow \$250,000 per school through the Charter School Revolving Loan Fund administered by the California Department of Education (CDE). Effective July 1, 2013, the administration of the fund was transferred from the CDE to the California School Finance Authority (CSFA). An additional \$250,000 was loaned through the Charter Revolving Loan Fund in July 2014 for two additional charter schools. The Charter School Revolving Loan Fund was established to provide low-interest loans to new charter schools to help meet purposes established in the schools' charter petitions.

All initial funds totaling \$1,250,000 were received by the Academy in June 2014. Each of these loans was to be repaid over a four-year period commencing August 2013 and ending January 2017. An additional \$500,000 was received in July 2014. The revolving loans bore an annualized interest rate equal to the "prime rate" of 0.26%. At the start of the fiscal year, the full amount for all outstanding loans combined was \$1,149,316. All loans were repaid during the fiscal year ending June 30, 2016 and no outstanding balances existed as of June 30, 2016.

NOTE 7 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily net assets at June 30, 2016 consisted of the following:

State imposed restrictions		
California Clean Energy Jobs Act	\$	30,286
Educator Effectiveness		174,176
Total Temporarily Restricted Net Assets	\$	204,462

NOTE 8 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charters have made such election. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS). The Academy offers all employees social security as an alternative plan to those who may not qualify for CalSTRS.

California State Teachers’ Retirement System (CalSTRS)

Plan Description

Academy of Arts & Sciences contributes to the California State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers’ Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8.56% of their 2015-16 salary. The required employer contribution rate for fiscal year 2015-16 was 10.73% of annual payroll. The contribution requirements of the plan members are established by state statute. Academy of Arts & Sciences’ contributions to CalSTRS for the past three years are as follows:

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2015-16	\$ 359,120	100%
2014-15	\$ 581,189	100%
2013-14	\$ 75,894	100%

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Academy of Arts & Sciences charter schools in operation during 2013-14 is estimated at \$65,553 for 2015-16, which is computed as 7.126% of creditable compensation subject to CalSTRS in 2013-14.

NOTE 9 – RELATED PARTY TRANSACTIONS

Authorizing Agency

The Charters make payments to the authorizing agencies specified in Note 1A, to provide purchased services in addition to fees for oversight. In accordance with California Education Code 47613(a), the authorizing agency may charge actual costs of oversight not to exceed 1% of revenue from local control funding formula sources. Total oversight fees paid or payable to the authorizing agencies amounted to \$390,022 for the fiscal year ended June 30, 2016.

ACADEMY OF ARTS & SCIENCES
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 9 – RELATED PARTY TRANSACTIONS (continued)

Inter-Academy Activity

Receivables and payables due between the Charters are classified as due to/from related entities within the Statement of Financial Position by Charter. Cash in bank balances are maintained by the Academy as a whole and are noted as due from related entities within the Statement of Position by Charter. Additionally, some charter schools covered certain operating expenses during the fiscal year ending June 30, 2016. Inter-Academy transactions and balances are eliminated in the financial statements of Academy of Arts & Sciences to better reflect the true activities of the corporation.

NOTE 10 – COMMITMENTS AND CONTINGENCIES

Governmental Funds

Academy of Arts & Sciences has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. The Academy has undergone certain reviews and has experienced certain expenditure disallowances under the terms of the grants, which have been recorded in the financial statements. Any future such audits could generate additional expenditure disallowances under funding terms; however, it is believed that any required reimbursements would not be material.

Multi-employer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Academy's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Academy to make payments to the plan, which would approximate the Academy's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Academy's share of withdrawal liability is approximately \$4,037,244 as of June 30, 2015. The Academy does not currently intend to have its operated charter schools withdraw from CalSTRS. Refer to Note 8 for additional information on employee retirement plans.

NOTE 11 – SUBSEQUENT EVENTS

Academy of Arts & Sciences has evaluated subsequent events for the period from June 30, 2016 through **November 22, 2016**, the date the financial statements were available to be issued.

Effective June 30, 2016, the following charter schools discontinued operations due to voluntary closures with the intent to merge operations into the remaining charter schools:

Charter School	Charter No.	County	Status
AAS: Del Mar Elementary (K-5)	1452	San Diego	Closed
AAS: El Cajon Elementary (K-5)	1451	San Diego	Closed
AAS: El Cajon Middle & High (6-12)	1453	San Diego	Closed
AAS: Los Angeles (K-8)	1652	Los Angeles	Closed
AAS: Oxnard & Ventura	1456	Ventura	Closed

NOTE 11 – SUBSEQUENT EVENTS (*continued*)

Nonclassroom-based funding determinations for the period of July 1, 2016 through June 30, 2018 were initially denied for not meeting certain funding determination criteria; therefore, the Academy submitted mitigating circumstance requests to the State Board of Education (SBE). In a meeting held on June 7, 2016 of the Advisory Commission on Charter Schools (ACCS), an advisory body to the SBE, recommended that the SBE deny the mitigating circumstances for the remaining operated charter schools. As a result of the denied funding determinations, the charter schools operated by the Academy are not eligible for funding based on nonclassroom-based instruction from local control funding formula sources. These state funding sources represent over sixty-percent of the Academy's total revenue; therefore, the Academy will experience planned deficit spending in the subsequent fiscal year.

Management did not identify any other transactions that require disclosure or that would have an impact on the financial statements.

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SUPPLEMENTARY INFORMATION SECTION

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ACADEMY OF ARTS & SCIENCES
STATEMENT OF FINANCIAL POSITION BY CHARTER
JUNE 30, 2016

California Charter No.	San Diego County				Ventura County		Sonoma County	Fresno County	Los Angeles County	
	1452	1454	1451	1453	1456	1455	1457	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Oaks & Simi Valley	Sonoma	Fresno	Los Angeles (9 - 12)	Los Angeles (K - 8)
ASSETS										
Current assets										
Cash and cash equivalents	\$ 30,758	\$ 177,168	\$ 7,807	\$ 11,649	\$ -	\$ -	\$ 2,700,605	\$ 181,044	\$ -	\$ -
Accounts receivable	32,432	51,000	62,420	68,425	68,559	247,322	238,263	94,146	28,847	42,110
Due from related entities	1,299,382	149,056	3,981,468	3,239,891	4,819,426	1,501,631	-	269,142	1,604,371	1,889,828
Total Assets	\$ 1,362,572	\$ 377,224	\$ 4,051,695	\$ 3,319,965	\$ 4,887,985	\$ 1,748,953	\$ 2,938,868	\$ 544,332	\$ 1,633,218	\$ 1,931,938
LIABILITIES AND NET ASSETS										
Current liabilities										
Accounts payable	\$ 129,363	\$ -	\$ 2,026,859	\$ 1,250,791	\$ 1,698,932	\$ 59,302	\$ -	\$ 51,298	\$ 879,857	\$ 465,328
Due to related entities	-	-	-	-	-	156,038	2,802,286	-	-	-
Deferred revenue	-	-	62,400	-	-	-	-	-	-	-
Total liabilities	129,363	-	2,089,259	1,250,791	1,698,932	215,340	2,802,286	51,298	879,857	465,328
Net assets										
Unrestricted	1,223,985	365,052	1,936,009	2,041,504	3,153,300	1,492,283	122,943	483,355	740,749	1,450,654
Temporarily restricted	9,224	12,172	26,427	27,670	35,753	41,330	13,639	9,679	12,612	15,956
Total net assets	1,233,209	377,224	1,962,436	2,069,174	3,189,053	1,533,613	136,582	493,034	753,361	1,466,610
Total Liabilities and Net Assets	\$ 1,362,572	\$ 377,224	\$ 4,051,695	\$ 3,319,965	\$ 4,887,985	\$ 1,748,953	\$ 2,938,868	\$ 544,332	\$ 1,633,218	\$ 1,931,938

See accompanying note to the supplementary information.

**ACADEMY OF ARTS & SCIENCES
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2016**

California Charter No.	San Diego County			
	1452	1454	1451	1453
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High
UNRESTRICTED SUPPORT AND REVENUES				
State support and revenues				
Local control funding formula, state aid	\$ 502,362	\$ 1,245,938	\$ 660,983	\$ 259,839
Other state revenues	200,984	310,378	525,951	531,084
Total state support and revenues	703,346	1,556,316	1,186,934	790,923
Local support and revenues				
Payments in lieu of property taxes	185,158	413,921	62,873	98,553
Investment income, net	1,145	1,146	1,145	1,145
Other local revenues	1,206	2,579	567	766
Total local support and revenues	187,509	417,646	64,585	100,464
Donor restrictions satisfied	1,628	-	4,664	4,887
Total Unrestricted Support and Revenues	892,483	1,973,962	1,256,183	896,274
EXPENSES				
Program services	277,609	1,707,692	35,671	128,681
Management and general	135,500	875,806	142,686	199,587
Total Expenses	413,109	2,583,498	178,357	328,268
CHANGE IN UNRESTRICTED NET ASSETS				
	479,374	(609,536)	1,077,826	568,006
TEMPORARILY RESTRICTED NET ASSETS				
State restricted revenues	10,852	12,172	31,091	32,557
Donor restrictions satisfied	(1,628)	-	(4,664)	(4,887)
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS				
	9,224	12,172	26,427	27,670
CHANGE IN NET ASSETS				
	488,598	(597,364)	1,104,253	595,676
Net Assets - Beginning	744,611	974,588	858,183	1,473,498
Net Assets - Ending	\$ 1,233,209	\$ 377,224	\$ 1,962,436	\$ 2,069,174

See accompanying note to the supplementary information.

ACADEMY OF ARTS & SCIENCES
STATEMENT OF ACTIVITIES BY CHARTER, continued
FOR THE YEAR ENDED JUNE 30, 2016

California Charter No.	Ventura County		Sonoma County	Fresno County
	1456	1455	1457	1631
	Thousand			
	Oxnard & Ventura	Oaks & Simi Valley	Sonoma	Fresno
UNRESTRICTED SUPPORT AND REVENUES				
Federal and state support and revenues				
Local control funding formula, state aid	\$ 783,391	\$ 2,763,210	\$ 1,494,915	\$ 1,254,418
Other state revenues	601,555	620,987	316,179	215,689
Total federal and state support and revenues	1,384,946	3,384,197	1,811,094	1,470,107
Local support and revenues				
Payments in lieu of property taxes	41,568	139,766	997,255	65,111
Investment income, net	1,258	254	9,064	386
Other local revenues	3,259	13,593	5,793	1,545
Total local support and revenues	46,085	153,613	1,012,112	67,042
Donor restrictions satisfied	3,652	-	-	-
Total Unrestricted Support and Revenues	1,434,683	3,537,810	2,823,206	1,537,149
EXPENSES				
Program services	299,640	2,936,209	2,371,782	1,288,373
Management and general	104,732	1,113,735	992,448	367,634
Total Expenses	404,372	4,049,944	3,364,230	1,656,007
CHANGE IN UNRESTRICTED NET ASSETS				
	1,030,311	(512,134)	(541,024)	(118,858)
TEMPORARILY RESTRICTED NET ASSETS				
State restricted revenues	24,345	26,104	13,639	9,679
Donor restrictions satisfied	(3,652)	-	-	-
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	20,693	26,104	13,639	9,679
CHANGE IN NET ASSETS	1,051,004	(486,030)	(527,385)	(109,179)
Net Assets - Beginning	2,138,049	2,019,643	663,967	602,213
Net Assets - Ending	\$ 3,189,053	\$ 1,533,613	\$ 136,582	\$ 493,034

See accompanying note to the supplementary information.

ACADEMY OF ARTS & SCIENCES
STATEMENT OF ACTIVITIES BY CHARTER, continued
FOR THE YEAR ENDED JUNE 30, 2016

California Charter No.	Los Angeles County	
	1651	1652
	Los Angeles (9 - 12)	Los Angeles (K - 8)
UNRESTRICTED SUPPORT AND REVENUES		
Federal and state support and revenues		
Local control funding formula, state aid	\$ 260,095	\$ 787,095
Other state revenues	216,174	331,414
Total federal and state support and revenues	476,269	1,118,509
Local support and revenues		
Payments in lieu of property taxes	15,665	51,097
Investment income, net	-	-
Other local revenues	354	1,097
Total local support and revenues	16,019	52,194
Donor restrictions satisfied	-	2,816
Total Unrestricted Support and Revenues	492,288	1,173,519
EXPENSES		
Program services	550,233	335,431
Management and general	289,817	183,010
Total Expenses	840,050	518,441
CHANGE IN UNRESTRICTED NET ASSETS	(347,762)	655,078
TEMPORARILY RESTRICTED NET ASSETS		
State restricted revenues	12,612	18,772
Donor restrictions satisfied	-	(2,816)
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	12,612	15,956
CHANGE IN NET ASSETS	(335,150)	671,034
Net Assets - Beginning	1,088,511	795,576
Net Assets - Ending	\$ 753,361	\$ 1,466,610

See accompanying note to the supplementary information.

**ACADEMY OF ARTS & SCIENCES
 CHARTER EXPENSES BY OBJECT CLASSIFICATION
 FOR THE YEAR ENDED JUNE 30, 2016**

	1452	1454	1451	1453	1456	1455	1457	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Thousand Oaks & Simi Valley	Sonoma	Fresno	Los Angeles (9 - 12)	Los Angeles (K - 8)
EXPENSES										
Charter School Operations										
Personnel expenses										
Certificated salaries	\$ 119,273	\$ 768,820	\$ 38,675	\$ 59,076	\$ 133,076	\$ 1,285,111	\$ 998,924	\$ 565,997	\$ 181,262	\$ 153,241
Classified salaries	23,667	249,207	12,022	12,308	28,028	349,004	246,926	120,527	76,694	31,796
Employee benefits	42,208	239,579	24,198	25,951	45,162	353,015	249,144	115,849	64,157	43,708
Total personnel expenses	185,148	1,257,606	74,895	97,335	206,266	1,987,130	1,494,994	802,373	322,113	228,745
Non-personnel expenses										
Books and supplies	112,812	676,261	76,311	45,088	118,422	1,235,216	859,361	581,968	246,633	130,639
Services and other operating	114,473	648,955	27,151	185,169	79,008	826,922	1,009,875	271,666	270,460	158,213
Debt service - interest	676	676	-	676	676	676	-	-	844	844
Total non-personnel expenses	227,961	1,325,892	103,462	230,933	198,106	2,062,814	1,869,236	853,634	517,937	289,696
Total Expenses	\$ 413,109	\$ 2,583,498	\$ 178,357	\$ 328,268	\$ 404,372	\$ 4,049,944	\$ 3,364,230	\$ 1,656,007	\$ 840,050	\$ 518,441

See accompanying note to the supplementary information.

**ACADEMY OF ARTS & SCIENCES
CHARTER ORGANIZATIONAL STRUCTURE
JUNE 30, 2016**

Academy of Arts & Sciences (the “Academy”) was formed as a nonprofit public benefit corporation on October 28, 2011. As of June 30, 2016, the Academy operated ten California public charter schools in five counties. The following is a list of all charter schools operated by the Academy during 2015-16:

Charter School	Charter No.	Classes Began	Authorizing Agency	County
Academy of Arts and Sciences: Del Mar Elementary (K-5)	1452	8/27/2012	MEUSD	San Diego
Academy of Arts and Sciences: Del Mar Middle & High (6-12)	1454	8/27/2012	MEUSD	San Diego
Academy of Arts and Sciences: El Cajon Elementary (K-5)	1451	8/19/2013	MEUSD	San Diego
Academy of Arts and Sciences: El Cajon Middle & High (6-12)	1453	8/15/2012	MEUSD	San Diego
Academy of Arts and Sciences: Oxnard & Ventura	1456	8/15/2012	MESD	Ventura
Academy of Arts and Sciences: Sonoma	1457	9/28/2012	CRPUSD	Sonoma
Academy of Arts and Sciences: Thousand Oaks & Simi Valley	1455	8/15/2012	MESD	Ventura
Academy of Arts and Sciences: Fresno	1631	7/1/2014	OC	Fresno
Academy of Arts and Sciences: Los Angeles (9-12)	1651	7/1/2014	AADUSD	Los Angeles
Academy of Arts and Sciences: Los Angeles (K-8)	1652	7/1/2014	AADUSD	Los Angeles

*MEUSD – Mountain Empire Unified School District
CRPUSD – Cotati-Rohnert Park Unified School District
NJESD – New Jerusalem Elementary School District*

*MESD – Mupu Elementary School District
OC – Orange Center School District
AADUSD – Acton-Agua Dulce Unified District*

The Board of Directors of the Academy of Arts & Sciences oversees the operations for all charter schools of the Academy. As of June 30, 2016, the members are as follows:

BOARD OF TRUSTEES		
Trustee	Office	Term Ending
Peter McDonald	Chair	June 2017
Miriam Cohen	Secretary & Treasurer	June 2018
Joe Cummings	Trustee	June 2018
Matt Koblich	Trustee	June 2018
Kathy Granger	District Representative	No Term Limit

ADMINISTRATION

James (J.J.) Lewis
President & CEO

See accompanying note to the supplementary information.

**ACADEMY OF ARTS & SCIENCES
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016**

No Classroom Based average daily attendance was generated during the fiscal year 2015-16 by any charter school of the Academy noted below

SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE (ADA) - NON-CLASSROOM BASED

California Charter No.	1452	1454	1451	1453	1456	1457	1455	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Sonoma	Thousand Oaks & Simi Valley	Fresno	Los Angeles (9-12)	Los Angeles (K-8)
Grade Span										
Grades K - 3	61.57	-	26.96	-	27.61	120.50	46.81	44.05	-	40.80
Grades 4 - 6	30.49	23.83	4.30	4.12	20.87	67.51	42.16	30.55	-	27.64
Grades 7 - 8	-	43.05	-	21.93	25.77	39.15	54.74	22.84	-	35.28
Grades 9 - 12	-	138.81	-	22.95	36.22	97.08	228.75	61.21	31.82	-
Total ADA - Non-Classroom Based	92.06	205.69	31.26	49.00	110.47	324.24	372.46	158.65	31.82	103.72

**SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE (ADA) - NON-CLASSROOM BASED
REVISED DUE TO AUDIT ADJUSTMENTS***

California Charter No.	1452	1454	1451	1453	1456	1457	1455	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Sonoma	Thousand Oaks & Simi Valley	Fresno	Los Angeles (9-12)	Los Angeles (K-8)
Grade Span										
Grades K - 3	59.57	-	26.17	-	27.10	118.53	46.81	43.05	-	40.80
Grades 4 - 6	30.49	23.83	4.30	4.12	20.87	67.51	42.16	30.08	-	27.64
Grades 7 - 8	-	43.05	-	21.93	25.77	39.15	54.74	22.84	-	35.28
Grades 9 - 12	-	138.81	-	22.95	36.05	97.00	228.75	61.21	31.82	-
Total ADA - Non-Classroom Based	90.06	205.69	30.47	49.00	109.79	322.19	372.46	157.18	31.82	103.72

**Revision to the Second Period Report includes audit adjustments as well as other Academy adjustments.*

See accompanying note to the supplementary information.

ACADEMY OF ARTS & SCIENCES
SCHEDULE OF AVERAGE DAILY ATTENDANCE, continued
FOR THE YEAR ENDED JUNE 30, 2016

ANNUAL REPORT: AVERAGE DAILY ATTENDANCE (ADA) - NON-CLASSROOM BASED

California Charter No.	1452	1454	1451	1453	1456	1457	1455	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Sonoma	Thousand Oaks & Simi Valley	Fresno	Los Angeles (9-12)	Los Angeles (K-8)
Grade Span										
Grades K - 3	62.60	-	26.77	-	29.07	121.90	44.55	43.84	-	39.60
Grades 4 - 6	31.12	22.98	4.21	3.85	22.93	69.77	40.34	31.54	-	28.02
Grades 7 - 8	-	39.46	-	21.79	26.39	39.82	52.32	22.90	-	34.19
Grades 9 - 12	-	133.15	-	20.24	34.86	97.25	227.05	60.25	30.39	-
Total ADA - Non-Classroom Based	93.72	195.59	30.98	45.88	113.25	328.74	364.26	158.53	30.39	101.81

**ANNUAL REPORT: AVERAGE DAILY ATTENDANCE (ADA) - NON-CLASSROOM BASED
REVISED DUE TO AUDIT ADJUSTMENTS***

California Charter No.	1452	1454	1451	1453	1456	1457	1455	1631	1651	1652
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura	Sonoma	Thousand Oaks & Simi Valley	Fresno	Los Angeles (9-12)	Los Angeles (K-8)
Grade Span										
Grades K - 3	60.60	-	26.27	-	28.74	119.92	44.55	42.84	-	39.60
Grades 4 - 6	31.12	22.98	4.21	3.85	22.93	69.77	40.34	31.26	-	28.02
Grades 7 - 8	-	39.46	-	21.79	26.39	39.82	52.32	22.90	-	34.19
Grades 9 - 12	-	133.15	-	20.24	34.73	97.20	227.05	60.25	30.39	-
Total ADA - Non-Classroom Based	91.72	195.59	30.48	45.88	112.79	326.71	364.26	157.25	30.39	101.81

**Revision to the Annual Report includes audit adjustments as well as other Academy adjustments.*

See accompanying note to the supplementary information.

**ACADEMY OF ARTS & SCIENCES
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016**

California Charter No.	1452	1454	1451	1453	1456
	Del Mar Elementary	Del Mar Middle & High	El Cajon Elementary	El Cajon Middle & High	Oxnard & Ventura
June 30, 2016, fund balance per alternative form	\$ 1,181,049	\$ 304,387	\$ 1,883,170	\$ 1,983,546	\$ 2,872,579
Adjustments:					
Increase (decrease) in total net assets:					
Adjustment to revenues	52,160	72,837	569,639	85,628	316,474
Adjustment to expenses	-	-	(490,373)	-	-
Total net adjustments	52,160	72,837	79,266	85,628	316,474
June 30, 2016, net assets per audited financial statements	\$ 1,233,209	\$ 377,224	\$ 1,962,436	\$ 2,069,174	\$ 3,189,053

California Charter No.	1457	1455	1631	1651	1652
	Sonoma	Thousand Oaks & Simi Valley	Fresno	Los Angeles (9 - 12)	Los Angeles (K - 8)
June 30, 2016, fund balance per alternative form	\$ 97,706	\$ 1,249,122	\$ 399,234	\$ 709,825	\$ 1,304,819
Adjustments:					
Increase (decrease) in total net assets:					
Adjustment to revenues	38,877	284,491	93,800	43,536	161,792
Adjustment to expenses	(1)	-	-	-	(1)
Total net adjustments	38,876	284,491	93,800	43,536	161,791
June 30, 2016, net assets per audited financial statements	\$ 136,582	\$ 1,533,613	\$ 493,034	\$ 753,361	\$ 1,466,610

See accompanying note to the supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

A. **Statements by Charter**

Academy of Arts & Sciences' statements of financial position, and activities by school provide information supporting the amounts incorporated in the Academy's financial statements, which include results from both schools operated by the corporation.

