



Compass Charter Schools

Virtual Board Meeting

Date and Time

Monday March 27, 2017 at 6:00 PM PDT

Location

Internet

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2303 243rd Street, Lomita, CA 90717
2653 Taft Lane, Palmdale, CA 93551
7003 Ridge Avenue, Playa del Rey, CA 90293
3901 Carpenter Court, Studio City, CA 91604

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

I. Opening Items

Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests

C. Approval of the March 27, 2017 Regular Meeting Agenda

II. CONSENT ITEMS

CEO Support And Eval

A. Consent Items

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. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.

- Approval of the January 30, 2017 Regular Meeting Minutes
- Approval of the Check Registry for January & February 2017
- Approval of the Certification of Signatures for the Sonoma County Office of Education
- Approval of the 2015-16 School Accountability Report Cards
 - AAS Del Mar K-5
 - AAS Del Mar 6-12
 - AAS Fresno
 - AAS LA K-8
 - AAS LA 9-12
 - AAS Sonoma
 - AAS Thousand Oaks & Simi Valley
- Approval of the Second Interim Reports
 - AAS Sonoma
 - AAS Thousand Oaks & Simi Valley
 - CCS of Fresno
 - CCS of Los Angeles
 - CCS of San Diego

B. Approval of the January 30, 2017 Regular Meeting Minutes

III. PUBLIC COMMENT

External Relations

A. Public Comment

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 start 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.

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.

IV. REPORTS

Finance

- A.** CEO Report
- B.** Academic Affairs Committee Report
- C.** Finance Committee Report
- D.** Personnel Committee Report
- E.** Parent Advisory Council Report

V. UNFINISHED BUSINESS

Governance

VI. NEW BUSINESS

Personnel

- A.** Approval of the 2017-18 School Calendar
- B.** Approval of the Donations to CCS

VII. Closing Items

A. Upcoming Meetings

Finance Committee

Tuesday, April 18 at 2 pm

Personnel Committee

Wednesday, April 19 at 3 pm

Academic Affairs Committee

Thursday, April 20 at 1 pm

Finance Committee

Tuesday, May 16 at 2 pm

Finance Committee

Tuesday, June 20 at 2 pm

Public Hearing

Saturday, June 24 at 2 pm

Annual Meeting

Monday, June 26 at 5 pm

B. Adjourn Meeting

Coversheet

Consent Items

Section: II. CONSENT ITEMS

Item: A. Consent Items

Purpose: Vote

Submitted by: J.J. Lewis

Related Material:

A January-February Check Register.pdf

G AAS LA 9-12 2015-16 SARC.pdf

C AAS Del Mar K-5 2015-16 SARC.pdf

D AAS Del Mar 6-12 2015-16 SARC.pdf

E AAS Fresno 2015-16 SARC.pdf

F AAS LA K-8 2015-16 SARC.pdf

H AAS Sonoma 2015-16 SARC.pdf

I AAS Thousand Oaks 2015-16 SARC.pdf

J AAS-Sonoma - 2nd Interim 16-17.pdf

B Signature Authorization Form - Sonoma County.pdf

K AAS-Thousand Oaks- 2nd Interim 16-17.pdf

L AAS - Fresno - 2016-2017 Charter Second Interim Reporting Workbook.pdf

M AAS-Los Angeles - 2nd Interim 16-17.pdf

N AAS-Del Mar - 2nd Interim 16-17.pdf

RECOMMENDATION:

A motion to approve the consent items.

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Check Register 1/1/2017 through 2/28/2017

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
50378	1/3/2017	Sonoma County Office of Education	Cleared	\$4,875.29	3101-010-00	State Teachers' Retirement System, certificated positions	December 2016 STRS	\$4,875.29
50379	1/4/2017	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	January 2017 Business Back Office Monthly Support	\$21,400.00
50391	1/5/2017	Cricket	Cleared	\$33.95	4100-010-83	Approved Textbooks and Core Curricula Materials	SPIDER - 9 Issue Sunscription	\$33.95
50394	1/5/2017	Little Passports	Cleared	\$148.17	4100-010-83	Approved Textbooks and Core Curricula Materials	6 Month Subscription for Core Curriculum - S. Arnheiter	\$148.17
50396	1/5/2017	QUILL CORPORATION	Cleared	\$287.55	4315-010-83	Classroom Materials and Supplies	Ti 84 ce gold	\$133.41
					4315-010-83	Classroom Materials and Supplies	Pencils, Pens, Copy Paper etc	\$154.14
50398	1/5/2017	School Specialty	Cleared	\$59.88	4100-010-83	Approved Textbooks and Core Curricula Materials	Lam Film Pouch - School Smart	\$59.88
50401	1/5/2017	Tricor America, Inc.	Cleared	\$34.81	5900-010-90	Communications (Tele., Internet, Copies,Postage,Messenger)	Courier Services for Month of November 2016	\$34.81
50400	1/5/2017	Rheba Katrice Savoie	Cleared	\$100.00	5810-010-83	Educational Consultants	December 2016 Piano Lessons	\$100.00
50403	1/5/2017	World's Greatest Promotional Stuff	Cleared	\$2,496.04	5815-010-90	Advertising/Recruiting	Promotional Materials - Polo Shirts	\$336.81
					5815-010-90	Advertising/Recruiting	Promotional Materials - Plaque	\$774.99
					5815-010-90	Advertising/Recruiting	Promotional Materials - Messenger Bags	\$944.15
					5815-010-90	Advertising/Recruiting	Promotional Materials - Pins	\$440.09
50387	1/5/2017	California Department of Education	Cleared	\$1,720,339.00	9590-010	Due to Grantor Governments	15-16 2nd Principal Apportionment Overpmnt-Oxnard & Ventura	\$1,720,339.00
50383	1/5/2017	Charter School Development Center	Cleared	\$2,185.00	5210-010-80	Training and Development Expense	CSDC 16/17 Business Officer Training Program -PD - Membership	\$2,185.00
50381	1/5/2017	Elena Aguilar Consulting	Cleared	\$1,400.00	5210-010-92	Training and Development Expense	Art of Coaching Institute Registration - Erin Smith	\$700.00
					5210-010-92	Training and Development Expense	Art of Coaching Institute Registration - Crystal Villegas	\$700.00
50382	1/5/2017	BLICK art materials	Cleared	\$208.52	4430-010-83	Noncapitalized Student Equipment	Tablet	\$208.52
50385	1/5/2017	California Department of Education	Cleared	\$114,412.00	9590-010	Due to Grantor Governments	2015-16 2nd Principal Apportionment Overpnmnt- Del Mar Elem	\$114,412.00

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Check Register 1/1/2017 through 2/28/2017

50390	1/5/2017	Cricket	Cleared	\$33.95	4100-010-83	Approved Textbooks and Core Curricula Materials	1 yr Subscription	\$33.95
50393	1/5/2017	Institute for Excellence in Writing	Cleared	\$567.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum	\$567.00
50402	1/5/2017	Time4Learning.com	Cleared	\$160.00	4100-010-83	Approved Textbooks and Core Curricula Materials	December - 2nd Grade Access - Home Study Core Curriculum	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 7th Grade Access - Home Study Core Curriculum	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 6th Grade Access - Home Study Core Curriculum	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 7th Grade Access - Home Study Core Curriculum	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 10th Grade Access - Home Study Core Curriculum	\$35.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 6th Grade Access - Home Study Core Curriculum	\$25.00
50399	1/5/2017	Singapore Math Inc.	Cleared	\$128.14	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study - Textbook Math & Workbook	\$89.36
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study - Textbook Math & Workbook	\$38.78
50397	1/5/2017	Rainbow Resource Center	Cleared	\$326.56	4315-010-83	Classroom Materials and Supplies	Crayons, Sharpener, Bare Calender Set, Wall Sticker	\$141.63
					4315-010-83	Classroom Materials and Supplies	Book, Rosetta Stone, Card Deck etc.	\$163.28
					4315-010-00	Classroom Materials and Supplies	Alphabet Game, Number & Shapes Game	\$21.65
50395	1/5/2017	Law Office of Jennifer McQuarrie	Cleared	\$945.00	5805-010-80	Legal Services	Legal Services December 2016	\$1,050.00
					5805-010-80	Legal Services	Legal Services December 2016 10% less Discount	(\$105.00)
50392	1/5/2017	Greater Conejo Valley Chamber Of Commerce	Cleared	\$335.00	5300-010-84	Dues and Memberships	Membership Investment Dues - 1/1/2017 - 1/1/2018	\$270.00
					5300-010-84	Dues and Memberships	Enhanced On Line Directory	\$65.00
50389	1/5/2017	CM School Supply	Cleared	\$137.33	4315-010-83	Classroom Materials and Supplies	Core Curriculum - Clay, Canvas Panel etc	\$37.05
					4315-010-83	Classroom Materials and Supplies	Core Curriculum - Books, Draw Paper etc	\$100.28
50388	1/5/2017	California Department of Education	Cleared	\$527,801.00	9590-010	Due to Grantor Governments	15-16 2nd Principal Apportionment Overpmnt-Los Angeles K-8	\$527,801.00