B. **Charter Expenses by Object Classification**

In this schedule, Academy of Arts & Sciences has presented expenses based on object classification as reported under the standardized account code structure (SACS) format outlined in the *California School Accounting Manual*. The object field classifies expenditures according to the types of items purchased or services.

C. **Charter Organizational Structure**

This schedule provides information about the charter schools' authorizing agencies, grades served, members of the governing body, and members of the administration.

D. **Schedule of Average Daily Attendance (ADA)**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

E. **Reconciliation of Financial Report - Alternative Form with Audited Financial Statements**

This schedule provides the information necessary to reconcile fund balance reported on the Financial Report – Alternative Form to net assets on the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS

DRAFT

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

Independent Auditors' Report

To the Board of Directors of
Academy of Arts & Sciences
Thousand Oaks, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Academy of Arts & Sciences (the "Academy") as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements and have issued our report thereon dated November 22, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting ("internal control") to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify deficiencies in internal control, described in the accompanying findings and questioned costs section that we consider to be significant deficiencies as Finding 2016-1.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Academy of Arts & Sciences' Response to Finding

Academy of Arts & Sciences' response to the finding identified in our audit is described in the accompanying findings and questioned costs section. The Academy's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

San Diego, California
November 22, 2016

DRAFT

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

To the Board of Directors of
Academy of Arts & Sciences
Thousand Oaks, California

Report on State Compliance

We have audited Academy of Arts & Sciences' compliance with the types of compliance requirements described in the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel that could have a direct and material effect on each of Academy of Arts & Sciences' state programs for the fiscal year ended June 30, 2016, as identified below. Reference to Academy of Arts & Sciences within this letter is inclusive of all charter schools referenced in Note 1A of the accompanying notes to the financial statements.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Academy of Arts & Sciences' state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Academy of Arts & Sciences' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Academy of Arts & Sciences' compliance with those requirements.

Opinion on State Compliance

In our opinion, Academy of Arts & Sciences complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2016.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying findings and questioned costs section as Findings 2016-2 through 2016-4. Our opinion on state compliance is not modified with respect to these matters.

Academy of Arts & Sciences’ response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs and corrective action plan. Academy of Arts & Sciences’ response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Academy of Arts & Sciences’ compliance with the state laws and regulations applicable to the following items:

Description	California Charter Numbers:	
	1451, 1452, 1453, 1456, 1652	1454, 1455, 1457, 1631, 1651
	Procedures Performed	Procedures Performed
School Districts, County Office of Education and Charter Schools		
Educator Effectiveness	Yes	Not applicable
California Clean Energy Jobs Act	No	No
After School Education and Safety Program:	Not applicable	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes	Yes
Local Control and Accountability Plan	Yes	Yes
Independent Study – Couse Based	Not applicable	Not Applicable
Immunizations	Yes	Yes
Charter Schools		
Attendance	Yes	Yes
Mode of Instruction	Not applicable	Not applicable
Nonclassroom-Based Instruction/Independent Study for Charter Schools	Yes	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes	Yes
Annual Instructional Minutes – Classroom Based	Not applicable	Not applicable
Charter School Facility Grant Program	Not applicable	Not applicable

For applicable Charters noted above, we did not perform procedures for the California Clean Energy Jobs Act because no funds were expended during 2015-16 for each of the charter schools.

**FINDINGS AND QUESTIONED COSTS
SECTION**

DRAFT

**ACADEMY OF ARTS & SCIENCES
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

The Academy did not expend more than \$750,000 in federal awards during the fiscal year 2015-16; therefore, this is not applicable.

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

DRAFT

ACADEMY OF ARTS & SCIENCES
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

FIVE DIGIT CODE

20000

30000

AB 3627 FINDING TYPE

Inventory of Equipment

Internal Control

FINDING 2016-1: FINANCIAL STATEMENT REPORTING (30000)

Criteria: Generally accepted accounting principles (GAAP) requires the presentation, in either a statement of activities or the notes to the financial statements, of information about expenses reported by their functional classification, such as major classes of program services and supporting activities. Though not required by GAAP, fund accounting may be used for internal recordkeeping to properly segregate assets, liabilities, and fund balances into separate accounting entities; thus, it can be used to track an organization's fiduciary responsibilities to ensure use of assets in accordance with donor-imposed or government mandated restrictions.

Condition: During our substantive audit procedures, we noted that no allocation was performed for reporting of expenses on a functional basis prior to the financial audit. Information was made available subsequent to fieldwork following audit recommendations. Additionally, fund accounting was utilized within the accounting software to track financial data required to be reported by each public charter school to the California Department of Education (CDE). Based on review of financial statements, balance sheet items did not properly reconcile to data reported by charter school to the CDE. One common operating checking account was maintained by the Academy for all banking activities and a lack of proper fund accounting caused for inadequate tracking of cash balances by charter school. Additionally, transactions involving inter-agency receivables/payables were not properly maintained, requiring several audit adjustments.

Cause: Accounting software limitations as well as miscommunications and ineffective practices by the business services provider coupled with inadequate review of financial statements by Academy management personnel.

Effect: Potential for financial statements to not be presented in accordance with GAAP with relation to functional expenses. Additionally, activities and account balances could be inappropriately reported to the CDE with regards to financial reporting by charter school.

Recommendation: We recommend that Academy management properly review financial data prepared by third-party consultants to ensure for proper presentation of financial data in accordance with GAAP. Additionally, we recommend that proper fund accounting be implemented if this method of accounting will be utilized to ensure accurate reporting of financial data to reporting agencies for each of its public charter school.

Academy's Response: Academy of Arts and Sciences has contracted with a new back-office provider, CSMS. In addition, a Finance Committee has been formed and meets on a monthly basis to review the Balance Sheet and Year to Date Actual to Budget.

**ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
40000	State Compliance
42000	Charter School Facilities Programs
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINDING 2016-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000)

Criteria: In accordance with *California Education Code Section 51749.5* and *51749.6* a signed learning agreement for each independent study pupil shall be maintained on file and the learning agreement shall be signed before commencement of independent study in order to be eligible for apportionment. Additionally, independent study average daily attendance (ADA) may be claimed only for pupils who are residents of the county in which the apportionment claim is reported for the charter school, or who are residents of a county immediately adjacent to the county in which the apportionment claim is reported (*California Education Code Section 51747.3*).

Condition: In our performance of audit procedures over independent study/non classroom-based attendance, we noted issues of noncompliance in five (5) charter schools operated by the Academy. A summary of each issue is noted below.

- a) **Non-Resident Student:** We noted that one (1) student from *Academy of Arts and Sciences: Fresno* did not reside in the county or a contiguous county for the charter school attended. Total unallowable apportionment amounted to eleven (11) days.
- b) **Incomplete Master Agreements:** Master agreements were missing one or more required signatures for the following charter schools:
 - *Academy of Arts and Sciences: Fresno:* Two (2) students master agreement incomplete for a total of 180 days of unallowable apportionment.
 - *Academy of Arts and Sciences: Oxnard & Ventura:* One (1) student master agreement was incomplete for a total of 57 days of unallowable apportionment.
 - *Academy of Arts and Sciences: Sonoma:* Two (2) students master agreement were incomplete for a total of 258 days of unallowable apportionment.
 - *Academy of Arts and Sciences: Del Mar Elementary:* Two (2) students master agreement were incomplete for a total of 243 days of unallowable apportionment.
 - *Academy of Arts and Sciences: El Cajon Elementary:* One (1) student master agreement was incomplete for a total of 88 days of unallowable apportionment.
- c) **Untimely Signed Master Agreements:** Students received apportionment prior to collecting last required signature on master agreement.
 - *Academy of Arts and Sciences: Oxnard & Ventura:* One (1) student master agreement was untimely signed for a total of 22 days of unallowable apportionment.
 - *Academy of Arts and Sciences: Sonoma:* One (1) student master agreement was untimely signed for a total of nine (9) days of unallowable apportionment.

**ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

FINDING 2016-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000) (continued)

Effect: Inaccurate reporting of ADA and noncompliance with State requirements. The ADA effects by charter school, grade span and reporting period are noted below:

Charter School/Condition	Grade Span	P-2 ADA Effect	Annual ADA Effect
<i>Academy of Art & Sciences: Fresno</i>			
Condition a) previously mentioned	4 - 6	0.10	NA*
Condition b) previously mentioned	K - 3	1.00	1.00
Condition b) previously mentioned	4 - 6	0.37	0.28
Total ADA Effect for AAS: Fresno		1.47	1.28
<i>Academy of Arts & Sciences: Oxnard & Ventura</i>			
Condition b) previously mentioned	K - 3	0.51	0.33
Condition c) previously mentioned	9 - 12	0.17	0.13
Total ADA Effect for AAS: Oxnard & Ventura		0.68	0.46
<i>Academy of Arts & Sciences: Sonoma</i>			
Condition b) previously mentioned	K - 3	1.97	1.98
Condition c) previously mentioned	9 - 12	0.08	0.05
Total ADA Effect for AAS: Sonoma		2.05	2.03
<i>Academy of Arts & Sciences: Del Mar Elementary (K-5)</i>			
Condition b) previously mentioned	K - 3	2.00	2.00
Total ADA Effect for AAS: Del Mar Elementary		2.00	2.00
<i>Academy of Arts & Sciences: El Cajon Elementary (K-5)</i>			
Condition b) previously mentioned	K - 3	0.79	0.50
Total ADA Effect for AAS: El Cajon Elementary		0.79	0.50
Grand Total - All Schools		6.99	6.27

*NA – Not applicable. The student was removed from the student information system as enrolled in this charter school prior to reporting of Annual attendance data; therefore, there is no effect on Annual ADA.

Cause: Proper procedures for enrollment of students in correct the charter school and review of student master agreements prior to start of instruction are not being adhered to in order to ensure for compliance with independent study attendance requirements.

Questioned Cost: A total of \$54,610 was calculated as due from the Academy for all noted attendance exceptions referenced above. Please refer to the following page for the calculation of this questioned cost and the impact by charter school.

ACADEMY OF ARTS & SCIENCES
 STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
 FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2016-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000) (continued)

Questioned Cost (continued):

	Overstated P-2 ADA	Overstated Annual ADA	Adjusted Base Grant per ADA	Questioned Cost
<i>Academy of Art & Sciences: Fresno</i>				
Grade Span				
Kindergarten through third	1.00	1.00	\$ 7,820	\$ 7,820
Fourth through sixth	0.47	0.28	\$ 7,189	3,379
Total AAS: Fresno	1.47	1.28		11,199
<i>Academy of Arts & Sciences: Oxnard & Ventura</i>				
Grade Span				
Kindergarten through third	0.51	0.33	\$ 7,820	3,988
Ninth through twelfth	0.17	0.13	\$ 8,801	1,496
Total AAS: Oxnard & Ventura	0.68	0.46		5,484
<i>Academy of Arts & Sciences: Sonoma</i>				
Grade Span				
Kindergarten through third	1.97	1.98	\$ 7,820	15,405
Ninth through twelfth	0.08	0.05	\$ 8,801	704
Total AAS: Sonoma	2.05	2.03		16,109
<i>Academy of Arts & Sciences: Del Mar Elementary (K-5)</i>				
Grade Span				
Kindergarten through third	2.00	2.00	\$ 7,820	15,640
Total AAS: Del Mar Elementary	2.00	2.00		15,640
<i>Academy of Arts & Sciences: El Cajon Elementary (K-5)</i>				
Grade Span				
Kindergarten through third	0.79	0.50	\$ 7,820	6,178
Total AAS: El Cajon Elementary	0.79	0.50		6,178
Grand Total - All Schools	6.99	6.27		\$ 54,610

Recommendations: We recommend that proper procedures be established to ensure that the data within the attendance system and the student's file are accurate.

Academy's Response: Academy of Arts and Sciences has modified its enrollment and approval process for incoming scholars. Additional checkpoints have been created for the Enrollment Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Executive Assistant to the CEO.

**ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

FINDING 2016-3: INDEPENDENT STUDY RATIO (40000)

Criteria: In accordance with *California Education Code (EC) Section 51745.5*, the ratio of average daily attendance (ADA) for independent study pupils to full-time equivalent (FTE) certificated employees responsible for independent study is not to exceed the equivalent ratio of ADA to FTE identified as the comparative ratio. Pursuant to *EC Section 51745.6(d)* and *California Code of Regulations (CCR), Title V, Section 11704*, the comparative ratio for charter schools is the prior year ratio for all other non-independent study educational programs of the largest unified school district in the county or counties in which they operate, or a fixed ratio of 25 to 1.

Condition: Upon review of nonclassroom-based or independent study ADA and teacher FTE counts, we noted three (3) of the ten (10) charter schools operated by the Academy exceeded the comparative ratio of 25 to 1.

AAS: Del Mar Elementary (K-5)

- A ratio of 27.1 to 1 was calculated based on reported P-2 ADA of 92.06 and a teacher FTE of 3.40.

AAS: Del Mar Middle & High (6-12)

- A ratio of 29.0 to 1 was calculated based on reported P-2 ADA of 205.69 and a teacher FTE of 7.10.

AAS: Thousand Oaks & Simi Valley

- A ratio of 31.0 to 1 was calculated based on reported P-2 ADA of 372.46 and a teacher FTE of 12.00.

Effect: The charter schools are not in compliance with State requirements. Calculation of excess ADA in total by charter school and allocation by grade span for each charter school are as follows:

Calculation of Excess ADA by Charter:

Charter School	P-2 ADA	Teacher FTE	Ratio to 1 ADA	Excess per FTE	Total Excess ADA
Del Mar Elementary (K-5)	92.06	3.40	27.1	2.1	7.1
Del Mar Middle & High (6-12)	205.69	7.10	29.0	4.0	28.4
Thousand Oaks & Simi Valley	372.46	12.00	31.0	6.0	72.0
			Total Excess ADA		107.5

Allocation of Excess ADA by Grade Span:

Charter School	Grades K – 3	Grades 4 – 6	Grades 7 – 8	Grades 9 – 12	Total Excess ADA
Del Mar Elementary (K-5)	4.7	2.4	0.0	0.0	7.1
Del Mar Middle & High (6-12)	0.0	3.3	5.9	19.2	28.4
Thousand Oaks & Simi Valley	9.0	8.1	10.6	44.3	72.0
			Total Excess ADA		107.5

Cause: The charter school did not monitor internal staffing requirements to maintain the required student to teacher ratios, but instead relied on services of instructional consultants to aid in instruction of students in excess of teacher 25 to 1 averages.

Questioned Costs: \$870,102 (see calculation on following page)

ACADEMY OF ARTS & SCIENCES
 STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
 FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2016-3: INDEPENDENT STUDY RATIO (40000) (continued)

Questioned Costs (continued):

	<u>Excess ADA</u>	<u>Adjusted Base Grant per ADA</u>	<u>Questioned Cost</u>
Del Mar Elementary (K-5)			
Grade Span			
Kindergarten through third	(4.7)	\$ 7,820	\$ (36,754)
Fourth through sixth	(2.4)	\$ 7,189	(17,254)
Total Del Mar Elementary (K-5)	<u>(7.1)</u>		<u>(36,754)</u>
Del Mar Middle & High (6-12)			
Grade Span			
Fourth through sixth	(3.3)	\$ 7,189	(23,724)
Seventh through eighth	(5.9)	\$ 7,403	(43,678)
Ninth through twelfth	(19.2)	\$ 8,801	(168,979)
Total Del Mar Middle & High (6-12)	<u>(28.4)</u>		<u>(236,381)</u>
Thousand Oaks			
Grade Span			
Kindergarten through third	(9.0)	\$ 7,820	(70,380)
Fourth through sixth	(8.1)	\$ 7,189	(58,231)
Seventh through eighth	(10.6)	\$ 7,403	(78,472)
Ninth through twelfth	(44.3)	\$ 8,801	(389,884)
Total Thousand Oaks	<u>(72.0)</u>		<u>(596,967)</u>
Grand Totals	<u>(107.5)</u>		<u>\$ (870,102)</u>

Recommendation: We recommend that student enrollment and staffing be closely monitored and adjusted when necessary to ensure compliance with independent study ADA to teacher FTE ratios.

Academy's Response: Academy of Arts and Sciences no longer relies on instructional consultants to aid in instruction. Weekly reports are generated to track and monitor scholar to teacher ratios. Internal auditing will occur on a weekly basis by the Director of Academic Affairs and Director of Operations.

**ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

FINDING 2016-4: UNDUPLICATED LOCAL CONTROL FUNDING FORMULA (LCFF) PUPIL COUNT (40000)

Criteria: Students classified as Free or Reduced Priced Meal (FRPM) eligible and/or English Learners (EL), who are not directly certified on the CALPADS 1.18 *FRPM/English Learner/Foster Youth – Student List* report, must have supporting documentation that indicates the student was eligible for this designation. The unduplicated local control funding formula pupil count affects the percentage used as data in calculating Local Control Funding Formula (LCFF) apportionment. Auditors are required to verify compliance with California Education Code Section 42238.02(b)(3)(B) in Section W of the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Condition: Based on review and testing of student designations from the 2015-16 CALPADS 1.18 *FRPM/English Learner/Foster Youth – Student List* report for each charter, we noted the following:

AAS: Del Mar Elementary (K-5)

- Exception was noted for one (1) of five (5) students designated as FRPM. Supporting documentation for household income verification was not provided to verify student's FRPM status.

AAS: Del Mar Middle & High (6-12)

- Exceptions were noted for two (2) of four (4) students designated as FRPM. Supporting documentation for household income verification was not provided to verify student's FRPM status for one (1) student and the other student only had 2014-15 household income data provided.
- Exception was noted for one (1) of two (2) students designated as EL and non-FRPM. Home language survey provided indicated the student should have been classified as English Only.

AAS: El Cajon Elementary (K-5)

- Exception was noted for one (1) of two (2) students designated as FRPM. Supporting documentation for household income verification provided to verify student's FRPM status was from 2013-14.

AAS: El Cajon Middle & High (6-12)

- Exceptions were noted for four (4) of four (4) students designated as FRPM. One (1) student should have been designated as paid status, two (2) students only had 2013-14 income data on file and income verification documentation was not provided for the remaining student.

AAS: Oxnard & Ventura

- Exceptions were noted for two (2) of six (6) students designated as FRPM. One (1) student only had 2014-15 income data on file and income verification documentation was not provided for the remaining student.

AAS: Sonoma

- Exception was noted for one (1) of five (5) students designated as FRPM. Income verification documentation provided for the student indicated a paid status.

AAS: Thousand Oaks & Simi Valley

- Exceptions were noted for four (4) of six (6) students designated as FRPM. Three (3) students should have been designated as paid status and income verification documentation was not provided for the remaining student.
- Exceptions were noted for one (1) of three (3) student designated as EL and non-FRPM. Home language survey provided indicated the student should have been classified as English Only.

**ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

FINDING 2016-4: UNDUPLICATED LCFF PUPIL COUNT (40000) (continued)

Condition (continued):

AAS: Fresno

- Exception was noted for one (1) of five (5) students designated as FRPM. Supporting documentation for household income verification provided to verify student's FRPM status was from 2014-15.

AAS: Los Angeles K-8

- Exceptions were noted for two (2) of five (5) students designated as FRPM. The two (2) students only had 2014-15 income data on file.
- Exception was noted for one (1) of one (1) student designated as EL and non-FRPM. Home language survey provided indicated the student should have been classified as English Only.

Effect: The charter schools are not in compliance with State requirements. Errors in the Unduplicated Pupil Count per charter school were extrapolated by finding the percentage of error and multiplying by the number of students in each designation (FRPM, EL, or FRPM and EL). In cases where the total population was tested, the total actual error is noted. Errors per charter are as follows:

AAS: Del Mar Elementary (K-5) Extrapolated error is 6 of 31 for FRPM only or -6 pupil counts in error.

AAS: Del Mar Middle & High (6-12) Extrapolated error is 6 of 11 for FRPM only and 3 of 6 for EL only for a total of -9 pupil counts in error.

AAS: El Cajon Elementary (K-5) Total FRPM only population was tested; actual error is 1 of 2 or -1 pupil count.

AAS: El Cajon Middle & High (6-12) Extrapolated error is 7 of 7 for FRPM only or -7 pupil counts in error.

AAS: Oxnard & Ventura Extrapolated error is 3 of 8 for FRPM only or -3 pupil counts in error.

AAS: Sonoma Extrapolated error is 2 of 12 for FRPM only or -2 pupil counts in error.

AAS: Thousand Oaks & Simi Valley Extrapolated error is 27 of 41 for FRPM only and actual error for testing of total population is 1 of 3 for EL only for a total of -28 pupil counts in error.

AAS: Fresno Extrapolated error is 2 of 10 for FRPM only or -2 pupil counts in error.

AAS: Los Angeles K-8 Extrapolated error is 4 of 9 for FRPM only and actual error for testing of total population is 1 of 1 for EL only for a total of -5 pupil counts in error.

Cause: Documentation for FRPM and/or EL designations did not support the Unduplicated Pupil Count per charter school resulting in inaccuracies and support for designations was not retained by the charter schools.

Questioned Costs: \$16,103 (see calculation on following page)

Recommendation: We recommend that all household income documentation and documentation to support EL status be reviewed and obtained for accurate CALPADS reporting.

Academy's Response: Academy of Arts and Sciences has modified its enrollment process and approval process for incoming scholars. Additional checkpoints have been created for the Enrollment Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Executive Assistant to the CEO.

ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2016-4: UNDUPLICATED LCFF PUPIL COUNT (40000) (continued)

Questioned Cost (continued):

	AAS: Del Mar Elementary (K-5)		AAS: Del Mar Middle & High (9-12)		AAS: El Cajon Elementary (K-5)		AAS: El Cajon Middle & High (6-12)		AAS: Oxnard & Ventura	
	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP
Unduplicated Pupil Percentage (UPP) Audit Adjustment										
1) Total Adjusted Enrollment from the UPP Exhibit as of P-2	347	411	474	558	673	986	648	1,073	586	887
2) Total Adjusted Unduplicated Count from the UPP Exhibit as of P-2	163	180	128	187	129	191	160	297	166	301
3) Number of Unduplicated Count audit adjustment		(6)		(9)		(1)		(7)		(3)
4) Revised Adjusted Unduplicated Pupil Count	157	174	119	178	128	190	153	290	163	298
5) UPP calculated at P-2	0.4697	0.4380	0.2700	0.3351	0.1917	0.1937	0.2469	0.2768	0.2833	0.3393
6) Revised UPP for audit finding	0.4524	0.4234	0.2511	0.3190	0.1902	0.1927	0.2361	0.2703	0.2782	0.3360
7) Greater of Revised UPP for audit finding from Section 1 or 2		0.4524		0.3190		0.1927		0.2703		0.3360
8) Charter Schools Only: Determinative School District Concentration Cap		0.7288		1.7288		0.7288		0.7288		0.5220
9) Revised UPP adjusted for Concentration Cap		0.4524		0.3190		0.1927		0.2703		0.3360
LCFF Target Base Grant Funding										
10) Total Base Grant Funding as of P-2	\$ 700,670		\$ 1,712,809		\$ 241,740		\$ 393,950		\$ 875,491	
LCFF Target Supplemental Grant Funding Audit Adjustment										
11) Target Supplemental Grant Funding calculated as of P-2	\$ 65,821		\$ 114,792		\$ 9,365		\$ 21,809		\$ 59,411	
12) Revised Target Supplemental Grant Funding for audit finding	\$ 63,397		\$ 109,277		\$ 9,317		\$ 21,297		\$ 58,833	
13) Target Supplemental Grant Funding Audit Adjustment	\$ (2,424)		\$ (5,515)		\$ (48)		\$ (512)		\$ (578)	
LCFF Target Concentration Grant Funding Audit Adjustment										
14) Target Concentration Grant Funding calculated as of P-2	\$ -		\$ -		\$ -		\$ -		\$ -	
15) Revised Target Concentration Grant Funding for audit finding	\$ -		\$ -		\$ -		\$ -		\$ -	
16) Target Concentration Grant Funding Audit Adjustment	\$ -		\$ -		\$ -		\$ -		\$ -	
Estimated Cost of Unduplicated Pupil Count Audit Adjustment for LEAs funded at LCFF Target										
17) Total target supplemental and concentration audit adjustment	\$ (2,424)		\$ (5,515)		\$ (48)		\$ (512)		\$ (578)	
Estimated Cost of Unduplicated Pupil Count Audit Adjustment for LEAs funded at LCFF Floor and Gap										
18) Statewide gap funding rate	0.5255761597		0.5255761597		0.5255761597		0.5255761597		0.5255761597	
19) Estimated value of unduplicated pupil count audit adjustment for 2015-16	\$ (1,274)		\$ (2,899)		\$ (25)		\$ (269)		\$ (304)	

ACADEMY OF ARTS & SCIENCES
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2016-4: UNDUPLICATED LCFF PUPIL COUNT (40000) (continued)

Questioned Cost (continued):

	AAS: Sonoma		AAS: Thousand Oaks & Simi Valley		AAS: Fresno		AAS: Los Angeles K-8	
	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP	Section 1: Regular UPP	Section 2: Alternative UPP
Unduplicated Pupil Percentage (UPP) Audit Adjustment								
1) Total Adjusted Enrollment from the UPP Exhibit as of P-2	465	578	871	1,109	229	333	392	689
2) Total Adjusted Unduplicated Count from the UPP Exhibit as of P-2	112	155	272	411	108	155	95	148
3) Number of Unduplicated Count audit adjustment		(2)		(28)		(2)		(5)
4) Revised Adjusted Unduplicated Pupil Count	110	153	244	383	106	153	90	143
5) UPP calculated at P-2	0.2409	0.2682	0.3123	0.3706	0.4716	0.4655	0.2423	0.2148
6) Revised UPP for audit finding	0.2366	0.2647	0.2801	0.3454	0.4629	0.4595	0.2296	0.2075
7) Greater of Revised UPP for audit finding from Section 1 or 2		0.2647		0.3454		0.4629		0.2296
8) Charter Schools Only: Determinative School District Concentration Cap		0.4824		0.5220		0.9479		0.4353
9) Revised UPP adjusted for Concentration Cap		0.2647		0.3454		0.4629		0.2296
LCFF Target Base Grant Funding								
10) Total Base Grant Funding as of P-2	\$ 2,572,498		\$ 3,088,051		\$ 1,272,594		\$ 779,584	
LCFF Target Supplemental Grant Funding Audit Adjustment								
11) Target Supplemental Grant Funding calculated as of P-2	\$ 137,989		\$ 228,886		\$ 120,031		\$ 37,779	
12) Revised Target Supplemental Grant Funding for audit finding	\$ 136,188		\$ 213,323		\$ 117,817		\$ 35,798	
13) Target Supplemental Grant Funding Audit Adjustment	\$ (1,801)		\$ (15,563)		\$ (2,214)		\$ (1,981)	
LCFF Target Concentration Grant Funding Audit Adjustment								
14) Target Concentration Grant Funding calculated as of P-2	\$ -		\$ -		\$ -		\$ -	
15) Revised Target Concentration Grant Funding for audit finding	\$ -		\$ -		\$ -		\$ -	
16) Target Concentration Grant Funding Audit Adjustment	\$ -		\$ -		\$ -		\$ -	
Estimated Cost of Unduplicated Pupil Count Audit Adjustment for LEAs funded at LCFF Target								
17) Total target supplemental and concentration audit adjustment	\$ (1,801)		\$ (15,563)		\$ (2,214)		\$ (1,981)	
Estimated Cost of Unduplicated Pupil Count Audit Adjustment for LEAs funded at LCFF Floor and Gap								
18) Statewide gap funding rate	0.5255761597		0.5255761597		0.5255761597		0.5255761597	
19) Estimated value of unduplicated pupil count audit adjustment for 2015-16	\$ (947)		\$ (8,180)		\$ (1,164)		\$ (1,041)	\$ (16,103)

**ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINDING 2015-1: CONTROLS OVER PAYROLL PROCESSING AND HUMAN RESOURCES (30000)

Criteria: Best practice is to implement controls over payroll and human resources duties to ensure proper procedures over these areas. Proper controls over personnel files, salary schedules, and terminations are essential to avoid misuse of funds and ensure accurate maintenance of personnel records.

Condition: We found during testing that there were many payroll and human resources control deficiencies. We noted the following deficiencies:

- For five (5) of twenty-seven (27) employees, we noted that actual gross pay from the payroll register could not be accurately recalculated based on the employees approved pay rate and frequency.
- We noted two (2) employees were paid in advance of their hire dates.
- Based on the departments listed on the payroll registers, we noted one (1) employee was not accurately reported by proper object code classification for accurate reporting of expenditures and CalSTRS benefits.
- In our testing of terminated employees, we noted one (1) of nine (9) employees received payment well after his termination date. Overpayment from December 20, 2014 to March 15, 2015 is estimated to be \$6,120.00.

Cause: Because of the lack of controls over payroll and human resources, possibility of over/under payment of salaries occur, employee personnel files are not adequate, terminated employees are paid even after termination, and new employees are being paid in advance without proper approval.

Effect: Without proper oversight, terminated employees will continue to be paid after termination if controls are not put in place. Though the amount of overpayment may not be significant to AAS, sensitivity exists with the misuse of public funds. Improper object code classification in regards to personnel position can lead to misappropriation of expenses and improper personnel records. Proper controls regarding the alignment of position and salary control are essential to prevent over or under payment of salaries.

Recommendations: We recommend that AAS and EdHive ensure timely removal of terminated employees. We recommend that the actual amount of overpayment be determined and the former employee be contacted to arrange for repayment of the unearned wages. We strongly advise that legal guidance be obtained for proper handling of the matter. Controls over payroll and human resources need to be implemented to ensure proper procedures. We recommend that advance payment to employees for hours not yet worked either be avoided or must have prior approval from the Board of Directors

Current Status: Implemented

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000)

Criteria: In accordance with *California Education Code Section 51747.5(b)* charter schools may claim apportionment credit for independent study only to the extent that time value of pupil work products as personally judged by a certificated teacher. A central element of the audit trail for charter school nonclassroom-based independent study average daily attendance (ADA) is contemporaneous records for each student identifying clearly each school day in a school calendar on which the student “engaged in required educational activities” to an extent sufficient to constitute at least one day of time value. Additionally, no ADA may be claimed from independent study until a written agreement is completed and in effect (*California Education Code Sections 46300.7 and 51747(c)(8)*).

Condition: In the testing of all twelve (12) nonclassroom-based charter schools operated by AAS, a sample of pupils from each charter was selected for testing. The below issues were found:

Non-Resident Students: Student(s) did not reside in the county or a contiguous county for the charter school attended

- *Academy of Arts and Sciences: Oxnard & Ventura:* One (1) student

Missing Work Samples: Student work samples were not available to support educational activities

- *Academy of Arts and Sciences: Thousand Oaks & Simi Valley:* One (1) student for the period of October 28 – November 25, 2015.
- *Cal Stem San Joaquin:* One (1) student for the period of November 12 – 25, 2014.

Attendance Record: Student(s) attendance days as determined by the teacher did not accurately reflect the apportionment within the attendance system.

- *Academy of Arts and Sciences: Oxnard & Ventura:* One (1) student’s days
- *Academy of Arts and Sciences: El Cajon Middle & High (6-12):* One (1) student’s days
- *Academy of Arts and Sciences: Los Angeles K-8:* One (1) student’s days

Incomplete Master Agreements: Master agreements were not on file, missing signatures, illegible or otherwise not sufficient

- *Academy of Arts and Sciences: Los Angeles 9-12:* Three (3) students’ master agreements
- *Academy of Arts and Sciences: Del Mar Middle & High:* One (1) student’s master agreement
- *Academy of Arts and Sciences: El Cajon Elementary:* One (1) student master agreement
- *Academy of Arts and Sciences: Fresno:* Four (4) student master agreements

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000) (continued)

Condition (continued): Additionally, in our review of the attendance records from all non-classroom-based charter schools operated by the Academy, we noted that the attendance system generated Grade Level Summary for the below mentioned schools did not match what was reported on the Second Period Attendance Report. The effects on the average daily attendance (ADA) during the annual attendance reporting period are also noted below:

Second Period Attendance Report:

- *Academy of Arts and Sciences: Thousand Oaks:* Total net overstatement of 1.40 ADA, resulting from 0.29 overstated ADA for grades 4-6, 1.10 overstated ADA for grades 7-8, and 0.01 overstated ADA for grades 9-12.
- *Academy of Arts and Sciences: El Cajon Elementary (K-5):* Total net understatement of 1.00 ADA, resulting from 1.00 understated ADA for grades K-3 Special Education.
- *Academy of Arts and Sciences: Oxnard & Ventura:* Total net overstatement of 1.77 ADA, resulting from 0.88 overstated ADA for grades K-3, 0.99 overstated ADA for grades 4-6, 1.94 understated ADA for grades 7-8, and 1.84 overstated ADA for grades 9-12.
- *Academy of Arts and Sciences: Fresno:* Total net understatement of 0.58 ADA, resulting from 0.29 understated ADA for grades 4-6 and 0.29 understated ADA for grades 7-8.
- *Academy of Arts and Sciences: Del Mar Elementary School:* Total net overstatement of 1.00 ADA, resulting from 1.00 overstated ADA for grades K-3.
- *Cal Stem San Joaquin:* Total net understatement of 0.09 ADA, resulting from 0.09 understated ADA for grades 7-8.

Annual Attendance Report:

- *Academy of Arts and Sciences: Thousand Oaks:* Total net overstatement of 1.00 ADA, resulting from 1.00 overstated ADA for grades 7-8.
- *Academy of Arts and Sciences: San Joaquin:* Total net overstatement of 3.54 ADA, resulting from 1.01 overstated ADA for grades K-3, 0.04 overstated ADA for grades 4-6, 0.27 overstated ADA for grades 7-8, and 2.22 overstated ADA for grades 9-12.
- *Cal Stem San Joaquin:* Total net understatement of 0.05 ADA, resulting from 0.05 understated ADA for grades 7-8.

Effect:

Second Period Attendance Report ADA:

- *Academy of Arts and Sciences: El Cajon Elementary:* Total net overstatement of 1.00 ADA for grades 4-6, resulting from the above mentioned incomplete master agreement.
- *Academy of Arts and Sciences: El Cajon Middle & High:* Total net overstatement of 0.50 ADA, resulting from the above mentioned attendance record discrepancy. Total overstatement of 0.50 ADA for grades 7-8.
- *Academy of Arts and Sciences: Del Mar Middle & High:* Total net overstatement of 0.47 ADA for grades 7-8, resulting from the above mentioned incomplete master agreement.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-2: ATTENDANCE FROM NON CLASSROOM-BASED INSTRUCTION (10000) (continued)

Effect (continued):

Second Period Attendance Report ADA (continued):

- *Academy of Arts and Sciences: Oxnard & Ventura:* Total net overstatement of 0.72 ADA for grades K-3, resulting from the above mentioned non-resident discrepancies in attendance records.
- *Academy of Arts and Sciences: Los Angeles K-8:* Total net overstatement of 3.23 ADA, resulting from the above mentioned attendance record discrepancy. Total overstatement of 0.23 ADA for grades K-3. Total overstatement of 2.00 ADA for grades 4-6. Total overstatement of 1.00 for grades 7-8.
- *Academy of Arts and Sciences: Los Angeles 9-12:* Total net overstatement of 2.12 ADA for grades 9-12, resulting from the above mentioned incomplete master agreements.
- *Academy of Arts and Sciences: Fresno:* Total net overstatement of 3.50 ADA, resulting from the above mentioned incomplete master agreements. Total overstatement of 1.50 ADA for grades K-3. Total overstatement of 2.00 ADA for grades 9-12.
- *Academy of Arts and Sciences: Thousand Oaks & Simi Valley:* Total net overstatement of 0.70 ADA for grades 9-12, resulting from the above mentioned missing work sample.
- *Cal Stem San Joaquin:* Total net overstatement of 1.00 ADA, resulting from the above mentioned missing work sample. Total overstatement of 1.00 ADA for grades 7-8.

Cause: Controls over attendance reporting and master agreement requirements are not in place to assure the amounts reported on the Second Period Attendance Report is accurate and will result in a restatement of ADA. Controls over attendance reporting are not in place to assure that the amounts reported on the Second Period and Annual Attendance Report are accurate.

Questioned Cost: A total of \$21,033 was calculated as due from the Academy for all noted attendance exceptions referenced above. [Refer to 2014-15 audit report for full calculation of questioned cost.](#)

Recommendations: We recommend that proper procedures be established to ensure that the data within the attendance system and the student's file are accurate.

Current Status: Not fully implemented. See Finding 2016-2.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-3: ATTENDANCE FROM CLASSROOM BASED INSTRUCTION (1000)

Criteria: In accordance with California Education Code Section 47612.5(a)(2), a charter school shall, as a condition of apportionment, maintain written contemporaneous records that document all pupil attendance, and make these records available for audit and inspection. Beginning 2009-10, the CDE allowed for approved schools districts and county offices to replace manual teacher signatures with digital signatures or other electronic certification processes. This approval does not currently extend to charter schools.

Condition: Based on inquiry and observation, no physical records of attendance have been generated from the accounting software for timely review and approval by the certificated personnel who initially recorded the attendance data within the system for Valley Prep K-5 and for Valley Prep Academy 9-12.

Valley Prep K-5: Based on inquiry and observation, no physical records of attendance have been generated from the accounting software for timely review and approval by the certificated personnel who initially recorded the attendance data within the system. Additionally, the following errors were found:

- In our review of five (5) students selected from the tardy log, we noted two (2) exceptions whereas students were determined tardy but were marked in the attendance system for a full day absence. ADA was understated on the P-2 report by 0.02.
- We were unable to verify accurate attendance for another student as attendance history was not accessible by site personnel via the attendance system and teacher weekly rosters did not include the student. Because this student was not verifiable, amount due to charter is undeterminable.

Valley Prep 6-8: The following errors were found:

- From our review of five (5) teacher rosters, we noted three (3) did not have teacher signatures, and two (2) were signed but not dated.
- There were discrepancies between the teacher signed rosters as compared to the system attendance register or other errors as noted for two (2) of the five (5) rosters.
 - A roster tested noted a student as present but was marked absent in the system on October 16, 2014. Another student was marked absent on the roster but marked present in the system on that same day. Net effect on ADA is zero.
 - Another roster tested listed two students that were not noted in the attendance system for this teacher. Additionally, attendance did not appear to be taken by the teacher on October 23 and 24, 2015.
- In our review of ten (10) students selected from the tardy log, we noted one (1) exception. A student arrived late but was marked in the attendance system for a full day absence on October 10, 2014. ADA was understated on the P-2 by 0.01 ADA.

Valley Prep Academy 9-12: Based on inquiry and observation, no physical records of attendance have been generated from the accounting software for timely review and approval by the certificated personnel who initially recorded the attendance data within the system. Additionally, the following errors were found: In our review of twenty (20) absence notes, we noted exceptions with sixteen (16) involving source documents not matching with student records in the attendance system. In most cases, students were marked present in one to two non-consecutive class periods although absent notes were available to support the students full day absence. Based on inquiry, teachers have not been taking accurate attendance and error reports indicating one present and/or all present were not generated until roughly February or March 2015. This was for a total of 0.12 ADA overstated on the P-2 report.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-3: ATTENDANCE FROM CLASSROOM BASED INSTRUCTION (10000) (continued)

Effect: The Charter is not in compliance with State requirements regarding attendance reporting and record retention. Errors and anomalies in system information could go unnoticed without timely review of submitted data. ADA for Grades 4-6 was understated by.

Cause: Records to support contemporaneous origination data of student attendance are maintained electronically and not reviewed after initial submission within the attendance accounting system.

Questioned Costs: Total net dollar effect of \$832, calculated by charter school as follows:

Valley Prep K-5: The Charter's base grant ADA rate for Grades 4-6 is \$7,116; therefore, the understatement of 0.02 ADA equals an amount due to the charter of approximately \$142

Valley Prep 6 – 8: The Charter's base grant ADA rate for Grades 4-6 is \$7,116; therefore, the understatement of 0.01 ADA equals an amount due to the charter of approximately \$71.

Valley Prep Academy 9-12: The Charter's base grant ADA rate for Grades 9-12 is \$8,712; therefore, the overstatement of 0.12 ADA equals an amount due from the charter of approximately \$1,045.

Recommendation: It is recommended that physical contemporaneous records be maintained. Pupil attendance records should include teachers signing and dating timely printouts of electronic attendance data previously entered into the attendance system we recommend that the P-2 attendance report be revised to indicate the correct ADA amount for Grades 4-6 for Valley Prep K-5. Additionally, procedures over revisions to system information should be established to include proper communication to personnel generating system information for attendance reporting purposes as well as prevent untimely edits to system information.

Current Status: Implemented.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-4: UNDUPLICATED LOCAL CONTROL FUNDING FORMULA (LCFF) PUPIL COUNT (40000)

Criteria: Students classified as Free or Reduced Priced Meal (FRPM) eligible and/or English Learners (EL), who are not directly certified on the CALPADS 1.18 *FRPM/English Learner/Foster Youth – Student List* report, must have supporting documentation that indicates the student was eligible for this designation. The unduplicated local control funding formula pupil count affects the percentage used as data in calculating Local Control Funding Formula (LCFF) apportionment. In accordance with CCR §11511(1)(b), “the English language proficiency of all currently enrolled English learners shall be assessed by administering the test (CELDT) during the annual assessment window” with the “annual assessment window” beginning on July 1 and ending October 31 of each school year. Auditors are required to verify compliance with California Education Code Section 42238.02(b)(3)(B) in Section W of the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies*.

Condition: Based on review and testing of student designations from the CALPADS 1.18 *FRPM/English Learner/Foster Youth – Student List* report for each charter, we noted the following:

Cal Stem San Joaquin

- One (1) of 4 students designated as *Free or Reduced Priced Meals* (FRPM) did not agree with the FRPM designation. Student *Family Income Verification Form* was incomplete and we were unable to verify designation.
- Three (3) of 3 students tested, designated as EL (English Learner) and non-FRPM, did not have CELDT scores, Home Language Survey or other supporting documentation to support classification of EL status.

Del Mar Elementary School

- Exception noted for one (1) of 6 students designated as FRPM. Family Income Verification Form or other form of supporting documentation was not provided to verify student FRPM status.

El Cajon Middle & High School

- Exceptions were noted for five (5) of 18 students designated as FRPM. One (1) of 5 students did not have an income verification form or other documentation available to support the FRPM status. Three (3) of 5 income verification forms were incomplete; we were unable to determine FRPM status. Based on review of income verification form, one (1) of 5 students should have been paid status.
- Based on review of CELDT exam, one (1) of 3 students classified as EL and non-FRPM should have been reclassified.

Fresno

- One (1) of 6 students designated as FRPM did not have an income verification form or other support to verify FRPM status.
- CELDT exam, Home Language Survey or other support was not provided for one (1) of 3 students classified as EL and non- FRPM.

Los Angeles K-8

- Exception was noted for one (1) of 7 students designated as FRPM. Family Income form was incomplete; therefore, we were unable to verify FRPM status.
- CELDT exam, Home Language Survey or other support was not provided for one (1) of 3 students classified as EL and non- FRPM.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-4: UNDUPLICATED LCFF PUPIL COUNT (40000) (continued)

Condition (continued):

Los Angeles 9-12

- Exception noted for one (1) of 6 students designated as FRPM. Family Income Verification Form or other form of supporting documentation was not provided to verify student FRPM status.
- CELDT exam, Home Language Survey or other support was not provided for one (1) of 1 student classified as EL and non- FRPM.

San Joaquin

- Two (2) of 5 students selected from the *CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List*, designated as FRPM tested with exceptions. Based on review of income verification form, one (1) of 2 students designated at FRMP should have been paid status. One (1) of 2 students did not have an income verification form available to support their status.
- Based on review of Home Language Survey, one (1) of 2 students classified as EL and non-FRPM should have been reclassified.

Sonoma

- Exceptions noted for two (2) of 3 students classified as EL and non- FRPM. One (1) of 2 students did not have a Home Language Survey or other documentation available to support status. Based on review of one (1) of 2 Home Language Surveys, student should be reclassified.