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50386	1/5/2017	California Department of Education	Cleared	\$1,612,254.00	9590-010	Due to Grantor Governments	2015-16 2nd Principal Apportionment Overpmnt -El Cajon Midd	\$1,612,254.00
50384	1/5/2017	California Department of Education	Cleared	\$1,554,195.00	9590-010	Due to Grantor Governments	2015-16 2nd Principal Apportionment Overpmnt -El Cajon Elem	\$1,554,195.00
50404	1/11/2017	Law Office of Young, Minney & Corr	Cleared	\$1,515.11	5805-010-81	Legal Services	Services thourgh 12/31/16	\$1,515.11
50418	1/12/2017	School Pathways, LLC	Cleared	\$208.33	5877-010-86	IT Services	2016-2017 PLSIS Annual Fee 6 th Installment	\$208.33
50417	1/12/2017	School Pathways, LLC	Cleared	\$208.33	5877-010-86	IT Services	2016-2017 PLSIS Annual Fee 6 th Installment	\$208.33
50408	1/12/2017	Leaps & Bounds	Cleared	\$920.00	5810-020-66	Educational Consultants	Occupational Therapy Services - December 2016	\$460.00
					5810-020-66	Educational Consultants	Physical Therapy Services - December 2016	\$460.00
50410	1/12/2017	Sparkletts	Cleared	\$42.99	4300-010-84	Materials and Supplies	Water Filtration Services	\$42.99
50409	1/12/2017	Oxford Consulting Services Inc.	Cleared	\$3,370.00	5810-010-66	Educational Consultants	SPED Services - December 2016	\$3,370.00
50406	1/12/2017	Department of Justice	Cleared	\$32.00	5874-010-00	Personnel Services	December 2016 Fingerprint APPS	\$32.00
50405	1/12/2017	Cox Business	Cleared	\$300.07	5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone & Internet Charges 1/1/17 - 1/31/17	\$300.07
50407	1/12/2017	Kaiser Foundation Health Plan Inc	Cleared	\$26,331.38	3403-010-84	Health & Welfare Benefits	February 2017 Health Insurance	\$26,331.38
50416	1/12/2017	School Pathways, LLC	Cleared	\$208.33	5877-010-86	IT Services	2016-2017 PLSIS Annual Fee 3rd Installment	\$208.33
50411	1/12/2017	School Pathways, LLC	Cleared	\$208.33	5877-010-86	IT Services	2016-2017 PLSIS Annual Fee 3rd Installment	\$208.33
50413	1/12/2017	School Pathways, LLC	Cleared	\$600.77	5877-010-86	IT Services	2016-17 PLSIS Annual Fee 6th Install,Bridge & Student Record	\$600.77
50414	1/12/2017	School Pathways, LLC	Cleared	\$1,648.52	5877-010-86	IT Services	2016-17 PLSIS Annual Fee 6th Install,Bridge & Student Record	\$1,648.52
50415	1/12/2017	School Pathways, LLC	Cleared	\$208.33	5877-010-86	IT Services	2016-2017 PLSIS Annual Fee 3rd Installment	\$208.33
50412	1/12/2017	School Pathways, LLC	Cleared	\$1,341.77	5877-010-86	IT Services	2016-17 PLSIS Annual Fee 6th Install,Bridge & Student Record	\$1,341.77

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50422	1/12/2017	Law Office of Young, Minney & Corr	Cleared	\$5,855.52	5805-010-81	Legal Services	Services Through 12/31/16	\$5,855.52
50421	1/12/2017	School Pathways, LLC	Cleared	\$250.00	5877-010-86	IT Services	16-17 PLSIS Sistrict Oversight Annual Fees - 6th Installmant	\$250.00
50420	1/12/2017	School Pathways, LLC	Cleared	\$590.17	5877-010-86	IT Services	2016-17 PLSIS Annual Fee 6th Install,Bridge & Student Record	\$590.17
50419	1/12/2017	School Pathways, LLC	Cleared	\$725.37	5877-010-86	IT Services	2016-17 PLSIS Annual Fee 6th Install,Bridge & Student Record	\$725.37
50427	1/17/2017	Explorer Field Trips	Cleared	\$520.00	5811-010-83	Student Transportation	Scholar Engagenment - Disney History T	\$520.00
50425	1/17/2017	BookShark LLC	Cleared	\$984.99	4100-010-83	Approved Textbooks and Core Curricula Materials	Reading Books -Core Curriculum	\$703.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Create a Calendar, Letters, Numbers etc- Core Curriculum	\$281.99
50424	1/17/2017	Barnes & Noble, Inc.	Cleared	\$368.62	4100-010-83	Approved Textbooks and Core Curricula Materials	National Geographic & History Book - Core Curriculum	\$31.77
					4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum - Books	\$118.76
					4100-010-83	Approved Textbooks and Core Curricula Materials	Mailing Fee - for Book- Core Curriculum	\$5.00
					4430-010-83	Noncapitalized Student Equipment	2-Way Stand Cover	\$32.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Mailing Fee - for Book Core Curriculum	\$11.00
					4430-010-83	Noncapitalized Student Equipment	Samsung Galaxy Tab E Nook 9.6	\$169.84
50423	1/17/2017	AF386 Group LLC	Cleared	\$84.82	4100-010-83	Approved Textbooks and Core Curricula Materials	Q The Robot + UNO Board add-on Bundle - Core Curriculum	\$84.82
50430	1/17/2017	Lakeshore	Cleared	\$140.09	4100-010-83	Approved Textbooks and Core Curricula Materials	Tiles - Starter Kit, Mold & Play Sensory Sand Set	\$140.09
50431	1/17/2017	My Learning Studio	Cleared	\$280.00	4100-010-83	Approved Textbooks and Core Curricula Materials	December 2016 - Tutoring - Core Curriculum	\$280.00
50432	1/17/2017	QUILL CORPORATION	Cleared	\$651.92	4430-010-83	Noncapitalized Student Equipment	Samsung Galaxy & Case	\$193.16
					4315-010-83	Classroom Materials and Supplies	HP Ink	\$53.94
					4315-010-83	Classroom Materials and Supplies	Brother Ink	\$83.17
					4430-010-83	Noncapitalized Student Equipment	Ion Chromebook Sleeve	\$17.40
					4430-010-83	Noncapitalized Student Equipment	Ion Chromebook Sleeve	\$34.97
					4430-010-83	Noncapitalized Student Equipment	SS Chromebook 11bl trim inte	\$269.28
50429	1/17/2017	History Unboxed	Cleared	\$94.94	4100-010-83	Approved Textbooks and Core Curricula Materials	Ghanna, Egypt Unboxed	\$94.94

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50428	1/17/2017	Handwriting Without Tears	Cleared	\$81.63	4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum	\$81.63
50426	1/17/2017	Carolina Biological Supply Company	Cleared	\$84.02	4100-010-83	Approved Textbooks and Core Curricula Materials	Basic Zoology Survey 1	\$84.02
50433	1/17/2017	School Specialty	Cleared	\$65.19	4100-010-83	Approved Textbooks and Core Curricula Materials	Sian Rev Rock Origins	\$65.19
50434	1/19/2017	San Diego County Superintendent of Schools	Cleared	\$99.00	5210-010-91	Training and Development Expense	Registration for Edith Cruz - Leadership Conference 2017	\$99.00
50435	1/19/2017	San Diego County Superintendent of Schools	Cleared	\$99.00	5210-010-91	Training and Development Expense	Registration for Gabriela Gonzalez - Leadership Conf 2017	\$99.00
50451	1/23/2017	Timberdoodle.com	Cleared	\$1,294.30	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbook & Learning Game -Core Curriculum	\$201.63
					4100-010-83	Approved Textbooks and Core Curricula Materials	Books, Learning Games - Core Curriculum	\$151.32
					4100-010-83	Approved Textbooks and Core Curricula Materials	Rorys Story Cubes Original - Core Curriculum	\$7.99
					4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum - Alphabet Animals, Story Lines, Metal Earth	\$77.40
					4100-010-83	Approved Textbooks and Core Curricula Materials	Bananagrams, Intro to Engineering - Core Curriculum	\$58.85
					4100-010-83	Approved Textbooks and Core Curricula Materials	Non- Religious - 3rd Grade - Core Curriculum	\$797.11
50440	1/23/2017	Baker Creek Heirloom Seeds	Cleared	\$10.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$10.00
50441	1/23/2017	Simona Dlouha	Cleared	\$2,008.50	4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$332.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$332.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January Core Classes	\$332.00