Thousand Oaks & Simi Valley

- Four (4) of 10 students classified as FRPM tested with exceptions. Income verification forms were incomplete and we were unable to verify student designation.
- One (1) of 2 students classified as English Learner (EL) and FRPM did not have CEDLT scores, income verification form, or other documentation available to support their status.

Valley Prep K-5

- Two (2) of 6 students classified as FRPM tested with exceptions. Income verification forms were incomplete and we were unable to verify student designation.
- Based on review of income verification forms, two (2) of 4 students classified as English Learner (EL) and FRPM tested with exceptions. Income verification forms were incomplete and we were unable to determine student designation.

Valley Prep 6-8

- One (1) of 3 students selected from the *CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List*, designated as FRPM tested with an exception. Based on review of income verification form students should have been paid status.

ACADEMY OF ARTS & SCIENCES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING 2015-4: UNDUPLICATED LCFF PUPIL COUNT (40000) (continued)

Condition (continued):

Valley Prep Academy 9-12

- Eight (8) of 10 students selected from the *CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List*, designated as FRPM tested with exceptions. Based on review of income verification form students should have been paid status.
- Based on review of income verification form, one (1) of 1 student with EL and FRPM designation did not agree with FRPM status. Income verification form was incomplete and we were unable to determine designation.

Effect: The Charter is not in compliance with State requirements. Errors in the Unduplicated Pupil Count per charter school were extrapolated by finding the percentage of error and multiplying by the number of students in each designation (FRPM, EL, or FRPM and EL). Errors per charter are as follows: 10 of 20 for Cal Stem San Joaquin, 8 of 48 for Del Mar Elementary, 33 of 116 for El Cajon Middle and High, 5 of 26 for Fresno, 10 of 68 for Los Angeles K-8, 7 of 26 for Los Angeles 9-12, 22 of 54 for San Joaquin, 3 of 5 for Sonoma, 40 of 99 for Thousand Oaks and Simi Valley, 17 of 44 for Valley Prep K-5, 2 of 13 for Valley Prep 6-8, and 9 of 11 for Valley Prep 9-12.

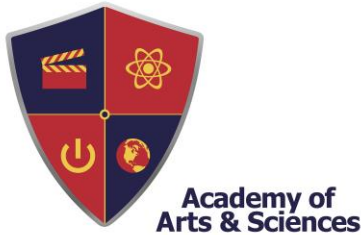
Cause: Documentation for FRPM and/or EL designations did not support the Unduplicated Pupil Count per charter school resulting in inaccuracies and support for designations were not retained by the charter school.

Questioned Costs: \$77,113. *Refer to 2015-16 audit report with original and full calculations for questioned cost.*

- | | |
|---|---|
| • Cal Stem San Joaquin – \$3,415 | • Valley Prep 6-8 – \$3,226 |
| • AAS: San Joaquin – \$9,149 | • Valley Prep High – \$2,230 |
| • AAS: Sonoma – \$1,021 | • Los Angeles K-8 – \$2,665 |
| • AAS: Fresno – \$2,023 | • Los Angeles 9-12 – \$2,081 |
| • AAS: Thousand Oaks and Simi Valley – \$18,327 | • AAS: Del Mar Elementary – \$2,529 |
| • Valley Prep K-5 – \$22,116 | • AAS: El Cajon Middle & High – \$8,331 |

Recommendation: We recommend that all household income documentation and documentation to support EL status be reviewed and obtained for accurate CALPADS reporting.

Current Status: Not implemented. See Finding 2016-4.



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: November 28th, 2016
RE: 2015-16 Audit

Christy White was hired to prepare our 2016 Audit. In their opinion, “the financial statements referred to [in the report] present fairly, in all material respects, the financial position of Academy of Arts & Sciences as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.”

Also in their opinion, “Academy of Arts & Sciences complied, in all material respects, with the types of compliance requirements referred to in the [report] that are applicable to the state programs noted in the [report] for the year ended June 30, 2016.” There were findings and the Finance Committee provided guidance on recommendations as set forth in the report, and the President & CEO is leading the effort on executing the recommendations.

Action Requested:

A motion to approve the Audit Report for the year ended June 30, 2016.

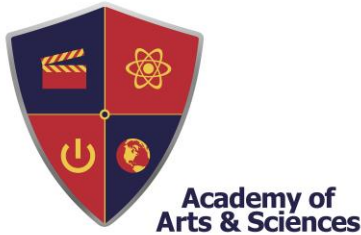
Reviewed and Approved for Submission:

A handwritten signature in black ink, appearing to read "J.J. Lewis".

J.J. Lewis
President & CEO

Finance Committee Recommendation:

The Finance Committee met on Tuesday, November 15th and unanimously recommend approval of the suggested action by the full Board of Directors.



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: November 28th, 2016
RE: State Board of Education Waiver

Academy of Arts and Sciences currently operates a Learning Center in San Diego County, outside our authorizers (Mountain Empire USD) boundaries and within the boundaries of San Diego USD. Due to the recent Shasta decision, charter schools may only locate learning / resource centers in either the district they are authorized or in an adjoining county, not outside the district and within the same county as AAS currently operates.

Mountain Empire USD issued a letter on November 14, 2016 notifying us of being out of compliance with this ruling. Part of the letter recommends asking the district to submit a waiver on its behalf.

A waiver to the State Board of Education could exempt us from this ruling. Our lease expires in August 2017 and we do not intend on renewing. This waiver would allow us to continue offering enrichment activities at the San Diego Learning Center for the remainder of the 2016-17 school year if approved by the State Board of Education.

Action Requested:

A motion to approve the California State Board of Education Waiver Request for AAS Del Mar.

Reviewed and Approved for Submission:

A handwritten signature in black ink, appearing to read "J.J. Lewis".

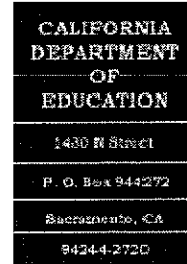
J.J. Lewis
President & CEO



Curriculum & Instruction	Testing & Accountability	Professional Development
Finance & Grants	Data & Statistics	Specialized Programs



DELAINE EASTIN
State Superintendent of Public Instruction



November 14, 2002

To: County and District Superintendents
County and District Chief Business Officials
Charter School Administrators

From: Janet Sterling, Director
School Fiscal Services Division

Subject: **Update of Recent Charter School Legislation**

Significant changes in charter school law occurred in the recent legislative session. This letter is intended to give you an overview of those changes. Charter schools and authorizing entities are encouraged to review the actual text of each bill. Chaptered versions of each of these bills may be found on the Internet.

Over the next several months, the California Department of Education (CDE) will be working closely with the State Board of Education (SBE) and the SBE's Advisory Commission on Charter Schools (ACCS) to interpret and implement these new laws. Summaries of significant charter school legislation are grouped by major topics below. All new laws are effective beginning January 1, 2003, unless otherwise noted.

Charter School Approvals and Operations

Assembly Bill (AB) 1994 (Reyes), Chapter 1058/02 .

This bill, the most comprehensive charter legislation this year, makes significant revisions to charter school law regarding charter petitions and approvals, financial reporting, and the location of charter school operations. Over the next several months, the SBE, in cooperation with the CDE and the ACCS will be working to interpret and implement the bill's provisions through regulation. The key provisions of AB 1994 include:

New Geographic Restrictions on Charter Schools-

- Permits a charter school to operate only within the geographic jurisdiction of the school district that authorized it, except as specified.
- Allows a charter school to operate one site outside of the district of authorization, but within the county in which the authorizing district is located, under specified conditions.

- ⌘ Requires a charter petition to identify each site where the school will operate.
- ⌘ Permits a charter school to establish additional sites only with the approval of the authorizing entity as a material revision to the charter.
- ⌘ Requires a petition that is approved on appeal to a county office of education (COE) or the SBE to meet the geographic restrictions that would have applied to the charter school in the district that denied it.
- ⌘ Establishes various time lines and exemptions for compliance with the geographic restrictions imposed:
- ⌘ The site restrictions apply to any school authorized after July 1, 2002.
- ⌘ For any school authorized prior to July 1, 2002, but that does not commence instruction until July 1, 2002 or later, the restrictions apply upon expiration of the charter that is in effect on January 1, 2003.
- ⌘ Existing schools cannot establish any additional sites after July 1, 2002, unless the site is authorized in accordance with the restrictions established in the bill.?? Existing schools must come into compliance with the geographic restrictions by the expiration of the charter term or July 1, 2005, whichever is later.
- ⌘ The site restrictions do not apply to facilities used as resource centers, meeting spaces, or satellite sites used exclusively for non-classroom based independent study if a majority of the charter school pupils are residents of the county in which the charter is authorized.
- ⌘ The site restrictions do not apply to charter schools that provide services exclusively to pupils enrolled in specified federal or state programs such as the California Conservation Corp.

New Requirements for Charter Proposals and the Chartering Process-

- ⌘ Requires a charter petition for a school that will serve high school pupils to include a description of how the school will notify parents about the transferability of its courses to other public high schools and the eligibility of courses to meet college entrance requirements.
- ⌘ Requires a charter petition to include specified procedures to be used if the school closes.
- ⌘ Requires charter petitioners to provide a copy of their approved charter to the COE and the CDE.
- ⌘ Requires a charter petitioner whose petition has been denied, to appeal to the COE prior to bringing the petition to the SBE on appeal.
- ⌘ Prohibits charter schools approved after January 1, 2003, from serving grade levels not served by the authorizing entity unless it serves all of the grades offered by the authorizing entity.
- ⌘ Requires a new charter school to commence operation by September 30 of a fiscal year.

New Financial Reporting Requirements and Fiscal Provisions-

Requires charter schools to provide to their chartering entity an annual financial report in a format prescribed by the Superintendent of Public Instruction (SPI). This information will then be transmitted to the SPI.

Requires a charter school to submit its annual audit to the State Controller and the COE in addition to the CDE and the charter authorizing entity.

Makes technical and clarifying changes related to apportionments for SBE-authorized charter schools and all-charter districts.

New Authority for County Offices of Education-

Authorizes COEs to investigate complaints and monitor charter schools, and requires a charter school to respond to information requests from COEs.

Establishes new authority for county boards of education to approve charter schools that may operate multiple sites within the county if the county board finds the charter could not serve the pupils through a district-approved charter. A county board may also impose any other requirements that it deems necessary for sound operation of the school or deny a charter of this type for any reason it finds justified. A denial by a county board under this section cannot be appealed to the SBE. Any charter school approved under this authority must notify each school district in the county where the charter school will operate.

New Authority for the State Board of Education-

Requires the SBE to assign separate charter numbers to each site of a multi-site charter school if the sites do not share a common educational program.

Establishes new authority for the SBE to approve charter schools that propose to operate multiple sites throughout the State. Requires the SBE to adopt regulations to implement these provisions. The SBE must find that the school will provide instructional services of a statewide benefit that cannot be met by a district-or county authorized charter. The SBE may deny a charter of this type for any reason it finds justified. Any charter school approved under this authority must notify each school district where the charter school will operate.

(*Education Code* sections 1628, 42100, and 47602 through 47612.1.)

Charter School Facilities Issues

Senate Bill (SB) 2039 (O'Connell), Chapter 586/02

This bill, an urgency measure effective September 14, 2002, makes changes to the charter school facilities grant program that was established last year in SB 740 (Chapter 892/01). Specifically, this bill expands eligibility for a facilities reimbursement grant to charter schools in which at least 70 percent of the pupil population is eligible for free or reduced price meals. This bill also clarifies the types of facilities costs that are eligible for reimbursement. The new eligibility criteria will be applied to reimbursements of 2001-02 costs. Therefore, charter schools that believe they met the new criteria during the 2001-02 fiscal year should submit an application to the CDE. Applications are available on the Internet. Specific application materials that reflect the changes in the law have been mailed to each eligible charter school in a separate mailing. The 2002 Budget Act contains \$10 million to reimburse eligible applicants for costs incurred during 2001-02. If the program is oversubscribed, a proportional reduction will be made.

Funds for reimbursement of costs incurred during the 2002-03 fiscal year have not been appropriated, but are expected to be included in the 2003-04 Governor's Budget. (*Education Code* sections 47614.5 and 47605.3.)

Assembly Bill 14 (Goldberg), Chapter 935/02

This bill establishes a charter school facilities program to allocate state school facilities bond funds. The school bond measure adopted by Proposition 47, on the November ballot, specifically includes up to \$100 million for charter school facilities. This bill establishes the program to allocate these funds. Specifically, the law allows 'financially sound' charter schools to apply for funding to build, purchase, or retrofit facilities for

use by the charter school. An eligible charter school must be located in a school district that has school building program eligibility and may apply directly or through the school district. One-half of the project cost would be provided as a grant, and the charter school, through 'lease' payments or in a lump sum, would pay the other half. Projects approved under this program must meet all Field Act requirements and all other reviews and approvals required of traditional schools in the state school building program. The CDE will not have a direct role in implementing this program. It will be administered through the California School Finance Authority and the State Allocation Board (*Education Code* sections 17078.50 through 17180.5.)

Charter School Fiscal and Block Grant Issues

Assembly Bill 168 (Nation), Chapter 36/02

This is an urgency bill that was effective May 10, 2002. It extends the sunset for the continuous appropriation for the charter school block grant. This bill is necessary to provide the CDE with authority to disburse block grant funds to charter schools. (*Education Code* Section 47612.)

Assembly Bill 1781 (Hertzberg), Chapter 802/02

This bill consolidates various existing instructional materials programs and funding into the Instructional materials Funding Realignment Program. The impact on charter schools of this realignment is that instructional materials programs included in the charter school categorical block grant have been removed and merged into the new instructional materials program, which is not included in the block grant calculation. As a result, charter schools must now apply separately for funding for the Instructional Materials Funding Realignment Program and comply with program requirements. (*Education Code* sections 60240 through 60247.5.)

Assembly Bill 2781 (Oropeza), Chapter 1167/02

This is the Education Trailer Bill to the 2002 Budget Act and is an urgency statute effective for the 2002-03 fiscal year. Section 10 of the bill revises the calculation method used to determine the growth rate for the charter school categorical block grant to base it on final State Budget Act data rather than May Revision date. (*Education Code* Section 47634.5.)

Assembly Bill 2912 (Florez), Chapter 930/02

This bill allows all-charter districts that are not funded through the charter school block grant to receive declining enrollment funding for average daily attendance (ADA) generated by students who reside in the district. (*Education Code* sections 42238.5, 42238.52, and 42238.53.)

Senate Bill 1708 (Poochigian), Chapter 117/02

This bill allows charter schools to report ADA and receive funding if they are providing extended year services to special education students pursuant to an individualized education program (IEP). This is a technical correction to ensure charter schools receive the funding for services provided. This change will be reflected in CDE's ADA data collection process for the 2002-03 fiscal year. (*Education Code* Section 47646.)

Senate Bill 1709 (Poochigian), Chapter 209/02

This bill requires a charter school to transmit a copy of its annual audit to the State Controller and the COE where the charter school is located. This provision is also contained in AB 1994. (*Education Code* Section 47605.)

The information contained in this memorandum is advisory only. Charter schools and authorizing entities are encouraged to review the actual laws that provide the basis for this memo and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

This memo is also available on the CDE web site. If you have general questions about charter schools, please visit our web site or contact our Charter Schools Office at (916) 322-6029.

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Charter Schools FAQ Section 8

Frequently asked questions regarding independent study and nonclassroom-based programs.

Independent Study and Nonclassroom-Based Programs

Responses to these frequently asked questions are advisory only. Charter schools and authorizers are encouraged to review the actual laws and regulations that provide the basis for these responses and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

- [Q.1. Are there geographic restrictions on the operation of nonclassroom-based charter schools?](#)
 - [Q.2. What are the pupil-teacher ratio requirements for offering nonclassroom-based instruction in a charter school?](#)
-

Question 1: Are there geographic restrictions on the operation of nonclassroom-based charter schools?

Yes. [California Education Code Section 47605.1\(c\)](#)

[https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=2.&article=]

allows a nonclassroom-based charter school to establish a resource center, meeting space, or other satellite facility in a county adjacent to that in which the charter school is located, provided (1) the facility is used exclusively to serve nonclassroom-based pupils and (2) the school's primary educational services are provided in, and a majority of the school's pupils are residents of, the county in which the school's charter is approved.

[back to top](#)

Question 2: What are the pupil-teacher ratio requirements for offering nonclassroom-based instruction in a charter school?

Information regarding the method for [calculating pupil to teacher ratio](#) for non classroom based charter schools can be found on the Educational Options Web page.

[back to top](#)

Questions: Charter School Staff | charters@cde.ca.gov | 916-322-6029

Last Reviewed: Tuesday, February 16, 2016



Mountain Empire Unified School District
3291 Buckman Springs Road Pine Valley, CA 91962
(619) 473-9022 FAX (619) 473-9728

November 14, 2016

Academy of Arts & Science
850 Hampshire Rd. Ste. P
Thousand Oaks, CA 93161-2851

Dear Mr. Lewis,

I am writing to discuss (1) the recent Court of Appeals decision in the case of *Anderson Union High School District v. Shasta Secondary Home School*, Case No. C078491 (the “*Shasta Ruling*”); (2) your charter school’s operation of out-of-district resource centers; (3) the potential for the District’s Board to revoke your charter petition if these resource center issues are not addressed; and (4) the opportunity for the District to request a waiver of the Charter Schools Act’s (“CSA”) geographic restrictions on behalf of your charter school.

I know that you are already familiar with the *Shasta Ruling* and are already considering its impact on your school’s operations. The *Shasta Ruling* could be “depublished” in the near future because the Court of Appeal reconsiders its decision or because the California Supreme Court decides to review the decision. If the *Shasta Ruling* stands, then I believe your charter school will need to make changes to comply with the Ruling and with the CSA’s geographic restrictions on out-of-district sites.

Please consider this your notice pursuant to Cal. Educ. Code § 47607(d) that, based on the *Shasta Ruling*’s interpretation of the CSA’s geographic restrictions on charter school operations, the District’s Board will have to consider revocation of your charter petition based on your operation of out-of-district resource centers unless you change your operations. We will, however, provide you with a reasonable opportunity to address this issue to the Board’s satisfaction. Therefore, I am asking that you develop a plan for complying with the *Shasta Ruling* and present this plan to me or the District’s Board.

Other District-authorized charter schools have asked the District to submit requests for waivers on behalf of the charter schools to the State Board of Education, asking that the CSA’s geographic restrictions be waived for a certain period of time. The District’s Board will hold public hearings on December 6, 2016, to consider these requests. If you would like to ask the District’s Board to submit a waiver on your behalf, please contact me as soon as possible so that you can be placed on the agenda for the December 6, 2016 meeting. If the District’s Board chooses to submit the waiver request, then we will quickly work to submit the request, but it is my understanding that the State Board of Education is unlikely to consider the waiver request before its March 2017 meeting.

Unfortunately, there is no guarantee that a waiver request will be granted. Even if you do request a waiver, I still ask that you take this time to develop (1) a plan for complying with the *Shasta Ruling* if the waiver request is denied or, (2) if the waiver is granted, for complying with the *Shasta Ruling* when the waiver expires.

Sincerely,

Kathy Granger, Ed.D.
Superintendent, Mountain Empire Unified School District

Mountain Empire Unified School District on behalf of Academy of Arts and Sciences

**California State Board of Education
WAIVER SUBMISSION - General**

Local Education Agency: **Mountain Empire Unified School District**

Address: 3305 Buckman Springs Rd.
Pine Valley, CA 91962

Start: 7/1/2016

End: 7/1/2018

Waiver Renewal: N

Waiver Topic: Geographic Restrictions on Resource Center Locations for Nonclassroom-Based Charter Schools

Ed Code Title: Charter School Locations

Ed Code Section: Portions of EC Sections 47605(a)(1) and 47605.1

Ed Code Authority: 33050

Ed Code or CCR to Waive: Portions of California Education Code Sections 47605(a)(1), 47605(a)(5), and 47605.1(d) as follows:

Education Code Section 47605:

(a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school [within a school district] may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school [that will operate within the geographic boundaries of that school district.] A charter school may propose to operate at multiple sites [within the school district] if each location is identified in the charter school petition.

....

(5) [A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:]

Education Code Section 47605.1:

(d) [Notwithstanding subdivision (a) or subdivision (a) of Section 47605, a charter school that is unable to locate within the geographic boundaries of the chartering school district may establish one site outside the boundaries of the school district, but within the county within which that school district is located, if the school district in which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools is notified of the location of

the charter school before it commences operations, and either of the following circumstances exist:]

...

Outcome Rational:

Academy of Arts and Sciences (“AAS”) has been authorized by the Mountain Empire Unified School District (“District”) since 2012. AAS is a non-classroom based/independent study charter school program offering personalized learning education programs for grades TK-12.

AAS Program Generally

AAS is a growing and innovative independent study public charter school, open to scholars in Transitional Kindergarten through 12th grade. AAS attracts scholars seeking an alternative educational program where parents have the role of “Learning Coach” and play an important role of partnering with AAS teachers to educate their children at home.

AAS offers two virtual educational program options for families: online and traditional home study. We recognize that in education one size does not fit all. AAS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar’s unique needs. AAS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with Common Core standards. Enrollment in AAS is contingent on parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement.

Out-of-District Facility

On October 16, 2016, the 3rd District Court of Appeal ruled in *AUHSD v. Shasta Secondary Home School* (“Shasta Ruling”) that pursuant to Education Code Section 47605(a), independent study charter schools may not have resource centers outside of the boundaries of the school district in which the charter school is authorized, but within the same county.

Currently, AAS has zero (0) facilities within the District’s boundaries and one (1) resource center outside District boundaries but within San Diego County. This waiver is necessary to allow the continued operation of AAS’s existing resource center where scholars are served.

Students / Employees Affected

The Shasta Ruling has the potential to impact approximately 375 scholars: 53.2% Socioeconomically Disadvantaged, 2.9% English Learners, and 1% SPED population.

This ruling will also have an impact on the 20 AAS employees.

Financial Cost

As a non-classroom based charter school, AAS is not eligible for Proposition 39 funding so all leased facilities are directly funded by AAS.

The impact of the *Shasta* court's ruling could result in the closing of its facility, and the loss of roughly 375 scholars, employment of approximately 20 school employees, and possibly the inability of AAS to meet the financial obligations related to the facility. The result has the potential to cause AAS to become insolvent and force it to file for bankruptcy.

This waiver is necessary to protect the continued operation of AAS's existing resource center that provides the services and resources required under Education Code Section 51746, intervention support for all scholars, but also provides a location for federally mandated special education services to allow the provision of a free appropriate public education ("FAPE") to scholars who qualify under the Individuals with Disabilities in Education Act ("IDEA") and state mandated testing as required of charter schools pursuant to Education Code Section 47605(c).

District Oversight

The District provides supervisory oversight for AAS as required by Education Code Section 47604.32. The District affirms that at all times AAS has operated its resource centers consistent with the advice and written guidance issued by the California Department of Education since 2012 (see Attachments).

Student: 375
City Type: Urban

Public Hearing Date: December 6, 2016
Public Hearing Advertised: Notice posted at the District main office and Charter School main office and resource centers.

Local Board Approval Date: December 6, 2016

Committee/Council Reviewed By: Academy of Arts and Science Board of Directors
Committee/Council Review Date: November 28, 2016
Committee/Council Objection: N
Committee/Council Objection Explanation:

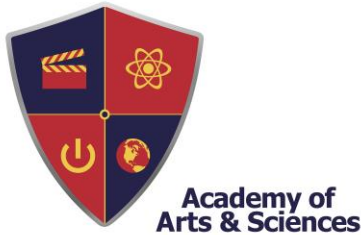
Bargaining Units: N

Audit Penalty: N

Categorical Program Monitoring: N

Contact Person Name: Kathy Granger
Position: Superintendent
E-mail: kathy.granger@meusd.k12.ca.us
Telephone: 619.473.9022
Fax: 619.473.9728

District or County Certification: The district or county office of education Superintendent or designee must certify to the accuracy of the information and date the request.



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: November 28th, 2016
RE: New Curriculum Provider

AAS currently uses K12 and FuelEd (a division of K12) as our curriculum providers for Elementary (K12) and Middle and High (FuelEd) schools. Our contract with these providers is up for renewal at the conclusion of the 2016-17 school year.

We have reviewed three (3) potential partners for the 2017-18 school year and beyond: FlipSwitch, K12/FuelEd, and Odysseyware.

Based on feedback from our Leadership Team, the overwhelming recommendation is to select K12 for our elementary program, and FlipSwitch for our middle and high school program. Based on feedback from our Curriculum Review Committee, the unanimous recommendation is to select FlipSwitch for our middle and high school program.

Action Requested:

A motion to approve K12 as the curriculum provider for Elementary School, and FlipSwitch as the curriculum provider for Middle and High School.

Reviewed and Approved for Submission:

A handwritten signature in black ink, appearing to read "J.J. Lewis".

J.J. Lewis
President & CEO

Academic Affairs Committee Recommendation:

The Academic Affairs Committee met on Thursday, October 13th and unanimously recommend approval of the suggested action by the full Board of Directors.



PROPOSAL TO ACADEMY OF ARTS & SCIENCES

FlipSwitch Educational Services

Version: 1.0

FlipSwitch is pleased to offer a suite of educational products and services to the Academy of Arts & Sciences for use in the organization's schools in California.

Presented By: Lisa Reznick
Lisa.Reznick@FlipSwitch.com | 602-541-7079

Introduction

FLIPSWITCH – WHO WE ARE

FlipSwitch has been providing educational software, curriculum and support services for more than a decade. Most of our partners are schools that have a growing footprint in hybrid/blended learning. They tend to be led by independent, educationally-focused boards with a strong academic leader (Principal or Executive Director). Our partners believe students are best supported when academic decisions are made at the local level.

Our products facilitate the delivery of a guaranteed and viable curriculum by certified teachers who are at the heart of the student experience. Our software provides end-to-end support to students, teachers and staff. Data lives in a single database increasing integrity and decreasing barriers between student and teacher. Graphic Designers work directly with our Curriculum Developers to infuse cutting edge and engaging multimedia into our courses.

- 1. Fully Integrated Solution 3
- 1.1. Online Enrollment Application 3
- 1.2. Parent/Student Portal (PSP) 3
- 1.3. Learning Management System (LMS)..... 3
- 1.4. Curriculum – Embedded within the LMS..... 3
- 1.5. Student Information System (SIS) 3
- 1.6. Workflow Module – Embedded within the SIS..... 3
- 1.7. Reporting Suite – Embedded within the SIS..... 3
- 1.8. Implementation Training & Support 4
- 2. Optional Products and Services..... 4
- 2.1. Marketing Services..... 4
- 2.2. Enrollment Support Services 4
- 2.3. Engage..... 4
- 3. Pricing 4
- 3.1 Fully Integrated Solution 4
- 3.2 Curriculum & Learning Management System (LMS)..... 4
- 3.3 Student Information System (SIS) 4

1. Fully Integrated Solution

FlipSwitch offers a comprehensive product wrapping multiple systems into a single package. The following modules comprise our core offering.

1.1. Online Enrollment Application

Eliminates redundant information and manages potential students in the same environment in which you manage enrolled students. No data entry is required to transfer basic student demographic information from the Application to the Student Information System.

1.2. Parent/Student Portal (PSP)

Draws students and parents into the school environment by making courses, grades and teacher feedback readily available. The PSP includes an online community - a safe social network that can be monitored by staff. The Community can act as the virtual hallway allowing students to interact informally or through structured organizations and clubs.

1.3. Learning Management System (LMS)

A teen-friendly virtual classroom, which has been engineered to accommodate different learning styles. Teachers can supplement teaching materials at the activity level allowing them to differentiate instruction while maintaining alignment to state standards.

1.4. Curriculum – Embedded within the LMS

A rigorous and engaging curriculum for grades 6-12. The curriculum is aligned to state standards.

1.5. Student Information System (SIS)

This innovative system brings a new level of customization and management options to student information software. Through a robust selection of reporting features, the SIS gives you the ability to monitor and audit student and teacher progress, activities, and completion rates. Teachers and administrators never leave the SIS to track attendance, grade assignments or chat with students.

1.6. Workflow Module – Embedded within the SIS

An advanced workflow utility ensures critical items related to student success and school performance aren't missed. Documenting your workflow and building processes into the SIS is a force multiplier and drives scalability.

1.7. Reporting Suite – Embedded within the SIS

Data can be broken down by student, section, course, teacher, grade or other delimiters. Reports can be automatically e-mailed to select recipients on a subscription basis or pulled on demand. Data files can be automatically made available on FTP platforms to be automatically uploaded into additional system.

1.8. Implementation Training & Support

We take pride in training and developing our clients so you can maximize your investment. This is a complex software suite and requires ample support to build out correctly and use properly. We have a team that works with you the entire step of the way – from systems mapping, to configuration, implementation and training.

2. Optional Products and Services

Having supported one of the largest online high schools in the country for more than a decade, FlipSwitch has learned what it takes to efficiently grow and support an online school. We can layer on additional support services as they make sense to our clients:

2.1. Marketing Services

FlipSwitch has an integrated, full-service marketing agency. Marketing provides creative services and logistical advertising support with a special knowledge of the online educational landscape.

2.2. Enrollment Support Services

Answering questions about the structure of the online learning program and how to enroll can be best answered by admissions support experts. FlipSwitch can provide a range of services from direct contact with families to centralized management of incoming documents to data entry of transcripts.

2.3. Engage

Engage is an online Virtual Classroom in which students and teachers interact in real time. The goal for Engage is to introduce instructional tools, such as livestream audio and video, file sharing, a whiteboard canvas, and a chat function. This product is currently in BETA mode and will continue in development through the school year.

3. Pricing

3.1 Fully Integrated Solution

The fully integrated solution is offered at a rate of \$2,500 per student per year.

3.2 Curriculum & Learning Management System (LMS)

Our stand-alone curriculum and LMS services are offered at a rate of \$100 per student per course.

3.3 Student Information System (SIS)

Our stand-alone SIS services (for your K-5 students only) are offered at no additional cost to you.

IN WITNESS WHEREOF, a duly authorized representative of each of the Parties hereto has executed this Proposal effective as of the Effective Date.

FlipSwitch, Inc.

By: _____ Date: _____

Name: _____ Title: _____

The Academy of Arts & Sciences

By: _____ Date: _____

Name: _____ Title: _____



MASTER EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

This Master Educational Products and Services Agreement ("Agreement" or "Order"), dated as of October 1, 2017 (the "Order Effective Date"), is between Academy of Arts and Sciences, 4560 Alvarado Canyon Road, San Diego, CA, 92120 ("Customer") and Fuel Education LLC ("FuelEd"), 2300 Corporate Park Drive Herndon, VA 20171. This Order incorporates and is in all respects subject to the FuelEd Online Educational Products and Services Agreement Terms (the "Terms") that is published at <http://www.getfuelled.com/online-educational-products-services-agreement-terms> on the date that this Order bears the signatures of both Customer and FuelEd. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms and supersedes and replaces all prior agreements between the parties as well as the individual school board served by Customer, further delineated in the subsequent addenda attached hereto. The undersigned authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms. Products and Services ordered by individual AAS school boards shall be authorized in the subsequent addenda.

Accepted by Customer:

Signature: _____ Date: _____
 Name (Print): _____ Title: _____

Accepted by FuelEd:

Signature: _____ Date: _____
 Name (Print): _____ Title: _____

- 1. Period:** 10/1/2017 through 9/30/2018 and any renewal period, (if applicable).
- 2. Territory:** Students served by any School which has executed an End User License Addendum attached hereto and is serviced by Customer.
- 3.** For the Services and/or Products provided under this Order, Customer shall pay the following Fees:

Product	Product Description	Unit Price
AP Exam Review Course Enrollment License (Content, Hosting)	License for a single student in an AP Exam Review course. Includes content and hosting.	\$0.00
AP Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online AP semester course. Includes content and hosting.	\$154.00
AP Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online AP semester course. Includes content, hosting and instruction.	\$329.00
FTS Comprehensive K-5 Student License (4 Courses)	K-5 FTS Comprehensive Program for 4 courses per student.	\$1,820.00
HS Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Standard HS semester course (non-AP). Includes content and hosting.	\$144.00
HS Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Standard HS semester course (non-AP). Includes content, hosting and instruction.	\$299.00
Introductory/On Demand Training	To better meet client needs, On Demand Trainings are available to meet the needs for flexibility in both when, where, and how clients access functionality training on our systems. These trainings are modularized and can be customized to meet a client's unique role and implementation goals.	\$0.00
K12 Instructor Materials K-8	K12 instructor course materials for six courses in a single grade, K-8.	\$400.00
MS Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Standard MS semester course (non-AP). Includes content and hosting.	\$144.00
MS Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Standard MS semester course (non-AP). Includes content, hosting and instruction.	\$299.00
Training: Webinar	Access to one online synchronous professional development session for up to 35 users in the district* *up to 10 users for ALS specific training	\$750.00

Training: Onsite Day	One day, one trainer onsite, serving up to 20* attendees. Same price for each subsequent day. Includes all FuelEd travel expenses for one trainer. *Some exceptions may apply due to program selected	\$2,500.00
Product	Product Description	Unit Price
FTS Comprehensive K-5 Student License (5 Courses)	K-5 FTS Comprehensive Program for 5 courses per student.	\$2,160.00
AP Exam Review Course Enrollment License (Content, Hosting)	License for a single student in an AP Exam Review course. Includes content and hosting.	\$0.00
PEAK Hosting	Annual license for PEAK hosting and basic program management tools.	\$0.00
FTS Comprehensive K-5 Student License (6 Courses)	K-5 FTS Comprehensive Program for 6 courses per student.	\$2,500.00
EmbarK12 Classroom Standard Package	The EmbarK12 Classroom Standard Package provides a classroom with one- year of online access to the EmbarK12 Pre-K program, instructional guides, physical supplies, and the EmbarK12 library collection. Physical supplies are designed for a 10 student classroom.	\$1,750.00
EmbarK12 Classroom Premium Package	The EmbarK12 Classroom Premium Package provides a classroom with one- year of online access to the EmbarK12 Pre-K program, instructional guides, physical supplies, the EmbarK12 library collection, and classroom supplies. Physical supplies and classroom supplies are designed for a 10 student classroom.	\$1,950.00
EmbarK12 Classroom Student Account Access	EmbarK Classroom access for up to 10 families who are already receiving EmbarK at school. This gives families the materials-free edition with online access to course + digital copies of guides, but ships no materials to the home. Provides home access with unique family username for 1 year.	\$425.00
Training: EmbarK12 Onsite (Full Day)	One day of onsite training for the EmbarK12 Pre-K program, serving up to 20 attendees. Includes all FuelEd travel expenses for one trainer.	\$2,500.00
Training: EmbarK12 Online (4 hours)	One synchronous online training for the EmbarK12 Pre-K program (4 hours), for up to 35 users in a district.	\$265.00
Career Readiness Pathways Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Career Readiness Pathways catalog semester course (non-AP). Includes content and hosting.	\$144.00
Career Readiness Pathways Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Career Readiness Pathways catalog semester course (non-AP). Includes content, hosting and instruction.	\$319.00
Marketing Package: Premium Partner	This package is for programs that would like digital marketing support and collateral, but can handle the enrollment on their own. Recommended for programs with an enrollment goal of a minimum of 50 students. Intended for schools that will utilize the K12 internal website and Parent Portal link.	\$400.00
PEAK Hosting with PEAK Library License (Hosting only)	Annual license for PEAK hosting and basic program management tools plus PEAK Library with Open Educational Resources and Lesson Builder for ability to add and share district content.	\$50.00
CR Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Credit Recovery semester course. Includes content and hosting.	\$124.00
CR Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Credit Recovery semester course. Includes content, hosting and instruction.	\$299.00
LearnBop Student License	Provides access for a year-long subscription for one student to an interactive math learning system for grades K-12. Customer may reassign access to different individual students during the license subscription, however only one (1) student will have access at any given time per license.	\$15.00
LearnBop Functionality Training	Required platform functionality training includes an overview of procedures related to program launch, course setup and instructions for enrolling users, as well as tips for best practices for implementing the program including monitoring student progress, utilizing data reports, and identifying and addressing student knowledge gaps. This training is a 1 hour synchronous virtual training.	\$0.00

Student Recruitment and Registration:	Customer will be provided a fully-hosted "mini" web site of up to 12 pages for the school's program. The "mini" site is created from templates from FuelEd with editable fields whose content is customized by the Customer with the Customer's logo embedded. Customer is provided event consultation via phone, a branded lead capture form, an enrollment forecast, the creation of all-type logo for schools that do not have an existing logo and recognition on the "Participating Schools" page on K12.com as a partner program utilizing the FuelEd and K 12 curriculum. FuelEd provides its collateral package start-up kit with school-branded materials including a K-8 brochure, high school brochure, event flyer, event poster and standard FuelEd collateral including catalogs, flipbooks and lead cards. Printing and delivery to the Customer is based on FuelEd's approved enrollment forecast. Branded collateral will be customized with school logo, address, phone, and URL. Customer is provided lead generation and communication services along with an assigned marketing manager to work with regional account managers on behalf of the Customer.	\$400.00 Per Student Enrolled as of October 1 of then current period year
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4. Description of Educational Products.

FuelEd Full-Time Comprehensive Program: The FuelEd Full-Time Comprehensive Program includes three components: (1) Courses content with hosting service, (2) Materials (for K-8 courses), and (3) a suite of learning tools tailored to Client's needs. Instructional text or e-books, supplies and teaching tools (collectively, Materials) for K-8 students. Materials for Customers teachers and High School students are ordered separately. A complete list of required materials may be accessed at [Http://www.getfueled.com/required-materials](http://www.getfueled.com/required-materials). FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

FuelEd Online Courses: Each FuelEd course includes content as described in the course catalog. FuelEd may from time to time, in its sole discretion, deliver or otherwise make available to Customer certain updated courseware, which such updates shall also be subject to all of the Terms. Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and Customer shall be responsible for procuring such materials. A complete list of required materials may be accessed at <http://www.getfueled.com/required-materials>

5. Description of Services.

Instructional Services: Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

Hosting Solution: The set-up, configuration and hosting of the applicable courseware for the delivery of courses, solely for the provision of educational services to its students in the Territory enrolled in Customers educational programs.

6. Billing Terms.

Customer shall be invoiced for the Educational Products and Services ordered hereunder in accordance with the Terms, unless otherwise specified on this Order. Customer shall be invoiced monthly and all invoices shall be payable Net 30 days from Customers receipt of invoice. FuelEd provides a 14 day grace period for students who enroll in courses or use instructional services. If a student withdraws from such course within 14 days from when the student enrolls, Customer will be refunded 50% of the applicable course or instruction fees, but only if such withdrawal was received in writing by fax or email before the grace period ended.

FuelEd Full-time School Comprehensive Program: FuelEd will invoice Customer for the components of the program as follows: (a) courses and educational tools and services will be billed equally over ten months; (b) materials will be invoiced upon shipment.

FuelEd Full-Time School Material Refund Policy: Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to FuelEd of the students withdrawal from the course. No other refunds, credits or cancellations are allowed.

Embark Payment and Refund Policy: FuelEd will invoice Customer for One hundred percent (100%) of the fees, as set forth herein. Invoices must be paid prior to Customer receiving access to the program, but in no event later than thirty (30) days after receipt of an invoice. If Customer is dissatisfied with the courses purchased and paid for pursuant to this Order, then for a period of thirty (30) days after Customer initially accesses any courses hereunder, Customer will be entitled to a credit (not a refund). Credits shall be offered on course fees only, not on materials, shipping costs or other applicable fees, and must be used during the Term.

Services Billing Terms: Services shall be invoiced upon order. No refunds except as otherwise noted.

LearnBop: Client shall be invoiced upon order for the entire price of the LearnBop license. No refunds unless otherwise noted.

Student Recruitment and Registration: No refunds, credits or cancellations are allowed. Price is per student enrolled in FuelEd FTS Comprehensive Student Licenses as of October 1 of then current period year and FuelEd shall invoice Customer by October 31 of then current period year.

7.Special Termination Provision.

Notwithstanding anything to the contrary in the Terms, FuelEd shall have the right to terminate this Master Services Agreement (i) for convenience with a 90-day written notice to Customer; or (ii) immediately for cause, including for reasons of breach, fraud, or malfeasance, as determined in FuelEd's sole discretion, as well as all other reasons delineated in the Terms. Upon notice of termination, no additional enrollments shall be accepted and termination shall be effective 90 days thereafter or upon student completion of the last course, whichever occurs earlier. FuelEd, in its sole discretion, may extend timelines for student course completion upon request. Termination of the Master Order shall terminate all addenda, although each member school, as

identified by an executed addendum attached hereto, may have the option, at FuelEd's discretion, to execute a contract under similar terms. Additionally, although each School Board may assume the Master Agreement for the purposes of their School Board after such termination, the Customer acknowledges that Customer remains responsible for payment in full for any orders placed prior to termination. The Master Agreement and individual School Board addenda shall survive the termination of other School Board Addenda.

DRAFT



Scholar Experience

Prepared for the Academy of Arts & Sciences



November 21, 2016

To the Academy of Arts & Sciences School Governing Board, J.J. Lewis, CEO, and the entire AAS staff:

On behalf of the entire StrongMind team, I'd like to be the first to tell you we are thrilled for the opportunity to partner with the Academy of Arts and Sciences. We look forward to providing you with the ideal solution to help your institution and scholars thrive.

For 17 years we have been working with scholars just like yours -- along with our administrators and teachers -- to develop a truly innovative solution that cultivates long-term growth and success. Our integrated platform will enable you to operate your school and the online classroom more efficiently and effectively than ever, while our rigorous, award-winning curriculum will immerse your scholars for deeper learning and retention. Through technology that unlocks the magic of learning and engages scholars, the result is a measurably better academic outcome.

We are delighted to partner with forward-thinking organizations like AAS to democratize education in America, empowering scholars to learn whenever, wherever, and however they choose.

Thank you for the opportunity to serve Academy Arts and Sciences.

Sincerely,



Damian Creamer
Chief Academic Officer

INTRODUCTION




A Seamless Teaching and Learning Experience

We intentionally develop our content, formats and classroom to appeal to today's scholars: digital natives. Our interactive, multimedia course elements are designed to bring key concepts to life and help scholars master critical skills.




The StrongMind Learning Management System (LMS) is a highly intuitive virtual classroom engineered specifically for the adolescent learner. It maximizes efficiency while personalizing the learning experience with a robust assortment of tools and features. In conjunction with our immersive curriculum, our Parent Student Portal (PSP) fosters continuous communication and individualized support between teacher and scholar.

Our suite of products is designed around the following outcomes.




Engaging Scholars

-  Relevant Content
-  Multimedia Rich
-  Personalized Learning

Enabling Teachers

-  Rigorous Content
-  Formative Assessments
-  Flexible Coursework

Empowering Administrators

-  Aligned to Standards
-  Research-Based
-  Backward Design

We welcome you to explore our Parent Student Portal (PSP), Learning Management System (LMS) and Curriculum through the AAS Scholar Experience on the following pages. We know you will enjoy the journey!



Parent Student Portal

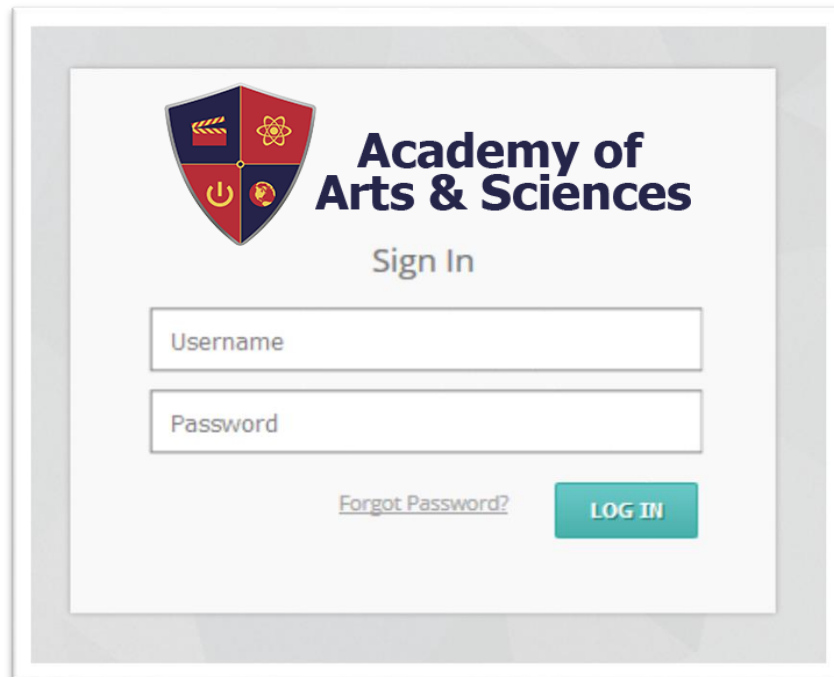


Parent Student Portal (PSP)

Our Parent Student Portal (PSP) is a dynamic communications tool used to connect scholars and parents to the school community. The PSP contains a wealth of information about academic progress and is a means for communicating with instructors, advisors, and other scholars. Parents and scholars have equal access to Academic Dashboards and the Message Center. The PSP also serves as the entry point to the Learning Management System (LMS) and StrongMind curriculum.