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Check Register 1/1/2017 through 2/28/2017

50438	1/23/2017	Barnes & Noble, Inc.	Cleared	\$79.65	4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$38.58
					4100-010-83	Approved Textbooks and Core Curricula Materials	Mailing Fee - Core Curriculum	\$5.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Code Master Progranning Logic & Plus Graphing Calculator	\$36.07
50437	1/23/2017	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-00	Space Rental/Leases Expense	February 2017 Rent	\$8,000.00
50439	1/23/2017	Brave Writer LLC	Cleared	\$192.50	4100-010-83	Approved Textbooks and Core Curricula Materials	Boomerang Single Issues & Help for High School	\$192.50
50436	1/23/2017	Academy of Science for Kids, LLC	Cleared	\$229.99	4100-010-83	Approved Textbooks and Core Curricula Materials	Planets With DVD - Core Curriculum	\$229.99
50452	1/23/2017	Time4Learning.com	Cleared	\$100.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Dec 4th Grade Online Access - Home Study - Core Curriculum	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	55030 December Time4Learning Type G	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December Elementary Subscription	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December Elementary Subscription	\$25.00
50445	1/23/2017	Home Science Tools	Cleared	\$419.33	4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$419.33
50446	1/23/2017	Mosaic Music Inc.	Cleared	\$146.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Yorba Linda December Violin Lessons	\$146.00
50449	1/23/2017	QUILL CORPORATION	Cleared	\$19.44	4315-010-83	Classroom Materials and Supplies	Pencils, Copy Paper, & Epson durabritw Ultra 220	\$19.44
50450	1/23/2017	Rainbow Resource Center	Cleared	\$25.20	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Gr 2 - Core Curriculum for Scholar	\$25.20
50447	1/23/2017	Museum Tour , Inc.	Cleared	\$141.83	4100-010-83	Approved Textbooks and Core Curricula Materials	Dual Maza Board - Core Curriculum	\$55.94
					4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum - Air Pogo Jumper, Cams & Cranks etc	\$85.89
50453	1/23/2017	Water Court LLC	Cleared	\$8,090.25	5600-060-00	Space Rental/Leases Expense	February 2017 Rent	\$8,090.25
50444	1/23/2017	Gardener's Supply Company	Cleared	\$97.91	4100-010-83	Approved Textbooks and Core Curricula Materials	Scholar Engagement - Living Desert , Seaworld T & Disney T	\$97.91
50443	1/23/2017	The Four Amigos, LP	Cleared	\$4,861.56	5600-010-84	Space Rental/Leases Expense	February 2017 Rent	\$4,861.56
50442	1/23/2017	Explorer Field Trips	Cleared	\$610.00	5811-010-83	Student Transportation	Scholar Engagement - Living Desert , Seaworld T & Disney T	\$610.00

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Check Register 1/1/2017 through 2/28/2017

50454	1/24/2017	Fundamental Foundations	Cleared	\$24,388.84	4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$327.87
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$301.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$321.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 Core Courses - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$325.12

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4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$375.00
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$100.00
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$321.00
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum410001083	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$365.25
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$360.37
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$333.37
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$321.00
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$375.00
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$260.50

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4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$355.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$327.87
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$326.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$368.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$355.50

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					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$332.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$327.87
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$355.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$360.37
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$375.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Core Courses - Curriculum	\$337.50
50472	1/26/2017	Lakeshore	Cleared	\$181.13	4100-010-83	Approved Textbooks and Core Curricula Materials	Books, Writing & Math Demls, etc - Core Curriculum	\$181.13
50475	1/26/2017	Math-U-See Inc.	Cleared	\$164.12	4100-010-83	Approved Textbooks and Core Curricula Materials	Alpha Universal Set	\$164.12
50476	1/26/2017	Museum Tour , Inc.	Cleared	\$61.85	4100-010-83	Approved Textbooks and Core Curricula Materials	Carnivorous Creations & Rainforest Bioshere	\$61.85
50477	1/26/2017	Nasco Modesto	Cleared	\$84.06	4100-010-83	Approved Textbooks and Core Curricula Materials	Poster Trig Training, Kit Ti, Set Algebra,Book/CD Charts etc	\$84.06
50478	1/26/2017	OTC Brands, Inc.	Cleared	\$94.24	4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$94.24
50466	1/26/2017	Interactive Media Publishing	Cleared	\$385.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Dash Robot & Dash -Dot Launcher	\$385.00
50458	1/26/2017	Baker Creek Heirloom Seeds	Cleared	\$52.25	4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$32.00

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					4100-010-83	Approved Textbooks and Core Curricula Materials	Books -Core Curriculum	\$20.25
50461	1/26/2017	Discount School Supply	Cleared	\$181.45	4100-010-83	Approved Textbooks and Core Curricula Materials	Curriculum - Home Study -Water Colors, Foam Dough,Felt,etc	\$181.45
50456	1/26/2017	Blue Shield of California	Cleared	\$26,235.66	3403-010-84	Health & Welfare Benefits	Retroactive Adjustment	\$109.55
					3403-010-84	Health & Welfare Benefits	Health Ins Benefits - 2/1/17 - 2/28/17	\$26,126.11
50463	1/26/2017	Educational Data Systems	Cleared	\$8.33	4315-010-86	Classroom Materials and Supplies	CELDT 2015-16 -Testing MaterialsExcessive -Materials Charges	\$8.33
50459	1/26/2017	Canon Financial Services, Inc.	Cleared	\$683.93	5605-010-84	Equipment Rental/Lease Expense	Copier Lease - January 2017	\$683.93
50457	1/26/2017	BookShark LLC	Cleared	\$401.95	4100-010-83	Approved Textbooks and Core Curricula Materials	Books -Core Curriculum - Home Study	\$401.95
50455	1/26/2017	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-060-84	Operation and Housekeeping Services	Building Maintenance Services- Thousand Oaks Office Jan 2017	\$500.00
50462	1/26/2017	Elemental Science	Cleared	\$229.97	4100-010-83	Approved Textbooks and Core Curricula Materials	Books- Core Curriculum - Home Study	\$147.97
					4100-010-83	Approved Textbooks and Core Curricula Materials	Books -Core Curriculum - Home Study	\$82.00
50473	1/26/2017	Logic of English	Cleared	\$112.50	4100-010-83	Approved Textbooks and Core Curricula Materials	CEATM2P -Essentials Teacher's Guide & Student Workbook	\$112.50
50467	1/26/2017	K12 Management	Cleared	\$16,000.00	4100-020-92	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly , Materials & Service Fees - AAS Del Mar	\$16,000.00
50468	1/26/2017	K12 Management	Cleared	\$6,362.00	4100-050-92	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly , Materials & Service Fees - AAS Sonoma	\$6,362.00
50469	1/26/2017	K12 Management	Cleared	\$4,752.00	4100-060-92	Approved Textbooks and Core Curricula Materials	KVSP OLS Mthly , Materials & Service Fees -AAS Thousand Oaks	\$4,752.00
50470	1/26/2017	K12 Management	Cleared	\$5,948.00	4100-030-92	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly , Materials & Service Fees - AAS Fresno	\$5,948.00
50471	1/26/2017	K12 Management	Cleared	\$22,552.00	4100-040-92	Approved Textbooks and Core Curricula Materials	KVSP OLS Monthly , Materials & Service Fees - AAS Los Angele	\$22,552.00
50464	1/26/2017	Home Science Tools	Cleared	\$121.80	4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum - Home Study	\$121.80
50465	1/26/2017	Homeschool Buyers Co-op	Cleared	\$257.46	4100-010-83	Approved Textbooks and Core Curricula Materials	Writing A-Z - 1 yr Subscription - Core Curriculum	\$72.46
					4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Language Courses - Core Curriculum	\$185.00

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50460	1/26/2017	Canon Solutions America, Inc	Cleared	\$870.83	5605-010-84	Equipment Rental/Lease Expense	Maintenance Copier Lease 01/16/17 - 04/15/17	\$580.50
					5605-010-84	Equipment Rental/Lease Expense	Maintenance Copier Lease 10/16/16 - 1/15/17	\$290.33
50481	1/26/2017	LittleBits Electronics, Inc.	Cleared	\$189.95	4100-010-83	Approved Textbooks and Core Curricula Materials	Kit, Gizmos & Gadgets 2nd Edition - Core Curriculum	\$189.95
50480	1/26/2017	Rainbow Resource Center	Cleared	\$142.65	4100-010-83	Approved Textbooks and Core Curricula Materials	Books & Kit - Core Curriculum	\$142.65
50479	1/26/2017	QUILL CORPORATION	Cleared	\$369.90	4100-010-83	Approved Textbooks and Core Curricula Materials	Chromebook, Caselogic 14. - Core Curriculum	\$369.90
50482	2/1/2017	Sonoma County Office of Education	Cleared	\$5,742.94	3101-010-00	State Teachers' Retirement System, certificated positions	January 2017 STRS	\$5,742.94
50483	2/2/2017	Oak Meadow Inc.	Cleared	\$1,060.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Home Study - Core Curriculum	\$725.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Home Study - Core Curriculum	\$335.00
6698	2/3/2017	California Secretary of State	Cleared	\$350.00	5890-010-00	Interest Expense/Fees	Documentation Fee	\$350.00
50487	2/3/2017	Brian Jensen	Cleared	\$433.78	5200-010-80	Travel and Conferences	REIMB for Meals - WASC Visit - 1/22 -1/25/17	\$261.52
					5200-010-80	Travel and Conferences	REIMB for Mileage WASC Visit - 1/22 -1/25/17	\$172.26
50489	2/3/2017	Amy Marchese	Cleared	\$2,773.75	5800-010-92	Professional/Consulting Services and Operating Expenditures	Consulting, Auditing & Support	\$2,773.75
50485	2/3/2017	8x8, Inc	Cleared	\$653.29	5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	VOIP Phone Service December 2016 Usage Fees & Jan Serv Fee	\$653.29
50484	2/3/2017	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	February 2017 Business Back Office Monthly Support	\$21,400.00
50488	2/3/2017	Law Office of Jennifer McQuarrie	Cleared	\$225.00	5805-010-84	Legal Services	Legal Services - January 2017	\$250.00
					5805-010-84	Legal Services	Legal Services - January 2017 - 10% discount	(\$25.00)
50494	2/3/2017	Tricor America, Inc.	Cleared	\$39.69	5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Courier Services for Moth of Auguat	\$39.69
50495	2/3/2017	World's Greatest Promotional Stuff	Cleared	\$161.39	5815-010-80	Advertising/Recruiting	Promotional Materials - Coffee Mugs	\$161.39
50496	2/3/2017	Marla Martindale	Cleared	\$83.46	5200-010-80	Travel and Conferences	REIMB for Mileage - WASC Visit - 1/22 -1/25/17	\$83.46

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50493	2/3/2017	Elizabeth Phillips	Cleared	\$70.35	5200-010-80	Travel and Conferences	REIMB for Mileage - WASC Visit - 1/22 -1/25/17	\$43.62
					5200-010-80	Travel and Conferences	REIMB for Meals - WASC Visit - 1/22 -1/25/17	\$26.73
50486	2/3/2017	Hess and Associates, Inc.	Cleared	\$345.00	5800-010-84	Professional/Consulting Services and Operating Expenditures	CalSTRS Retirement: 527 2nd Qtr 2016/17 -Oct - Dec 16	\$345.00
50492	2/3/2017	Pro Cleaning Services, Inc.	Cleared	\$180.00	5500-020-84	Operation and Housekeeping Services	Janitorial Services Performed - January 2017	\$180.00
50491	2/3/2017	Lisa Dushaj Mesa	Cleared	\$127.34	5200-010-80	Travel and Conferences	REIMB for Mileage - WASC Visit - 1/22 -1/25/17	\$127.34
50513	2/6/2017	QUILL CORPORATION	Cleared	\$214.60	4300-010-83	Materials and Supplies	Apollo Inkjet	\$42.37
					4300-010-83	Materials and Supplies	HP Ink jet Cartridges	\$137.98
					4300-010-83	Materials and Supplies	Self InkStamp	\$34.25
50498	2/6/2017	Barnes & Noble, Inc.	Cleared	\$90.46	4100-010-83	Approved Textbooks and Core Curricula Materials	Mailing Fee - Core Curriculum	\$13.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Books - Core Curriculum	\$77.46
50499	2/6/2017	Brave Writer LLC	Cleared	\$79.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Faltering Ownership	\$79.00
50497	2/6/2017	Activities for Learning , Inc.	Cleared	\$323.40	4100-010-83	Approved Textbooks and Core Curricula Materials	Book Bundle & Math Set	\$323.40
50514	2/6/2017	Rainbow Resource Center	Cleared	\$1,318.89	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - History Materials, Paper etc	\$62.55
					4315-010-83	Classroom Materials and Supplies	Home Study Program - Materials - Map, Paper, Chart etc	\$72.41
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Book	\$40.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Textbooks	\$90.55
					4315-010-83	Classroom Materials and Supplies	Home Study Program - Material Balance	\$9.52
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Textbooks	\$68.85
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Books	\$98.45
					4315-010-83	Classroom Materials and Supplies	Home Study Program - Books & Materials	\$38.23
					4315-010-83	Classroom Materials and Supplies	Home Study Program - Materials - Boom Game etc	\$139.74

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					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Art Materials - Book	\$176.77
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Books & Class Materials	\$104.61
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Books & Materials	\$181.34
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Writing Materials Books	\$47.90
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program - Books - Materials	\$187.72
50511	2/6/2017	Middletown Art Center	Cleared	\$292.50	4100-010-83	Approved Textbooks and Core Curricula Materials	Dec 16 & Jan 17- Adventures for Homeschoolers Art Class	\$97.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	Dec 16 & Jan 17- Adventures for Homeschoolers Art Class	\$97.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	Dec 16 & Jan 17- Adventures for Homeschoolers Art Class	\$97.50
50507	2/6/2017	Home School Spanish Academy Inc.	Cleared	\$1,000.40	4100-010-83	Approved Textbooks and Core Curricula Materials	September- On line - Core Cirriculum	\$134.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Courses- Core Cirriculum	\$520.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Course- On line - Core Cirriculum	\$71.68
					4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Course- On line - Core Cirriculum	\$62.72
					4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Courses- Core Cirriculum	\$212.00
50502	2/6/2017	Cricket	Cleared	\$33.95	4100-010-83	Approved Textbooks and Core Curricula Materials	Cricket Magazine -Core Cirriculum	\$33.95
50517	2/6/2017	Sound Roads Music	Cleared	\$1,080.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Nov 16 - Dec 16 & Jan 17 Violin Lessons	\$540.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Nov 16 - Dec 16 & Jan 17 Violin Lessons	\$540.00
50515	2/6/2017	Raddish Kids	Cleared	\$143.55	4100-010-83	Approved Textbooks and Core Curricula Materials	Raddish Kids 6 Month Kit	\$143.55
50518	2/6/2017	Time4Learning.com	Cleared	\$310.00	4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 7th Grade Online Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January - 6th Grade Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	55030 January - Time 4 Learning Type G	\$25.00

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					4100-010-83	Approved Textbooks and Core Curricula Materials	January- Time 4 Learning	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 10th Grade Online Access	\$35.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	December - 6th Grade Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 7th Grade Online Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January - Time 4 Learning 5th Grade	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 4th Grade Online Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 2nd Grade Online Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 6th Grade Access	\$25.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - 6th Grade Online Access	\$25.00
50512	2/6/2017	Oak Meadow Inc.	Cleared	\$1,041.93	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Core Curriculum - Home Study	\$451.93
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Core Curriculum - Home Study	\$590.00
50503	2/6/2017	Cricket	Cleared	\$33.95	4100-010-83	Approved Textbooks and Core Curricula Materials	Muse Magazine - Core Curriculum	\$33.95
50516	2/6/2017	Rheba Katrice Savoie	Cleared	\$100.00	4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 Piano Lessons	\$100.00
50501	2/6/2017	A Child's Dream Come True	Cleared	\$28.94	4100-010-83	Approved Textbooks and Core Curricula Materials	Wool Pet Starter Kit	\$28.94
50509	2/6/2017	Lakeshore	Cleared	\$28.75	4100-010-83	Approved Textbooks and Core Curricula Materials	Core Curriculum - Home Study	\$28.75
50510	2/6/2017	Math-U-See Inc.	Cleared	\$277.58	4100-010-83	Approved Textbooks and Core Curricula Materials	Alpha Universal Set - Core Curriculum - Home Study	\$177.53
					4100-010-83	Approved Textbooks and Core Curricula Materials	Geometry Universal Set - Core Curriculum - Home Study	\$100.05
50506	2/6/2017	Homeschool Buyers Co-op	Cleared	\$185.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Spanish Language Courses- Core Curriculum	\$185.00
50505	2/6/2017	Huckleberry Center For Creative Learning	Cleared	\$516.67	4100-010-83	Approved Textbooks and Core Curricula Materials	January - Core Curriculum - Home Study - L. Chalco-Paz	\$171.66
					4100-010-83	Approved Textbooks and Core Curricula Materials	Jan, Feb & Mar - Core Curriculum - Home Study - E. Schott	\$86.67