Logging In

Parents and scholars are provided access to the Parent Student Portal (PSP) upon enrollment. The portal is accessible through an interface that is customized with the school's URL, logo and colors.



PSP Dashboard

The PSP Dashboard is a dynamic communications tool, providing access to courses, assignments, grades, and messages. This page is the first to load upon login. Parents and scholars can access current and past courses, contact information and a biography for teachers, course-level notifications and announcements, areas of focus that provide the opportunity for a scholar to improve a course grade, message center, grade book, and overall academic progress. Each feature is outlined on the following pages.

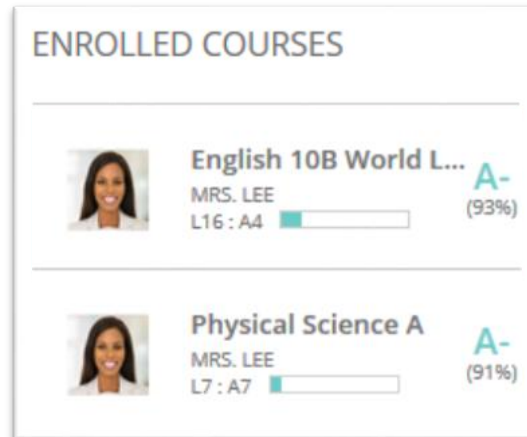
The screenshot displays the PSP Dashboard for Cora Rodriguez (SID# 321319) at the Academy of Arts & Sciences. The interface is divided into several sections:

- Navigation Menu:** COURSES, COMMUNITY, PROGRESS, MESSAGE CENTER, ATTENDANCE.
- ENROLLED COURSES:**
 - Algebra 1A (MRS. LEE, L17-AB, 96%)
 - English 10B World L... (MRS. LEE, L16-AB, 93%)
 - Physical Science A (MRS. LEE, L7-A7, 91%)
 - World History A (MRS. LEE, L25-AB, 91%)
- PAST COURSES:**
 - 7 Habits (100%) A+
 - Civics and Govern... (92%) C+
 - English 10A (100%) A+
 - English 11B Ameri... (91%) B-
 - English 8A (92%) B+
- ALGEBRA 1A (10/11/16 - 6/30/17) MRS. LEE:**
 - NOTIFICATIONS:** Discussion 1 has received a Reply (5 mins ago), Checkpoint 02 has received Feedback (13 mins ago).
 - COURSE ANNOUNCEMENTS:** WELCOME TO CLASS! (1 Nov) by Shannon Garten. Hello Everyone! Welcome to Algebra 1A! I look forward to helping you expand on your mathematics journey. This week, you should be working on Lessons 1-3. I will be providing 0 COMMENTS.
 - AREAS OF FOCUS:**

ASSIGNMENT	GRADE	ATTEMPTS
L2:AB Checkpoint 02	86.7%	1/3
L2 Workbook 02	91.7%	-
L1 Workbook 01	92.3%	-

Enrolled Courses

At-a-glance, parents and scholars have access to *Enrolled Courses*. A progress graph is displayed for each course, indicating the last lesson the scholar completed. A progress grade is also displayed. This is a weighted average of all grades earned on completed assignments in the course. To access a course, the parent or scholar selects a course from this list and presses the *Launch Course* button (located in the upper right-hand corner of the portal.)

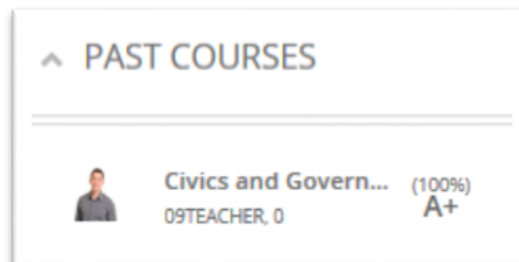


The screenshot shows a box titled "ENROLLED COURSES". It contains two course entries. Each entry includes a small profile picture of a woman, the course name, the teacher's name, a progress bar, and the final grade with percentage.

Course Name	Teacher	Lesson	Grade	Percentage
English 10B World L...	MRS. LEE	L16 : A4	A-	(93%)
Physical Science A	MRS. LEE	L7 : A7	A-	(91%)

Past Courses

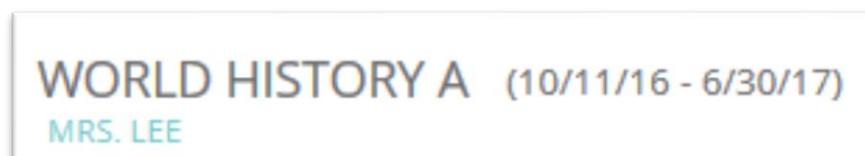
Scholars and parents have access to past course information through this option. The name of previous courses, along with the final grade earned is displayed. Selecting a course will load the gradebook for that course.



The screenshot shows a box titled "PAST COURSES" with an upward-pointing arrow. It contains one course entry with a small profile picture of a man, the course name, the teacher's name, and the final grade with percentage.

Course Name	Teacher	Grade	Percentage
Civics and Govern...	09TEACHER, 0	A+	(100%)

Note: When selecting a course for review, the course title will display at the top of the portal, along with the course start and end dates.



The screenshot shows a rectangular card with the following text:

WORLD HISTORY A (10/11/16 - 6/30/17)
MRS. LEE

Instructor Information

Clicking on the instructor's name anywhere on this page provides access to a wealth of information about the teacher, including a biography, contact information and office hours. Scholars and parents can also send messages the instructor directly by selecting the *Message Teacher* link.

WORLD HISTORY A (10/11/16 - 6/30/17)
MRS. LEE

MRS. LEE
Primary Teacher
Office: 555.555.5555
Alt: 555.555.5555

MESSAGE TEACHER

BIO

AVAILABLE OFFICE HOURS

	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
S																								
M																								
T																								
W																								
T																								
F																								
S																								

Clicking on the **BIO** icon above will display information about the teacher.

WORLD HISTORY A (10/11/16 - 6/30/17)
MRS. LEE

ABOUT MRS. LEE



BACK

This is my twelfth year of teaching exceptional students. I earned my Bachelor's Degree in Special Education, with a concentration in Psychology, from University of California at Berkeley. My Master's Degree was completed at the Stanford, with a focus on behavior modification. I am a firm believer that you can achieve anything you set your mind to, and I look forward to helping you accomplish your goals!



Notifications

Scholars receive notifications when an instructor has graded or provided feedback on an assignment or the instructor or a classmate has replied to a discussion post. When viewing the notification, scholars are able to click on the arrow next to the discussion reply or feedback to be taken directly to the classroom for that assessment.

NOTIFICATIONS

- Discussion 1 has received a Reply 1 Nov 
- Checkpoint 02 has received Feedback 1 Nov 

NOTIFICATIONS

 Discussion 1 has received a Reply 

Discussion 1 6 mins ago

Presenting square roots as fractional exponents makes the value more flexible and can be used in other types of equations.

S Darden commented: Very good, Cora! What would happen to the numbers if they weren't represented as fractional exponents?

[< NOTIFICATIONS](#) [VIEW NOTIFICATION >](#)

Areas of Focus

StrongMind Curriculum is built upon the belief that every scholar can be successful and that mastery of content is key. The *Areas of Focus* section lists assignments in which a scholar has earned a grade of less than 100% and has remaining attempts for an improved grade. Workbooks have unlimited attempts; therefore, attempts will not be displayed for these items.

AREAS OF FOCUS			
ASSIGNMENT		GRADE/ATTEMPTS	
L1:A9	Checkpoint 01	80%	2/3
L2	Workbook 02	87.5%	--
L2:A9	Checkpoint 02	90%	1/3

Course Announcements

Course Announcements are created by the instructor to communicate reminders and updates to scholars about course activities. Scholars are provided an opportunity to ask clarifying questions and further the communication between instructor and scholar by responding to announcement.

COURSE ANNOUNCEMENTS

ALL POSTS
CLASS ANNOUNCEMENT

WELCOME TO CLASS! 1 Nov

Hello Everyone!

Welcome to Algebra 1A! I look forward to helping you on your mathematics journey.

This week, you should be working on Lessons 1-3. I will be providing feedback via the announcements, discussions, and your assessments.

I will be calling you each week to check in, but feel free to reach out to me if there is anything I can do to help. Simply click on my name beneath your course title in the PSP to see my office hours and contact information.

Thank you,

Mrs. L

POST

Gradebook

The gradebook is accessible by selecting the *Gradebook* button in the upper right corner of the PSP. Gradebook information is displayed for each completed assignment, including due date, submission date, grade, and attempts. Past due assignments are indicated with a red exclamation point.

ALGEBRA 1A (10/11/16 - 6/30/17)

MRS. LEE

DASHBOARD
LAUNCH COURSE

Progress: 88% **Start Date:** 10/11/2016 [Print Gradebook](#)

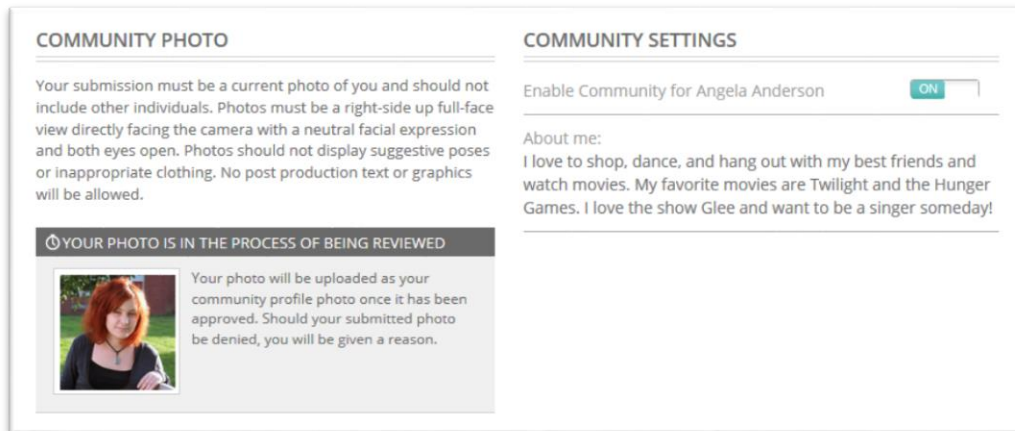
End Date: 06/30/2017

Select Category ▼

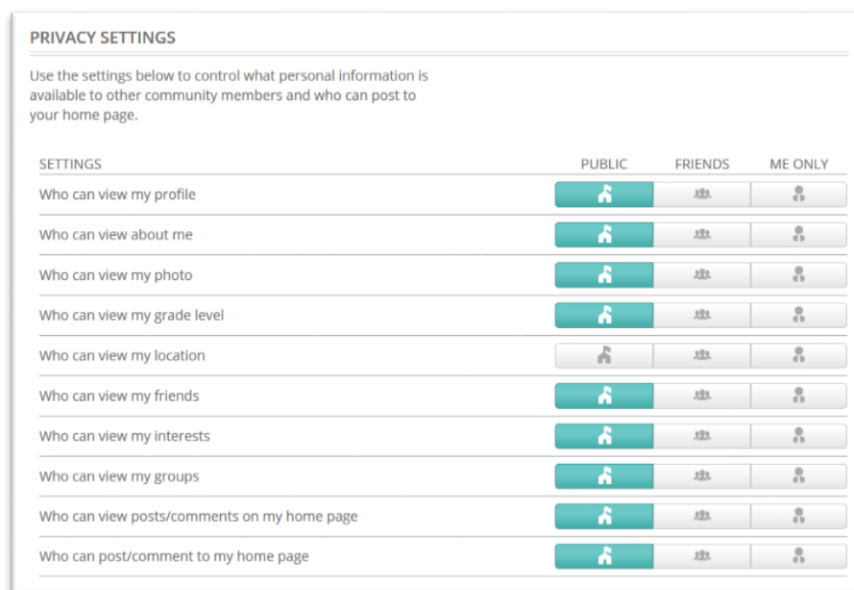
Item	Category	Est. Due Date	Submitted	Grade	Attempts
Pretest	Pretest	10/12/2016	10/11/2016	96.67%	1/1
Checkpoint 01	Checkpoint	10/20/2016	10/11/2016	100%	1/3
Workbook 01	Workbook	10/20/2016	10/11/2016	92.31%	--
Checkpoint 02	Checkpoint	10/28/2016	11/01/2016	86.67%	1/3
Workbook 02	Workbook	10/28/2016	11/01/2016	91.67%	--
Checkpoint 03	Checkpoint	11/07/2016	!	--	--

Community

The PSP includes an optional social networking feature. This virtual hallway, *The Community*, can be fully moderated so that all images, posts, and comments have to be approved by the school before being displayed. Scholars can choose to enable the Community or turn it off if they do not wish to participate. Parents are also able to set up preferences for their scholar and lock settings. The Community is an amazing tool for schools to use to coordinate campus activities and clubs and organizations.

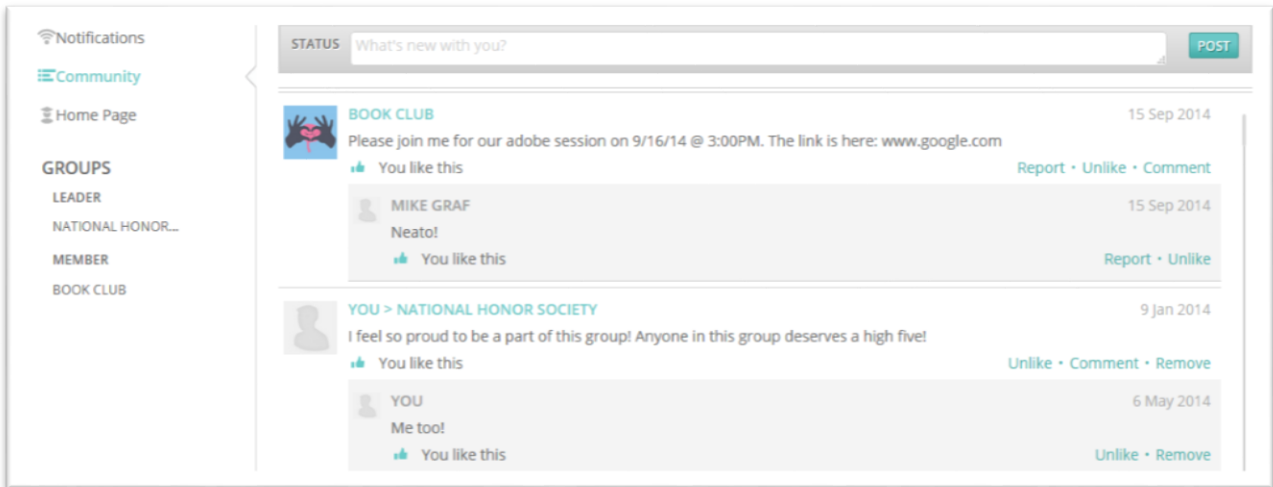


At the bottom of the screen, there are several privacy settings to help the scholar feel comfortable in the online environment. However, parents have the ability to override the scholar's Community settings including the ability to lock the scholar out of the Community. School administrators have the ability to remove scholars from *The Community* as well.



Groups

To search for more friends, interests, or groups, scholars can use the search field at the top of the screen. If the interest is not yet an option in the PSP, the scholar is given the option to suggest it as a new interest. New interests must be approved by the school before becoming an option.



Progress

Selecting *Progress* on the side navigation panel of the PSP displays information regarding a scholar's graduation progress.

The left column displays current GPA and class rank, as well as progress graphs showing progress toward graduation based on completion of core credits, total credits, and standardized tests.

The right column displays graduation progress, schedule, testing, and transcript information based upon the menu option selected.

Graduation Progress

The *Graduation Progress* section lists credits required to graduate. Check marks indicate the successful completion of a course.

GRADUATION PROGRESS					
ACADEMIC PATH	REQUIREMENTS				CREDITS
High School Diploma	4/10				12/20
^ CAREER & TECHNICAL EDUCATION AND FINE ART 0.50 of 1.00 CREDIT(S)					
Computer Basics					
Computer Basics	StrongMind Client Demo School	12/01/2012	B+	0.50	
Career Exploration					
^ ENGLISH 2 of 4 REQUIREMENT(S)					
v 9TH GRADE ENGLISH 1ST SEM 0.50 of 0.50 CREDIT(S) ✓					
v 9TH GRADE ENGLISH 2ND SEM 0.50 of 0.50 CREDIT(S) ✓					
^ 10TH GRADE ENGLISH 1ST SEM 0.0 of 0.50 CREDIT(S)					
English 10A					
English 10A Honors					
^ 10TH GRADE ENGLISH 2ND SEM 0.0 of 0.50 CREDIT(S)					
English 10B					
English 10B Honors					
^ 11TH GRADE ENGLISH 1ST SEM 0.0 of 0.50 CREDIT(S)					
English 11A					
English 11A Honors					

My Schedule

The *My Schedule* section lists current and upcoming courses, as well as those that have been completed. This view can be sorted by grade level, discipline, or courses completed.

MY SCHEDULE		SORT BY: GRADE LEVEL		DISCIPLINE	COMPLETED
✓ COMPLETED COURSES: 6		● CURRENT COURSES: 4		○ UPCOMING COURSES: 0	
ELECTIVES			MATHEMATICS		
7 Habits	07/22/15 - 07/22/15	✓	Algebra 1A	10/11/16 - 06/30/17	●
LANGUAGE ARTS			Geometry A		
English 10A	07/22/15 - 07/22/15	✓	Physical Science A	10/11/16 - 06/30/17	●
English 10B World Literature	10/11/16 - 06/30/17	●	Physical Science B	09/06/16 - 09/30/16	✓
English 8A	10/11/16 - 10/12/16	✓	SOCIAL STUDIES		
			Civics and Government	10/11/16 - 10/12/16	✓
			World History A	10/11/16 - 06/30/17	●

Testing

The *Testing* section lists results for standardized tests. Schools can also opt to use the *Registration* feature for upcoming standardized tests.

TESTING				REGISTRATION
^ REQUIRED TESTS				
TEST	TEST TYPE		STATUS	
^ AZMERIT EOC A...				
	Must Pass		Incomplete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/16/2013	320	Approaches	No	
^ AZMERIT EOC R...				
	Must Pass		Complete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/10/2013	390	Meets	Yes	
^ AZMERIT EOC W...				
	Must Pass		Complete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/09/2013	415	Meets	Yes	
^ OTHER TESTS				
TEST			STATUS	
▼ ACT - ENGLISH			Incomplete	

Unofficial Transcript

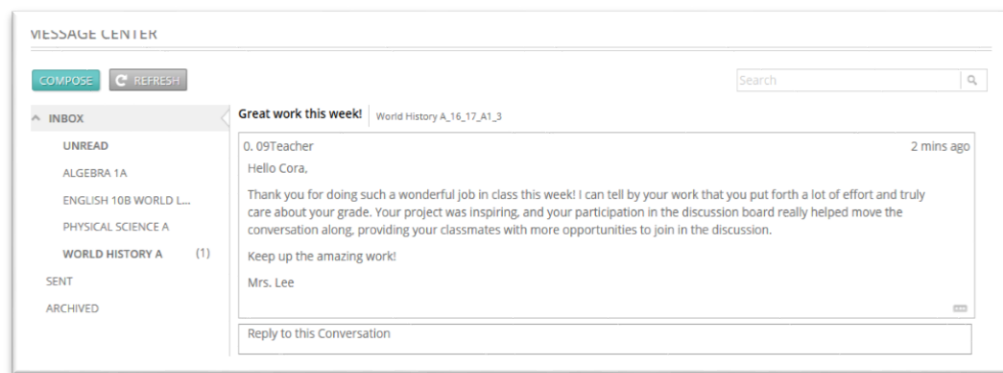
An unofficial transcript can be viewed and printed within this option. Information can be sorted and displayed by discipline, school or date completed.

UNOFFICIAL TRANSCRIPT		PRINT		SORT BY:		DISCIPLINE	SCHOOL	DATE COMPLETED		
TRANSFERRED CREDITS: 0		STRONGMIND CLIENT DEMO SCHOOL CREDITS: 17.00			TOTAL CREDITS: 17.00					
^ 07/01/2015										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
7 Habits		StrongMind Client Demo School	5.00	5.00	A+	9	✓	4.00	07/2015	
English 10A		StrongMind Client Demo School	5.00	5.00	A+	10	✓	4.00	07/2015	
^ 09/01/2016										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
Physical Science B		StrongMind Client Demo School	0.50	0.50	B	9	✓	3.00	09/2016	
^ 10/01/2016										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
Civics and Government		StrongMind Client Demo School	0.50	0.50	C+	12	✓	2.30	10/2016	
English 8A		StrongMind Client Demo School	5.00	5.00	B+	8	✓	3.30	10/2016	

Message Center

The *Message Center* allows seamless communication with instructors and other school staff. Messaging is different than email. Communication sent from the *Message Center* will be delivered to the recipient's inbox within the PSP as opposed to email. The envelope in the header of the PSP indicates the number of unread messages in the inbox

The *Message Center* does not allow communication to be deleted; all messages are archived. Parents and other authorized users can view a scholar's messages, while having access to their own *Message Center* in order to communicate with instructors and staff.



Attendance

StrongMind's student information system allows for five different collection models for attendance. They include:

- Scholar Submitted – The scholar submits attendance via the PSP either in hours and minutes or as present or absent.
- Parent/Guardian Submitted – The parent/guardian submits the scholar's attendance through their login to the PSP, either in hours and minutes or as present or absent.
- Course Instructor Collected – Each teacher reports attendance for scholars in assigned courses.
- Faculty Collected – Staff members, other than a teacher of record, are responsible for submitting attendance for scholars in an assigned case load.
- Custom Report – School administrators may also work with the StrongMind reporting team to create a custom report to track scholar attendance.