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					4100-010-83	Approved Textbooks and Core Curricula Materials	January - Core Curriculum - Home Study - E. S. Chalco-Paz	\$258.34
50500	2/6/2017	The Critical Thinking Co.	Cleared	\$44.93	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study- Reading Detective A1 / Software	\$44.93
50508	2/6/2017	Kiwi Crate	Cleared	\$591.25	4100-010-83	Approved Textbooks and Core Curricula Materials	Kiwi Crate Science Art & More / 6 Month Subscription	\$118.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Doodle Crate & Tinker Crate / 6 Month Subscription	\$236.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	Doodle Crate Renewal / 6 Month Subscription	\$118.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Science Art & More / 6 Month Subscription	\$118.25
50504	2/6/2017	Gardener's Supply Company	Cleared	\$39.95	4100-010-83	Approved Textbooks and Core Curricula Materials	ORG Growease Success Kit - Core Curriculum	\$39.95
50528	2/15/2017	Kaiser Foundation Health Plan Inc	Cleared	\$28,386.97	3403-010-84	Health & Welfare Benefits	March 2017 Health Ins	\$28,386.97
50523	2/15/2017	Frontier	Cleared	\$110.68	5900-060-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet Charges - Feb 2016	\$110.68
50530	2/15/2017	Learn Beyond The Book	Cleared	\$394.00	4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 Curriculum - J Gibson	\$394.00
50531	2/15/2017	QUILL CORPORATION	Cleared	\$87.53	4100-010-83	Approved Textbooks and Core Curricula Materials	Dell -USB -Optical Drive	\$48.38
					4100-010-83	Approved Textbooks and Core Curricula Materials	Mini Twin Pack Film	\$21.54
					4100-010-83	Approved Textbooks and Core Curricula Materials	Wireless Mouse	\$17.61
50524	2/15/2017	Fundamental Foundations	Cleared	\$26,548.84	4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$375.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses- Curriculum	\$337.50

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4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	Feb 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$327.87
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$326.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$355.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$375.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses-Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	Jan & Feb 2017 - Core Classes-Curriculum	\$720.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses-Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$368.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$355.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$321.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses-Curriculum	\$365.25
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$260.50

Compass Charter Schools

Check Register 1/1/2017 through 2/28/2017

4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$327.87
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$333.37
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$327.87
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$321.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$100.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$360.37
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	Jan & Feb 2017 - Core Classes - Curriculum	\$720.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$321.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50

Compass Charter Schools

Check Register 1/1/2017 through 2/28/2017

4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$332.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$325.12
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$329.25
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$301.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$360.37
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	Jan & Feb 2017 - Core Classes - Curriculum	\$720.00
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses - Curriculum	\$337.50
4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50

Compass Charter Schools

Check Register 1/1/2017 through 2/28/2017

					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes - Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses-Curriculum	\$375.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$329.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Classes-Curriculum	\$355.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	February 2017 - Core Courses-Curriculum	\$337.50
50532	2/15/2017	Rainbow Resource Center	Cleared	\$60.96	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program-Textbooks	\$35.31
					4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study Program-Textbooks	\$25.65
50521	2/15/2017	BookShark LLC	Cleared	\$743.00	4100-010-83	Approved Textbooks and Core Curricula Materials	6FC Level 6 Full Grade Package	\$717.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Lyrical Science - 3 Compl	\$26.00
50519	2/15/2017	Arbor Learning Community	Cleared	\$2,751.25	4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - History, Nature Studies, Speech- Core Curriculum	\$337.50
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - History, Physics, Ceramics - Core Curriculum	\$342.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - History, Math, Science - Core Curriculum	\$585.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Chess, Literature, Chemistry - Curriculum	\$327.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - History, Physics, Ceramics - Core Curriculum	\$333.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Math, Science etc-Core Curriculum	\$534.00
					4100-010-83	Approved Textbooks and Core Curricula Materials	Textbooks - Biology, Language etc - Core Curriculum	\$292.75

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50536	2/15/2017	Law Office of Young, Minney & Corr	Cleared	\$25,443.85	5805-010-84	Legal Services	Services Through 1/31/17	\$25,443.85
50535	2/15/2017	Timberdoodle.com	Cleared	\$31.23	4100-010-83	Approved Textbooks and Core Curricula Materials	Knights Set - Curriculum	\$31.23
50526	2/15/2017	Huckleberry Center For Creative Learning	Cleared	\$171.66	4100-010-83	Approved Textbooks and Core Curricula Materials	January 2017 - Biology & Spanish Curriculum	\$171.66
50527	2/15/2017	Homeschool Buyers Co-op	Cleared	\$44.60	4100-010-83	Approved Textbooks and Core Curricula Materials	Draw3D 1-Yr Family Subscription	\$44.60
50529	2/15/2017	Kiwi Crate	Cleared	\$473.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Tinker Crate 6 Month Subscription	\$118.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Tinker Crate 6 Month Subscription	\$118.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Kiwi Crate Tinker Crate 6 Month Subscription	\$118.25
					4100-010-83	Approved Textbooks and Core Curricula Materials	Kiwi Crate Tinker Crate 6 Month Subscription	\$118.25
50525	2/15/2017	Handwriting Without Tears	Cleared	\$17.63	4100-010-83	Approved Textbooks and Core Curricula Materials	Curriculum - Letters & Numbers-E. Juskiwicz	\$17.63
50534	2/15/2017	Singapore Math Inc.	Cleared	\$102.13	4100-010-83	Approved Textbooks and Core Curricula Materials	Home Study - Textbooks & Workbook	\$102.13
50522	2/15/2017	Cox Business	Cleared	\$185.26	5900-020-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone & Internet Charges	\$185.26
50533	2/15/2017	Raddish Kids	Cleared	\$290.37	4100-010-83	Approved Textbooks and Core Curricula Materials	Raddish Kids 6 Month Kit	\$48.94
					4100-010-83	Approved Textbooks and Core Curricula Materials	Raddish Kids 6 Month Kit	\$48.94
					4100-010-83	Approved Textbooks and Core Curricula Materials	Raddish Kids 6 Month Kit	\$143.55
					4100-010-83	Approved Textbooks and Core Curricula Materials	Raddish Kids 6 Month Kit	\$48.94
50520	2/15/2017	Barnes & Noble, Inc.	Cleared	\$120.72	4100-010-83	Approved Textbooks and Core Curricula Materials	Legos, Gardening Lab book	\$52.14
					4100-010-83	Approved Textbooks and Core Curricula Materials	Books & Study Guides -Curriculum	\$68.58
50564	2/28/2017	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-84	Space Rental/Leases Expense	March 2017 Rent	\$8,000.00

Compass Charter Schools

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50562	2/28/2017	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-060-84	Operation and Housekeeping Services	Building Maintenance Serices for Thousand Oak Office	\$500.00
50585	2/28/2017	Ventura County Office of Education	Cleared	\$40.00	5210-010-92	Training and Development Expense	Google Sheets Part 1 & 2 Workshop -March 7, 2017- F. Smith	\$40.00
50586	2/28/2017	Water Court LLC	Cleared	\$8,090.25	5600-060-84	Space Rental/Leases Expense	March 2017 Rent	\$8,090.25
50569	2/28/2017	Performing Arts Center of Los Angeles County	Cleared	\$1,825.00	5810-010-89	Educational Consultants	For Services Rendered Between Nov 1, 2016 - February 7, 2017	\$1,825.00
50570	2/28/2017	Sparkletts	Cleared	\$42.99	4300-060-84	Materials and Supplies	Water Filtration Services	\$42.99
50571	2/28/2017	School Pathways, LLC	Cleared	\$208.33	5877-020-86	IT Services	2016-2017 PLSIS Annual Fee - 4th Installment	\$208.33
50572	2/28/2017	School Pathways, LLC	Cleared	\$1,396.37	5877-020-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install, Student Fees,Record	\$1,396.37
50573	2/28/2017	School Pathways, LLC	Cleared	\$616.47	5877-030-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install,Record , Bridge Fees	\$616.47
50574	2/28/2017	School Pathways, LLC	Cleared	\$1,696.82	5877-040-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install,Record , Bridge Fees	\$1,696.82
50566	2/28/2017	The Four Amigos, LP	Cleared	\$4,861.56	5600-020-84	Space Rental/Leases Expense	March 2017 Rent	\$4,861.56
50567	2/28/2017	Leaps & Bounds	Cleared	\$262.50	5810-010-65	Educational Consultants	Special Education Physical Therapy Services - January 2017	\$262.50
50563	2/28/2017	Blue Shield of California	Cleared	\$25,263.43	3403-010-84	Health & Welfare Benefits	Health Ins Benefits - 3/1/17 - 3/31/17	\$25,694.77
					3403-010-84	Health & Welfare Benefits	Health Ins Benefits - retroactive adjustment	(\$431.34)
50565	2/28/2017	Canon Financial Services, Inc.	Cleared	\$742.83	5605-060-84	Equipment Rental/Lease Expense	Copier Lease - February 2017	\$742.83
50581	2/28/2017	School Pathways, LLC	Cleared	\$241.00	5877-010-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install, & Oversight Fee	\$241.00
50582	2/28/2017	Tricor America, Inc.	Cleared	\$254.19	5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Courier Services For Month of January 2017	\$87.13
					5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Courier Services For Month of December 2016	\$167.06
50568	2/28/2017	Oxford Consulting Services Inc.	Cleared	\$803.75	5810-010-65	Educational Consultants	SPED Services - January 2017	\$803.75

Compass Charter Schools

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50583	2/28/2017	Ventura County Office of Education	Cleared	\$710.99	5800-060-84	Professional/Consulting Services and Operating Expenditures	CalSTRS Retirement Billing - Oct - Dec 2016 & Error Charges	\$710.99
50584	2/28/2017	Ventura County Office of Education	Cleared	\$710.99	5800-060-84	Professional/Consulting Services and Operating Expenditures	CalSTRS Retirement Billing - Oct - Dec 2016 & Error Charges	\$710.99
50578	2/28/2017	School Pathways, LLC	Cleared	\$208.33	5877-060-86	IT Services	2016-2017 PLSIS Annual Fee , 4th Installment	\$208.33
50579	2/28/2017	School Pathways, LLC	Cleared	\$755.52	5877-051-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install,Record , Bridge Fees	\$755.52
50580	2/28/2017	School Pathways, LLC	Cleared	\$602.72	5877-060-86	IT Services	2016-17 PLSIS Annual Fee - 7th Install,Record , Bridge Fees	\$602.72
50577	2/28/2017	School Pathways, LLC	Cleared	\$208.33	5877-020-86	IT Services	2016-2017 PLSIS Annual Fee 4th Installment	\$208.33
50576	2/28/2017	School Pathways, LLC	Cleared	\$208.33	5877-040-86	IT Services	2016-2017 PLSIS Annual Fee 4th Installment	\$208.33
50575	2/28/2017	School Pathways, LLC	Cleared	\$208.33	5877-040-86	IT Services	2016-2017 PLSIS Annual Fee , 4th Installment	\$208.33
Total Check Amount				\$5,936,485.46	Total GL Amount			\$5,936,485.46

Academy of Arts and Sciences: Los Angeles (9-12)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Los Angeles (9-12)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Los Angeles (9-12)
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-5999
Superintendent	Brent Woodard
E-mail Address	bwoodard@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Los Angeles (9-12)
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks , Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	19753090130781

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

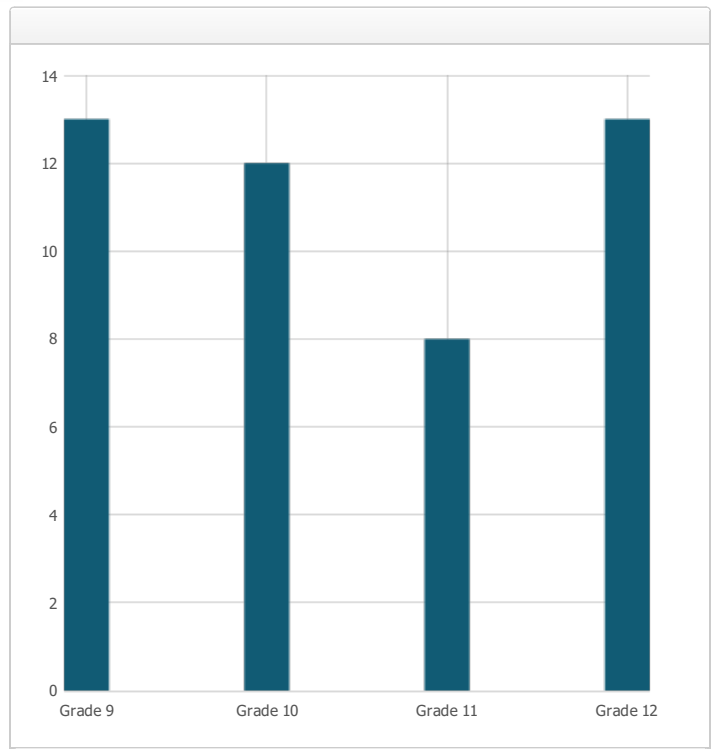
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	13
Grade 10	12
Grade 11	8
Grade 12	13
Total Enrollment	46



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.9 %
American Indian or Alaska Native	13.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	2.2 %
Native Hawaiian or Pacific Islander	2.2 %
White	69.6 %
Two or More Races	0.0 %
Other	2.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.6 %
English Learners	0.0 %
Students with Disabilities	6.5 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	
All Schools in District	100.0%	
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	--	44.0%	45.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	5.0%	--	32.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	6	0	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	6	0	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.9%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

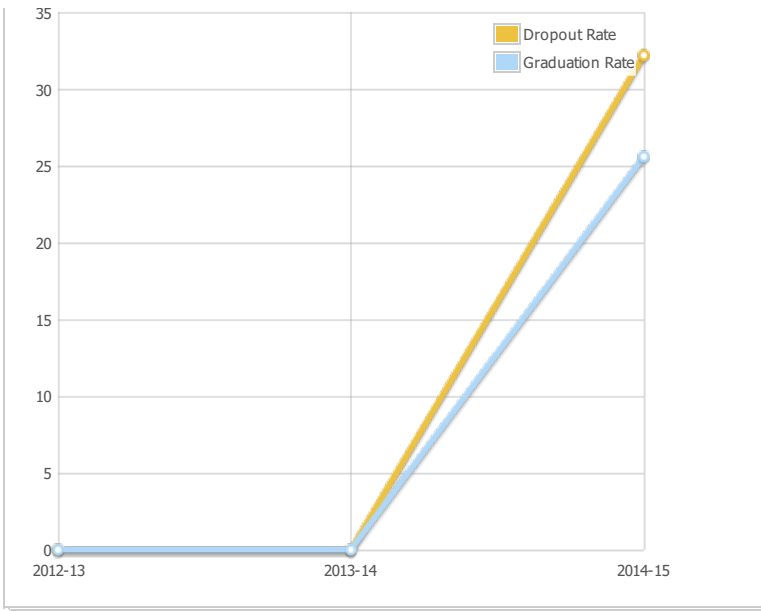
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	32.2%	0.0%	0.0%	4.4%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	25.60	0.00	0.00	0.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	4	29	85
Black or African American	0	17	77
American Indian or Alaska Native	0	50	75
Asian	0	69	99
Filipino	0	50	97
Hispanic or Latino	0	21	84
Native Hawaiian or Pacific Islander	1	0	85
White	3	65	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	1	18	77
English Learners	0	11	51
Students with Disabilities	0	48	68
Foster Youth	--	--	--