Depending upon on how the school choses to configure the attendance modules in the student information system, this section will return different display results.



Learning Management System



Learning Management System

Our Learning Management System (LMS) leads the industry in interactive design and collaborative learning. The LMS was created specifically with middle school and high school scholars in mind. The interface is simple and uncluttered, designed to eliminate distractions and put the content of the course at the center of learning. Our LMS provides schools choice in how to set-up and administer systems configuration and flow of course content.

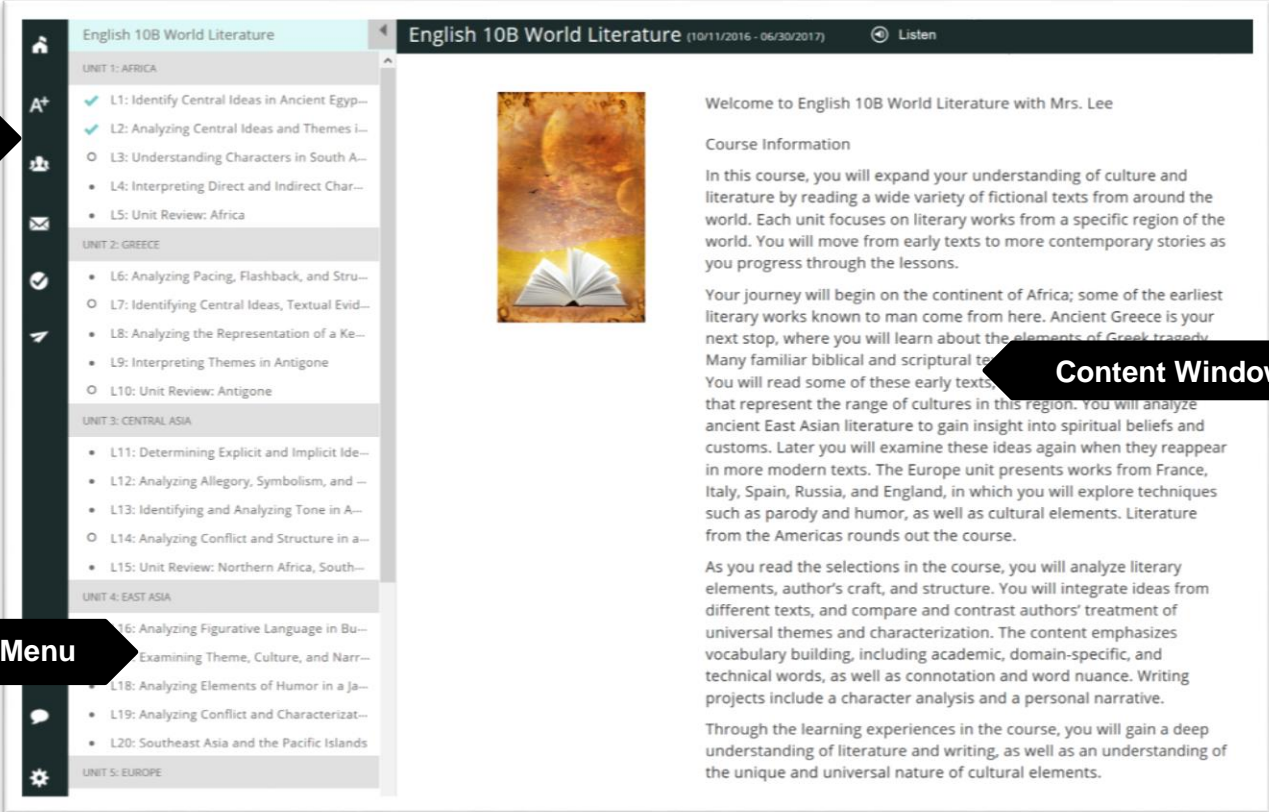
Launching a Course

To launch a course, select the course from the *Enrolled Courses* section of the PSP and click *Launch Course* from the *Course Dashboard*.

The screenshot displays the LMS interface for a user named MRS. LEE. On the left, the 'ENROLLED COURSES' section lists four courses: Algebra 1A (96%), English 10B World L... (93%), Physical Science A (91%), and World History A (96%). Below this is a 'PAST COURSES' section with '7 Habits' (100%, A+). The main content area is for 'ALGEBRA 1A (10/11/16 - 6/30/17)'. It features a 'GRADEBOOK' button and a 'LAUNCH COURSE' button, which is pointed to by a black arrow. The 'NOTIFICATIONS' section shows two items: 'Discussion 1 has received a Reply' (5 mins ago) and 'Checkpoint 02 has received Feedback' (13 mins ago). The 'COURSE ANNOUNCEMENTS' section has a post titled 'WELCOME TO CLASS!' dated 1 Nov, with 0 comments. At the bottom, the 'AREAS OF FOCUS' table shows assignment performance:

ASSIGNMENT	GRADE	ATTEMPTS
L2:A8 Checkpoint 02	86.7%	1/3
L2 Workbook 02	91.7%	--
L1 Workbook 01	92.3%	--

Once a course has been launched, the LMS will load. The LMS consists of three sections: the *Toolbar*, *Course Menu*, and *Content Window*.



Toolbar

Course Menu

Content Window

English 10B World Literature (10/11/2016 - 06/30/2017) Listen

UNIT 1: AFRICA

- ✓ L1: Identify Central Ideas in Ancient Egypt
- ✓ L2: Analyzing Central Ideas and Themes in Ancient Egypt
- L3: Understanding Characters in South African Literature
- L4: Interpreting Direct and Indirect Characterization
- L5: Unit Review: Africa

UNIT 2: GREECE

- L6: Analyzing Pacing, Flashback, and Structure in Greek Tragedy
- L7: Identifying Central Ideas, Textual Evidence, and Symbolism in Greek Tragedy
- L8: Analyzing the Representation of a Character in Greek Tragedy
- L9: Interpreting Themes in Antigone
- L10: Unit Review: Antigone

UNIT 3: CENTRAL ASIA

- L11: Determining Explicit and Implicit Ideas in Central Asian Literature
- L12: Analyzing Allegory, Symbolism, and Theme in Central Asian Literature
- L13: Identifying and Analyzing Tone in Central Asian Literature
- L14: Analyzing Conflict and Structure in Central Asian Literature
- L15: Unit Review: Northern Africa, South Asia, and Central Asia

UNIT 4: EAST ASIA

- L16: Analyzing Figurative Language in Buddhist and Confucian Texts
- L17: Examining Theme, Culture, and Narrative in Japanese Literature
- L18: Analyzing Elements of Humor in Japanese Literature
- L19: Analyzing Conflict and Characterization in Japanese Literature
- L20: Southeast Asia and the Pacific Islands

UNIT 5: EUROPE

Welcome to English 10B World Literature with Mrs. Lee

Course Information

In this course, you will expand your understanding of culture and literature by reading a wide variety of fictional texts from around the world. Each unit focuses on literary works from a specific region of the world. You will move from early texts to more contemporary stories as you progress through the lessons.

Your journey will begin on the continent of Africa; some of the earliest literary works known to man come from here. Ancient Greece is your next stop, where you will learn about the elements of Greek tragedy. Many familiar biblical and scriptural texts are rooted in Greek mythology. You will read some of these early texts that represent the range of cultures in this region. You will analyze ancient East Asian literature to gain insight into spiritual beliefs and customs. Later you will examine these ideas again when they reappear in more modern texts. The Europe unit presents works from France, Italy, Spain, Russia, and England, in which you will explore techniques such as parody and humor, as well as cultural elements. Literature from the Americas rounds out the course.

As you read the selections in the course, you will analyze literary elements, author's craft, and structure. You will integrate ideas from different texts, and compare and contrast authors' treatment of universal themes and characterization. The content emphasizes vocabulary building, including academic, domain-specific, and technical words, as well as connotation and word nuance. Writing projects include a character analysis and a personal narrative.

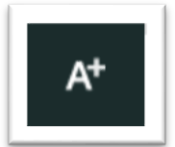
Through the learning experiences in the course, you will gain a deep understanding of literature and writing, as well as an understanding of the unique and universal nature of cultural elements.

Toolbar

The toolbar contains icons that allow a scholar to easily navigate to the PSP and other courses as well as provides access to many pieces of information. The following pages provide additional details about these tools.



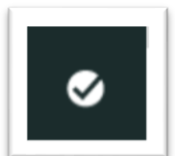
Courses



Gradebook



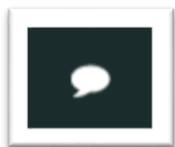
Message Center



Notifications



Feedback



Chat



Settings

Courses

The *Courses* icon is used to close the course and return to the PSP. It can also be used to navigate between courses.

[Go Back to PSP](#)

Enrolled Courses

Course Name	Instructor	Level	Grade	Percentage
English 10B Worl...	Mrs. Lee	L16 : A4	A	(94%)
Physical Science A	Mrs. Lee	L7 : A7	A+	(100%)
World History A	Mrs. Lee	L25 : A8	A	(96%)

Gradebook

The *Gradebook* icon launches the gradebook for the course selected, providing the same view of the gradebook that is contained in the PSP.

Gradebook

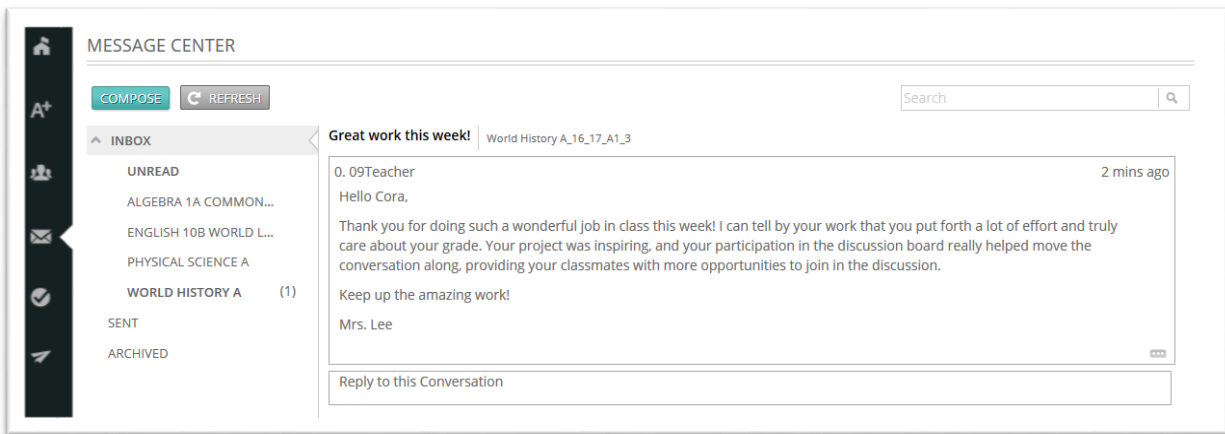
Progress: 88% Start Date: 10/11/2016 End Date: 06/30/2017 [Print Gradebook](#)

Select Category

Item	Category	Est. Due Date	Submitted	Grade	Attempts
Pretest	Pretest	10/12/2016	10/11/2016	96.67%	1/1
Checkpoint 01	Checkpoint	10/20/2016	10/11/2016	100%	1/3
Workbook 01	Workbook	10/20/2016	10/11/2016	92.31%	--
Checkpoint 02	Checkpoint	10/28/2016	11/01/2016	86.67%	1/3
Workbook 02	Workbook	10/28/2016	11/01/2016	91.67%	--
Checkpoint 03	Checkpoint	11/07/2016	!	--	--

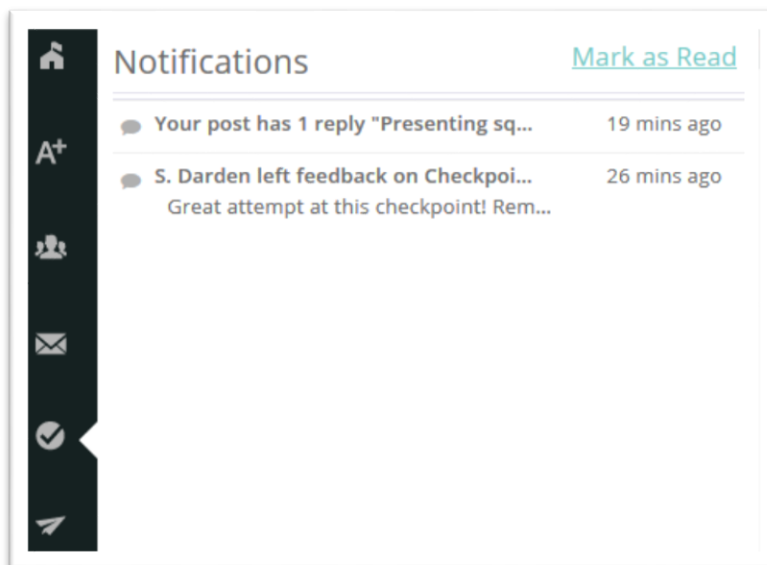
Message Center

The *Message Center* icon launches the same view of the *Message Center* that is accessible from the PSP. Messages displayed here are specific to the course the scholar selected.



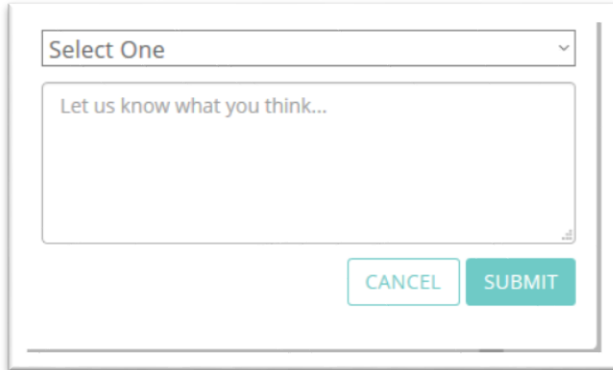
Notifications

The *Notifications* icon displays the same information that is accessible in the *Notifications* section in the PSP, however, the information contained here is specific to the course the scholar has selected.



Feedback

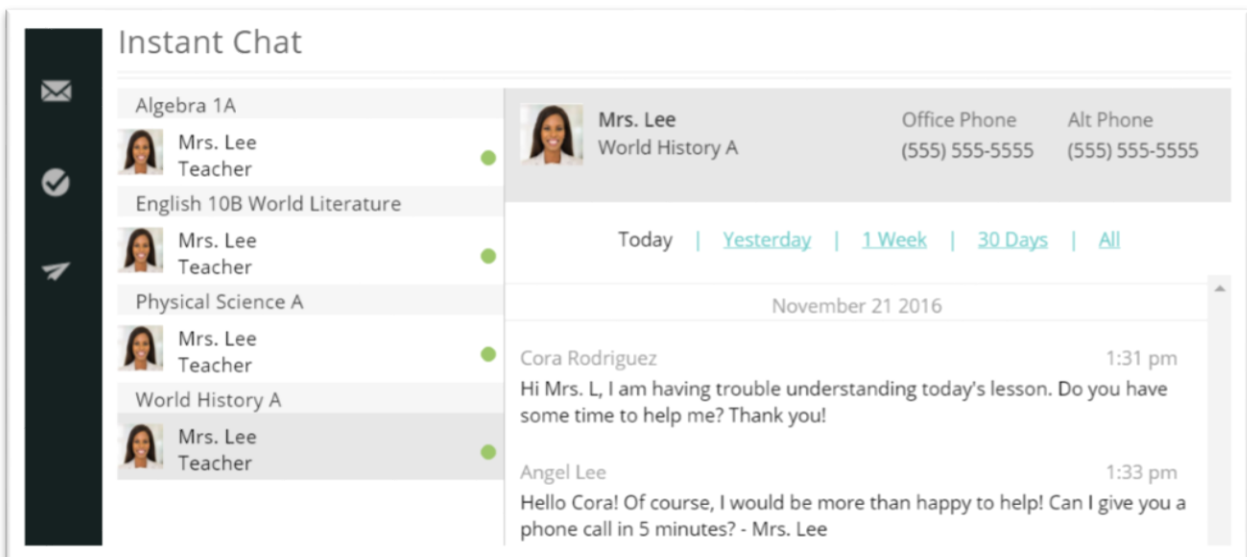
The *Feedback* icon provides scholars the opportunity to share feedback on their experience in the classroom or with the curriculum.



A feedback form with a dropdown menu labeled "Select One", a text input field with the placeholder "Let us know what you think...", and two buttons: "CANCEL" and "SUBMIT".

Chat

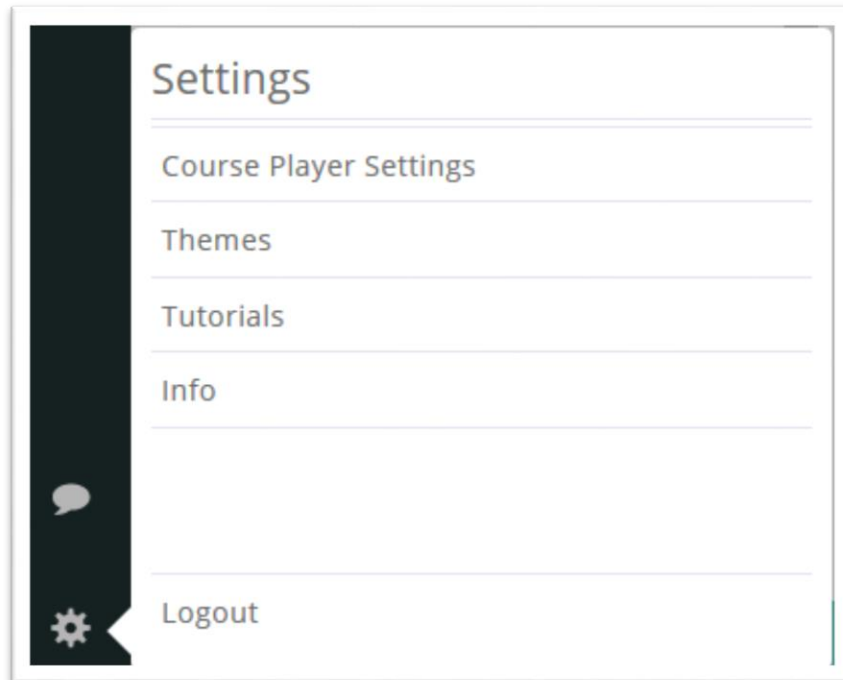
The *Chat* icon provides access to the chat feature, which is available when logged into a course within the online classroom. The scholar can send a message to teachers, whether or not they are currently online. A green light next to the teacher's name indicates they are currently logged in to the system. If a teacher is offline at the time a message is sent, it will be accessible the next time they login. The instructor's information is listed to the right of their name should it become necessary to use another method of contact. *Chat* messages are archived, should there be a need to refer back to a prior chat message.



The "Instant Chat" interface shows a list of courses on the left: Algebra 1A, English 10B World Literature, Physical Science A, and World History A. Each course lists "Mrs. Lee Teacher" with a green status indicator. To the right, a chat window for "Mrs. Lee World History A" is open, displaying contact information (Office Phone: (555) 555-5555, Alt Phone: (555) 555-5555) and a message history. The message history includes a date separator for "November 21 2016" and two messages: one from Cora Rodriguez asking for help and one from Angel Lee offering assistance.

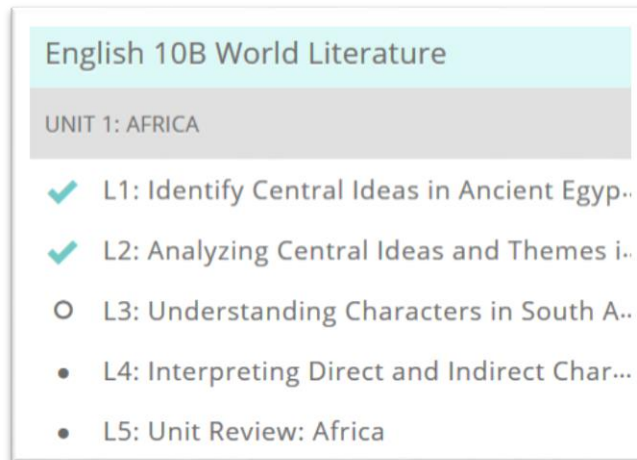
Settings

The *Settings* icon provides scholars choice in the navigation and display of their classroom. The *Themes* settings provide options to personalize the color schemes for the classroom. The *Tutorials* provide scholars a walk-through of the classroom. The *Info* section provides course revision numbers for the course the scholar has accessed. Last, the *Logout* option logs the scholar out of the LMS and PSP.

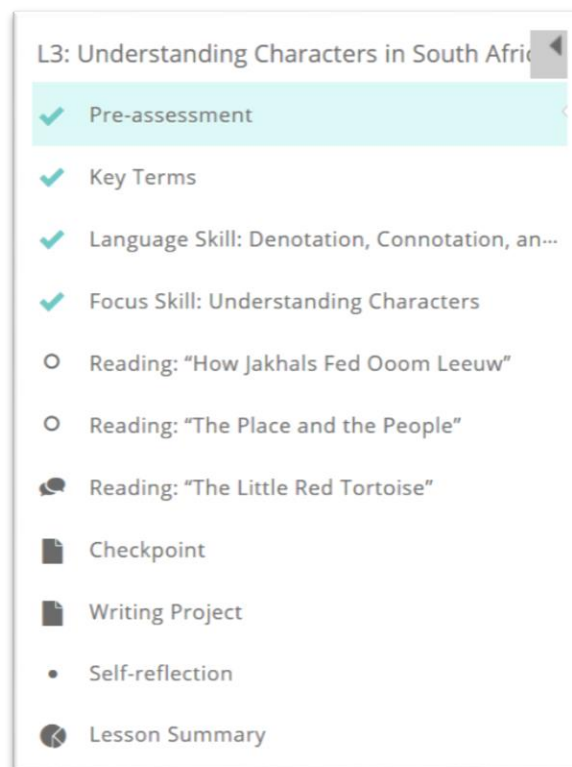


Course Menu

The *Course Menu* displays course-level units and lessons. Courses are designed for consistency, each containing six units - with five lessons per unit. Once scholars becomes familiar with the navigation in the first course, they easily adapt to subsequent courses.



Upon selecting a lesson, a list of the activities within that lesson will appear. As activities are completed, a checkmark will appear to the left of the activity name.



Content Window

Course content is presented in the Content Window. Courses are designed around four levels of access: *Course, Unit, Lesson and Activities*.

Course Level

Scholars can access the syllabus (course information and learning objectives) and an outline of course units at this level.