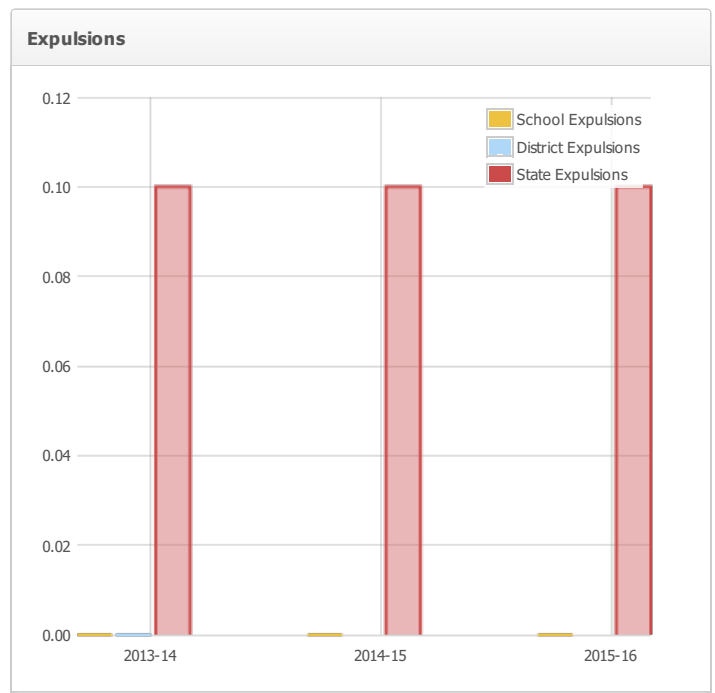
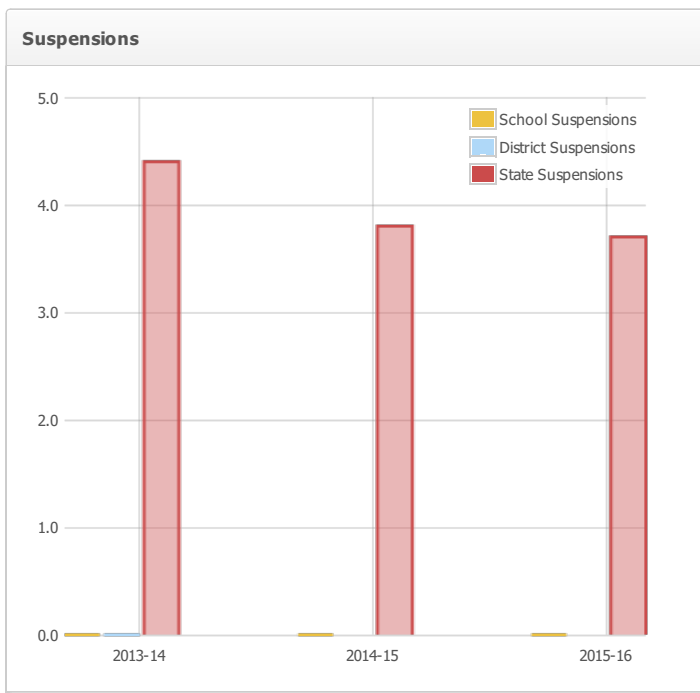
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

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

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Del Mar Elem. (K-5)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Please note, this school has consolidated to Academy of Arts and Sciences: Del Mar K-12.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Del Mar Elem. (K-5)
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalfornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
E-mail Address	kathy.granger@meusd.k12.ca.us
Web Site	http://meusd-ca.schoolloop.com/

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Del Mar Elem. (K-5)
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks, Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	37682130127068

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

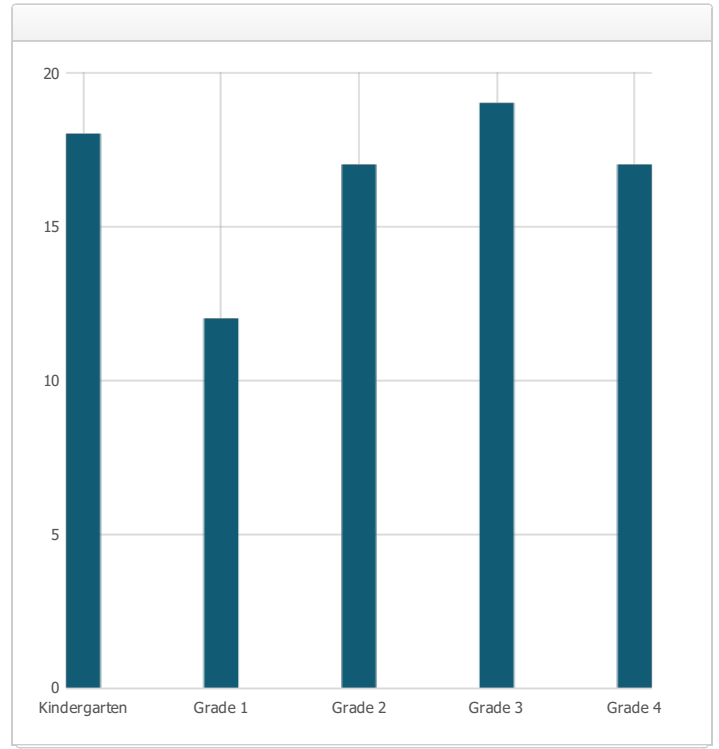
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	18
Grade 1	12
Grade 2	17
Grade 3	19
Grade 4	17
Grade 5	17



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.9 %
American Indian or Alaska Native	3.5 %
Asian	1.7 %
Filipino	3.5 %
Hispanic or Latino	5.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	64.3 %
Two or More Races	0.0 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.6 %
English Learners	4.4 %
Students with Disabilities	0.9 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	10	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	13	--	9.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	13	--	25.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	10	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	10	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	13	--	8.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

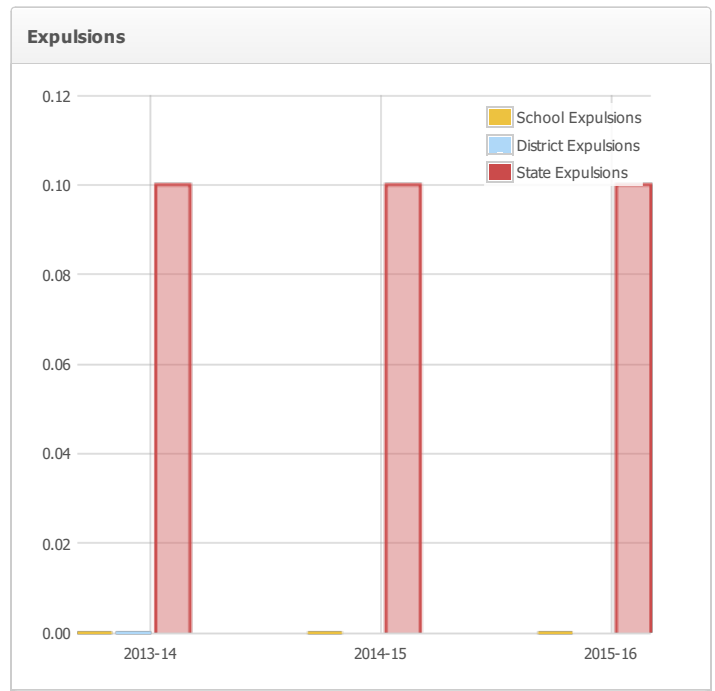
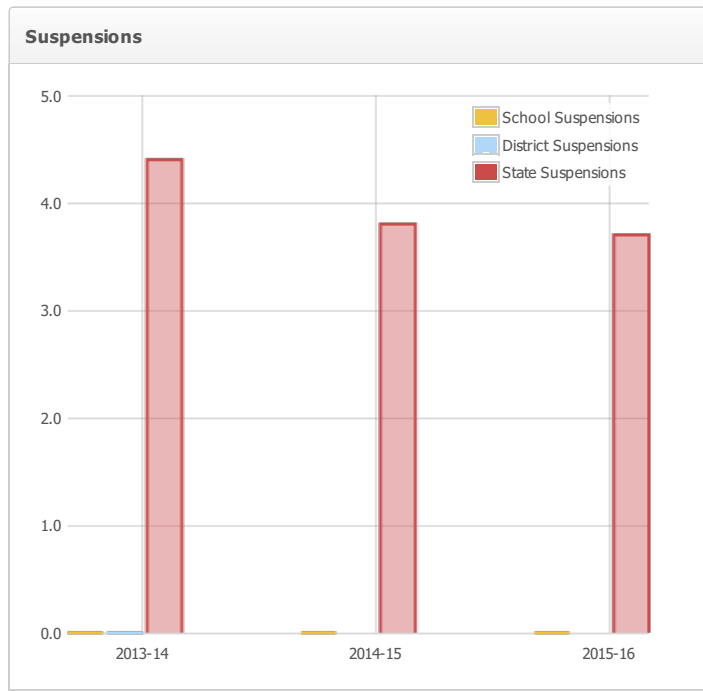
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences: Del Mar 6-12

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

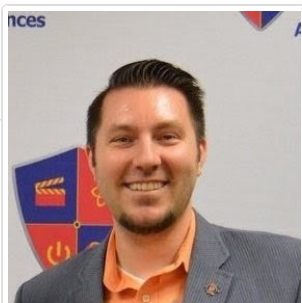
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Del Mar 6-12

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Del Mar 6-12
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227
E-mail: jj.lewis@aascalifornia.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
E-mail Address	kathy.granger@meusd.k12.ca.us
Web Site	http://meusd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Del Mar 6-12
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks, Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.com
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	37682130127084