Welcome to World History A! Have you ever considered how history has shaped today's world? In this course you'll learn about important events of the past and—arguably more important—how these events impact our existence today.

You'll begin with an analysis of early prehistoric people from the Paleolithic era to the Agricultural Revolution. Next, you'll follow the rise and fall of early empires, including the fall of the Rome Empire and its aftermath. Continuing through the Middle Ages, you'll analyze the Crusades, feudalism, the plague, and Asian empires. From there you'll explore the impact and effects of the Renaissance and the Protestant Reformation on human culture and analyze conflicts between the Roman Catholic Church and Protestant reformers. You will examine the Age of Discovery: European explorers who sought new trade routes to Asia, the discovery of the Americas, the rise of joint-stock companies, the slave trade, and emergence of the American colonies. Lastly, you'll explore important revolutions in history, including the Scientific Revolution and Enlightenment, the American and French Revolutions, South American Revolutions, and the Industrial Revolution.

LEARNING OBJECTIVES

What are learning objectives? They are the skills, knowledge, and attitudes you will gain from your schoolwork. Upon completing this lesson, you will be able to

- Analyze the Agricultural Revolution by examining how it influenced the development of human settlements, society, religion, and culture.
- Analyze ancient empires and their impact on later civilizations by examining their contributions to government, citizenship, religion, and culture.
- Assess the impact of the Roman Catholic Church by examining patterns of change in European society in the 12th to 16th centuries.
- Evaluate the effects of the Renaissance by analyzing how it led to scientific and artistic innovations.
- Identify conflicts between the Roman Catholic Church and Protestant and Catholic reformers by examining key religious issues of the Reformation era.
- Analyze the Age of Discovery by examining how trade and religion motivated European nations to expand and colonize.
- Examine the historical developments of the Scientific Revolution and Enlightenment by evaluating its lasting effect on religious, political, and cultural institutions.
- Explain the American, French, and Latin American Revolutions by analyzing their impact on democracy.
- Identify how the Industrial Revolution impacted society by examining significant inventors, inventions, and working and living conditions of workers.

[Click here to view the course syllabus.](#)

Unit Level

Unit-level objectives and a list of lesson topics are displayed at this level.

Unit 1: Early Civilizations Listen



Human history begins with the first individuals on the planet. Even though writing and record-keeping only evolved a few thousand years ago, fossils and artifacts provide a glimpse into the earlier eras of human history. But once humans began to record aspects of their lives, historical records blossom. Discovered artifacts ranging from prayers and poems to tax records all allow scholars to examine early human history.

This unit explores the early, ancient, and classical eras of human history. Some may already be familiar to you, like the Egyptians, Greeks, and Romans. Others have a role in human history that is just as vital, even if they are not as well-known. Mesopotamians, Assyrians, and other human civilizations and societies have left their own unique impressions on the modern world.


While navigating this unit, pay close attention to the impact left by each of these remarkable civilizations. The influence of each of these past civilizations has made the modern world a diverse and dynamic place.


UNIT OBJECTIVES

- Explain the theorized development and migration of early humankind by examining how science has pieced together fossil and artifact evidence.
- Evaluate the significance of the Agricultural Revolution by detailing its causes and effects on human society.
- Analyze the development of early civilizations by examining the cultures of Mesopotamia and the Mediterranean; classical Rome and Greece; ancient Asia, India, and Oceania; and ancient Europe, Africa, and the Americas.
- Create an informative project by interpreting historical data and writing a clear and well-developed account that is appropriate to the task, purpose, and audience, including proper citation of primary and secondary sources used for research.

Lesson Level

Lesson objectives are presented next, along with an outline of required lesson activities.

Lesson 1: Early Migration and Settlement  Listen



The history of humans and civilization reaches back into the Earth's past. The planet formed through geological forces, but after humans appeared, they began to shape the planet as well—and have been shaped by the planet in turn. This is evident in human cultures and societies.

As you venture through this lesson, pay close attention to the interaction between early humans and their environment. Many of the changes and advancements made throughout history either were inspired by or were a reaction to the environment. People changed how or where they lived in order to survive or live better.

Think about where you live, work, play, and go to school. How have human society and culture adapted to the demands of the environment and geography? How do these factors impact your own life? See if you can identify parallels between your own experiences and the events of early human history.

LEARNING OBJECTIVES

What are learning objectives? They are the skills, knowledge, and attitudes you will gain from your schoolwork. Upon completing this lesson, you will be able to

- Identify the prevalent theory of human genesis and migration by defining prehistorical people and their activities.
- Describe the causes and effects of changes in human civilization by analyzing the first Agricultural Revolution and locations of early settlements.
- Trace the development of human societies by examining evidence of early civilizations.
- Discuss the milestones of human development by analyzing historical evidence.

Scholars may be required to complete activities in the order in which they appear or they may have the ability to choose the order in which they complete activities. School administrators will configure courses in a manner that best supports the academic needs of the school.

Early Migration and Settlement

✓ A1: Video: Growing Human Civilization	15 minutes
✓ A2: Early Hominids and Migration	15 minutes
✓ A3: From Hunter-Gatherers to Settled Existence	15 minutes
✓ A4: Rise of Human Civilization	15 minutes
✓ A5: Cause and Effect in the Development of Human Civilization	15 minutes
✓ A6: Video: Agricultural Revolution	10 minutes
✓ A7: Agricultural Basis of Modern Civilization	10 minutes
✓ A8: Discussion	20 minutes
✓ A9: Checkpoint 1	30 minutes
✓ A10: Introduction to Projects	30 minutes
✓ A11: End of Lesson	5 minutes
🕒 Lesson Summary	0 minutes
	3 hours

Activity Level


Upon reviewing *Course*, *Unit* and *Lesson*-level information, scholars begin lesson activities. Course content is presented in small segments or “chunks”, immediately followed by an assessment of learning. Activities contain a set of instructions, followed by instructional content. Teachers can add supplemental instruction and resources via the Teacher Notes.

L6 A2: Key Terms

Instruction

This activity gives you a chance to learn about important terms from the reading selections in this lesson. Take the time to review the definition, part of speech, and usage of each word, so that when you encounter these words in a text, you can better comprehend what you are reading. Additionally, you are going to work with these important terms in different contexts to demonstrate your understanding of the words so you can incorporate them into your speaking and writing.

From Your Teacher Mrs. Lee



Hello Class,

It is important that you take the time to memorize these terms and their definitions. Not only will they help you understand the material as you work through the lesson but there will also be questions related to these key terms in your workbook questions, checkpoints, and exams. If you need any help, don't hesitate to give me a call or send me a message via the message center, chat, or email.

Thank you,
Mrs. Lee

External Link Pop Out Window ↗

Listen

arrogant	arrogant PRINT <i>(adjective)</i> having an attitude of superiority or self-importance After he won the big race, Dan became <i>arrogant</i> about his victory, showing off his medal everywhere he went.
expressly	
rash	
rite	

Text-to-Speech Feature

There is a text-to-speech feature embedded within activities called *ReadSpeaker*. Scholars can utilize this feature by highlighting a selection of text and selecting the *Listen* button. Scholars can listen to activity-level material while reading along.

L20 A12: Timeline Project: Rough Draft

Instruction

You're almost finished with your timeline project. You've already completed recording 15 significant events from the Renaissance and Protestant Reformation. Now it is time to put everything together.

- Add your list of sources consulted (minimum of five) at the end of your timeline events.
- Review your work one more time and make any needed corrections. [Listen](#)
- When you're finished, turn in your work to your teacher for grading and feedback.

--

Assessment Rules:

- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

[RESUME ATTEMPT](#)

Attempt	Started	Submitted	Grade	Review
Attempt 1	11/21	--	--	



Curriculum



Curriculum

StrongMind is redefining online learning with a rigorous, aligned and award-winning 6-12th grade digital curriculum delivered through a state-of-the-art online classroom/Learning Management System (LMS). Its curriculum engages scholars with relevant content delivered through interactive formats and immersive multimedia that resonate with today's digital native learners. StrongMind curriculum continues to receive numerous awards for its innovative coursework.

Content

StrongMind content is developed using backward design. State and national standards are deconstructed to identify relevant objectives and necessary scaffolding. Assessments are then developed, and finally content is written. Crucial and/or potentially difficult concepts are addressed by utilizing our in-house Creative Team to ensure scholars are engaged and therefore persevere in learning.

Instructional content can be delivered through:

- Text
- Interactives
- Video
- Illustration
- Animation
- Graphics

Please visit our website to view a selection of our award winning multimedia-rich curriculum. (<https://www.strongmind.com/>)

Assessments

There are several points in each lesson where scholar learning is assessed, including *Workbooks*, *Checkpoints*, *Exams*, *Projects* and *Discussions*.

Workbooks

Workbooks are intended to focus scholar's learning on the objectives of the course content and serve as a study guide to prepare them for checkpoints and exams. Scholars are provided unlimited attempts on Workbooks, as the goal is mastery of content.

- Workbooks may be presented as multiple choice, fill-in-the-blank, matching, or true/false.
- Workbooks are computer-graded; the scholar receives immediate feedback.
- Answer options are randomized with each attempt.

Multiple Choice

Workbook (8 Questions)

Correct Answer: Great job!

Question 1 (multiple choice)

Exponents tell us to _____ a certain number of times.

Select the answer choice that correctly fills in the blank in the statement.

multiply the base by itself

subtract the base from itself

add the base to itself

divide the base by itself

Fill-in-the-blank

Workbook (4 Questions)

Correct Answer: Great job!

Question 1 (short fill-in)

Evaluate the expression: $\frac{4 \cdot 9 + 6}{-3}$

Enter your answer as a number, like this: 42

-14

Matching

Workbook (1 Question)

Question 1 (matching)

Match the terms to the definition.

canonical	currency unit in parts of Europe
dissenter	extreme right-wing; authoritarian
fascism	pertaining to church law
lira	objector; protester

True/False

Question 3 (true/false)

Most Native American tales are no longer told because their people were conquered and their culture assimilated by white settlers.

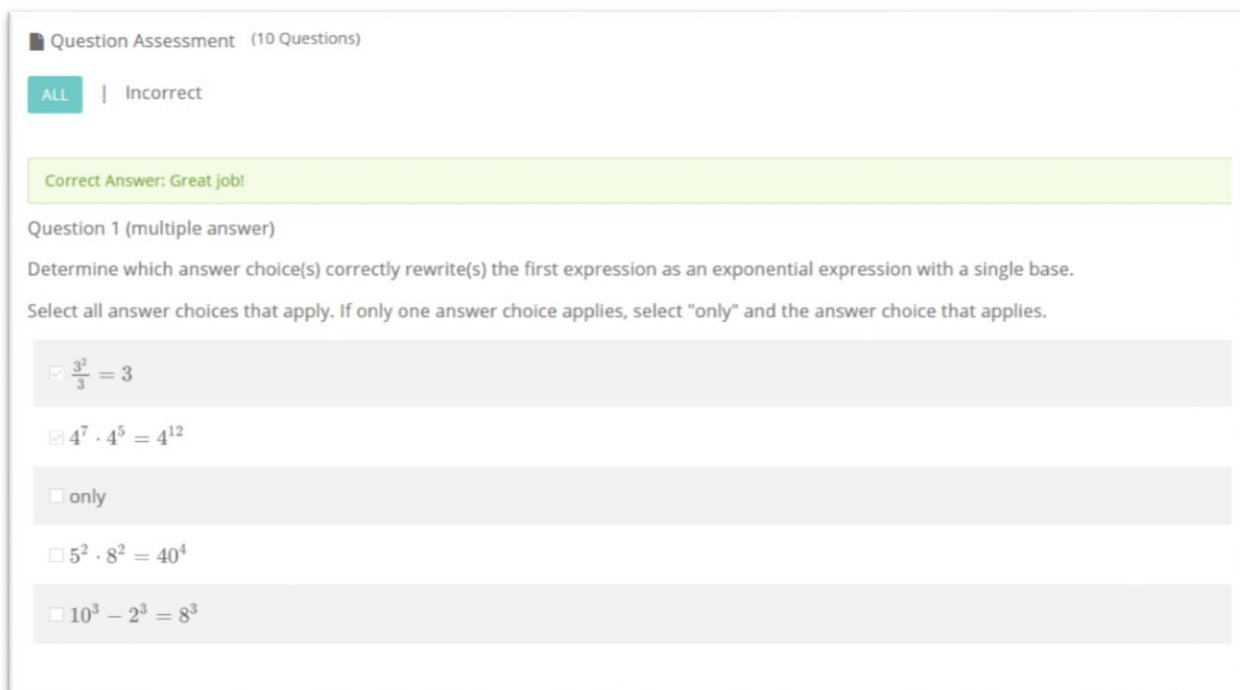
False

True

Checkpoints

Checkpoints are quizzes that cover the instructional content in a lesson.

- Checkpoints may be presented as multiple choice, fill-in-the-blank, matching, or true/false questions.
- Checkpoints are computer-graded; the scholar receives immediate feedback.
- Questions and answer options are randomized with each attempt.
- Scholars receive three attempts on each Checkpoint; teachers can provide additional attempts, as needed.
- Checkpoints are located at the end of Lessons 1-4 in each unit.



Question Assessment (10 Questions)

ALL | Incorrect

Correct Answer: Great job!

Question 1 (multiple answer)

Determine which answer choice(s) correctly rewrite(s) the first expression as an exponential expression with a single base.

Select all answer choices that apply. If only one answer choice applies, select "only" and the answer choice that applies.

$\frac{3^2}{3} = 3$

$4^7 \cdot 4^5 = 4^{12}$

only

$5^2 \cdot 8^2 = 40^4$

$10^3 - 2^3 = 8^3$

Exams

Exams are similar to checkpoints, but they contain questions across all lessons in a unit rather than all activities within a lesson.

- Exams may be presented as multiple choice, fill-in-the-blank, matching, or true/false questions.
- Exams are computer-graded, immediately providing scholars with their score.
- Questions and answer options are randomized with each attempt.
- Scholars receive one attempt on an Exam; teachers can provide additional attempts, as needed.
- Exams are located at the end of Lesson 5 in each unit.

Projects

Projects are assigned throughout a course, allowing scholars to complete the assignment in sections that align to instructional chunks. Completed projects are submitted at the end of each unit.

- Projects are intended to assess higher depth of knowledge (DOK) level objectives and may be in the form of essays, presentations, question assessments, and labs.
- They are graded by the teacher.
- Scholars have one attempt to complete a project; the teacher may provide additional attempts, if needed.
- Scholars submit projects at the end of a unit.

L20 A12: Timeline Project: Rough Draft

Instruction

You're almost finished with your timeline project. You've already completed recording 15 significant events from the Renaissance and Protestant Reformation. Now it is time to put everything together.

- Add your list of sources consulted (minimum of five) at the end of your timeline events.
- Review your work one more time and make any needed corrections or changes.
- When you're finished, turn in your work to your teacher for grading and feedback.

Assessment Rules:

- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

BEGIN NEW ATTEMPT

1 Attempt Left

Projects (continued)

Project 2: Rough Draft (20 min)

Instructions

The purpose of this project is to present a timeline that identifies significant events of the Renaissance and Protestant Reformation.

Learning Objectives:

- Analyze how events of the Protestant Revolution and Renaissance led to the Age of Exploration.
- Analyze historical data from a variety of media representing both primary and secondary sources in order to generate a historical timeline.

This project requires you to research a minimum of **15** noteworthy events from the Renaissance and Protestant Reformation and do the following:

1. Identify and notate the date (or a span of time) that each event occurred.
2. Write down a brief summary of each event.
 - a. What occurred? Why is the event significant?
3. Using the events/dates you generated, plot all 15 events on your timeline.

Your timeline needs to include the following information (a minimum of 15 total events):

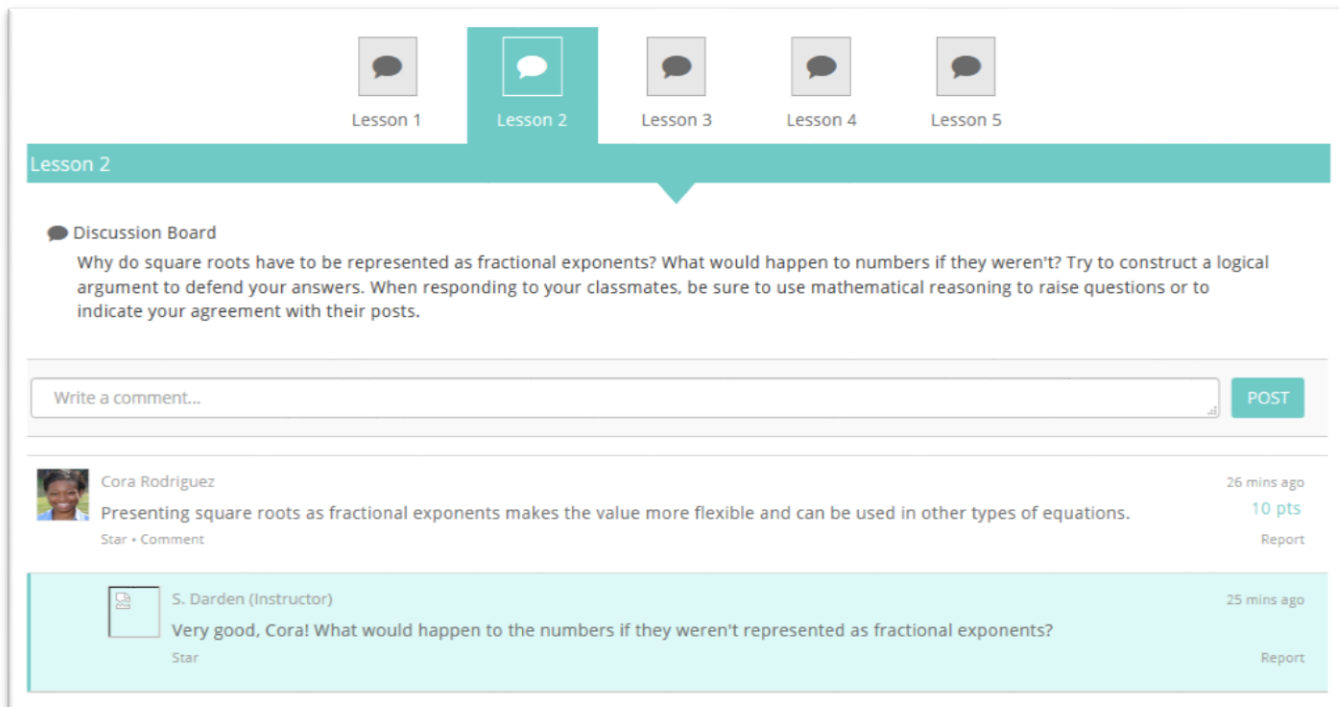
- Innovations in art
 - Include artworks by famous Renaissance artists (e.g., Leonardo, Raphael, Michelangelo).
- Innovations in science
 - Include discoveries by famous scientists (e.g., Copernicus, Galileo, Kepler).
- Innovations in literacy
 - Include the invention of the printing press and translations of the Bible.
- Events of the Protestant Reformation
 - Include events of notable Protestant Reformers (e.g., Martin Luther, John Calvin, King Henry VIII)
- Counter-reformation (e.g., Council of Trent)
- Discovery of the Americas

A list of five sources must be included with your project.

Discussions

Discussion boards provide scholars the opportunity to share theoretical knowledge they have gained from the instruction, while developing critical thinking skills. Discussion posts are visible to classmates, providing for collaborative discussions and furthering of exploratory learning.

- Discussions are written practical application of theoretical knowledge gained throughout unit.
- Discussions are graded by teachers.
- Scholars are provided an unlimited number of attempts on discussion posts.
- Scholars respond to the discussion prompt at the each lesson.

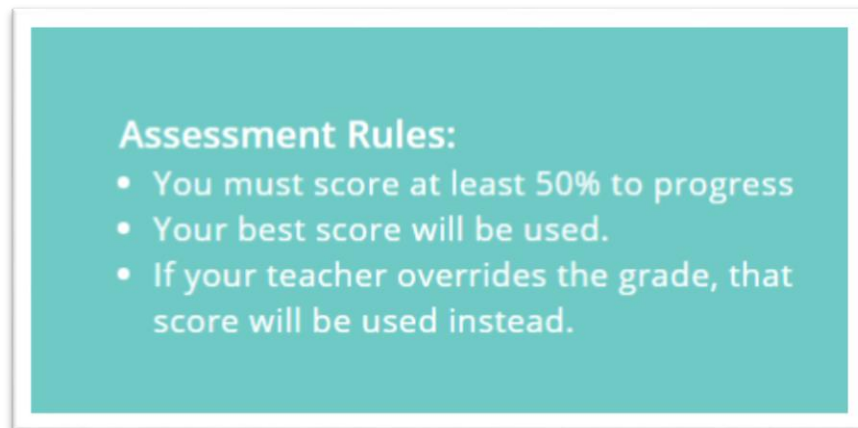
Discussions (continued)

The screenshot shows a navigation bar with five lesson icons labeled Lesson 1 through Lesson 5. Lesson 2 is highlighted in teal. Below the navigation bar is a teal header for Lesson 2. The main content area is titled "Discussion Board" and contains a paragraph of text: "Why do square roots have to be represented as fractional exponents? What would happen to numbers if they weren't? Try to construct a logical argument to defend your answers. When responding to your classmates, be sure to use mathematical reasoning to raise questions or to indicate your agreement with their posts." Below the text is a comment input field with the placeholder "Write a comment..." and a teal "POST" button. Two comments are visible: one from Cora Rodriguez, dated 26 mins ago, with a score of 10 pts, and one from S. Darden (Instructor), dated 25 mins ago, with a star icon.

Minimum Grade

Some schools may require a minimum grade to be earned on assessments before the scholar can move to the next activity or lesson. This is called Mastery Gating. The default minimum score is set at the school-level, however, teachers may unlock scores for individual assignments.

The minimum score is outlined in the *Assessment Rules* section of the instructions.



Assessment Rules:

- You must score at least 50% to progress
- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

Thank You!

We hope you found this outline of the AAS Scholar Experience helpful and informative. Through our interactive formats and immersive multimedia, StrongMind will deliver a personalized, rigorous learning experience in an easy-to-use, intuitive platform to help your teachers continue the love of learning in your scholars.

We look forward to our ongoing partnership!

2016 CURRICULUM AWARDS



A SINGLE
LIGHT
CAN IGNITE
HOPE
IN ALL OF US.

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