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

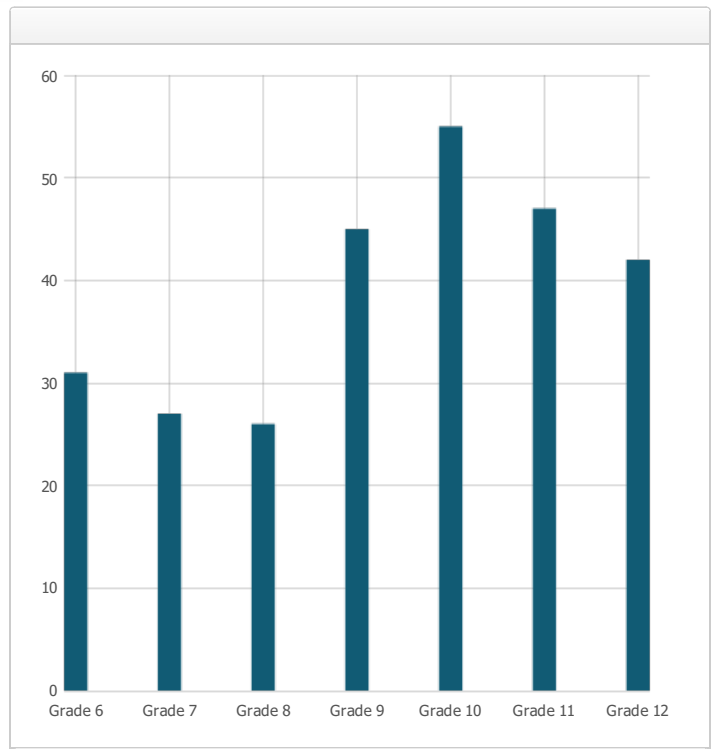
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	31
Grade 7	27
Grade 8	26
Grade 9	45
Grade 10	55
Grade 11	47
Grade 12	42
Total Enrollment	273



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	22.7 %
American Indian or Alaska Native	4.4 %
Asian	0.4 %
Filipino	1.5 %
Hispanic or Latino	3.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	64.5 %
Two or More Races	0.0 %
Other	3.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	15.8 %
English Learners	3.3 %
Students with Disabilities	2.9 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	66.0%	43.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	16.0%	31.0%	29.0%	30.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	10	40.0%	62.5%
Male	15	5	33.3%	33.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	11	57.9%	81.8%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	7	31.8%	71.4%
Male	--	--	--	--
Female	14	6	42.9%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	3	25.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	12	30.0%	50.0%
Male	16	6	37.5%	33.3%
Female	24	6	25.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	5	22.7%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	3	25.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	9	36.0%	33.3%
Male	15	5	33.3%	20.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	11	57.9%	36.4%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	7	31.8%	42.9%
Male	--	--	--	--
Female	14	6	42.9%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	3	25.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	9	22.5%	11.1%
Male	16	4	25.0%	--
Female	24	5	20.8%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	3	13.6%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	2	16.7%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63.0%	46.0%	54.0%	53.0%	40.0%	54.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	69	24	34.8%	54.2%
Male	28	9	32.1%	33.3%
Female	41	15	36.6%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	4	21.1%	75.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	31	11	35.5%	45.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	5	19.2%	80.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.3%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.6%	29.4%	29.4%
9	28.6%	25.0%	39.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

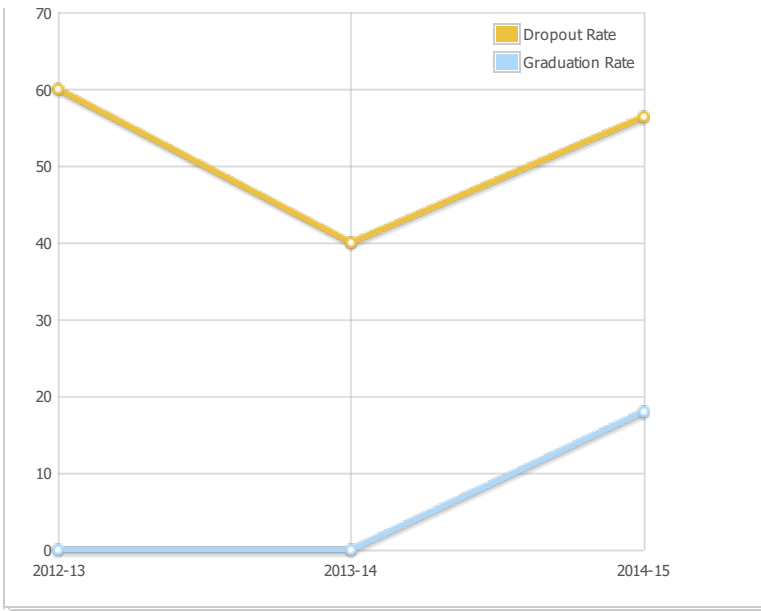
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	60.0%	40.0%	56.4%	13.8%	25.2%	14.7%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	18.00	70.00	67.00	68.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	7	69	85
Black or African American	1	71	77
American Indian or Alaska Native	0	17	75
Asian	0	60	99
Filipino	0	80	97
Hispanic or Latino	0	71	84
Native Hawaiian or Pacific Islander	0	40	85
White	6	77	87
Two or More Races	0	50	91
Socioeconomically Disadvantaged	1	83	77
English Learners	0	73	51
Students with Disabilities	1	83	68
Foster Youth	0	--	--

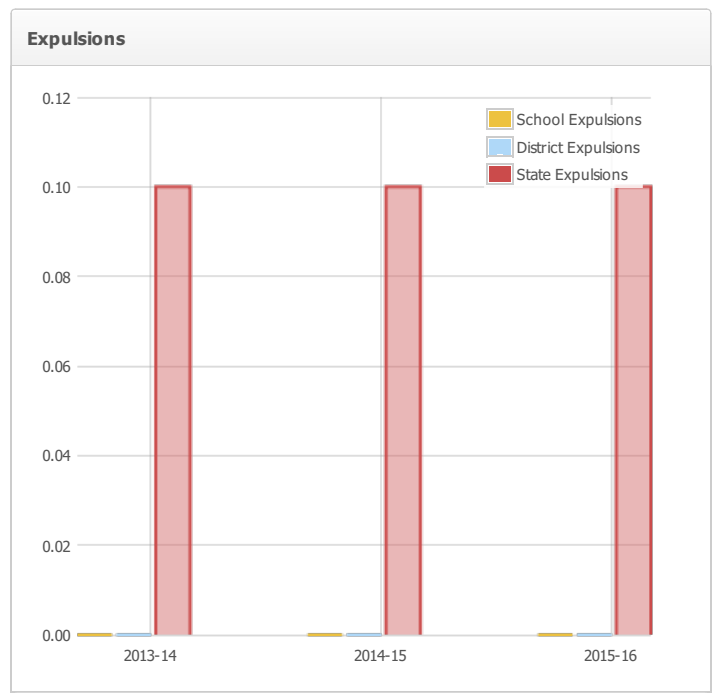
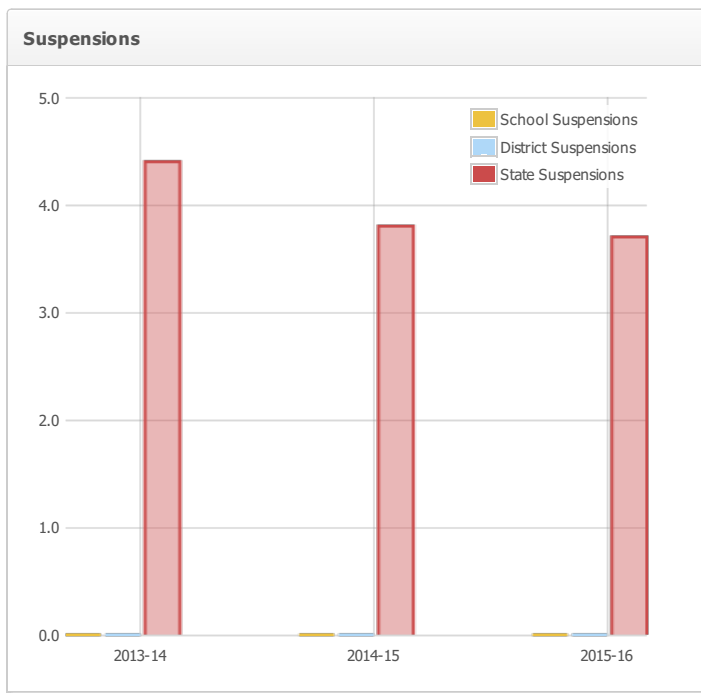
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses		--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences: Fresno

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

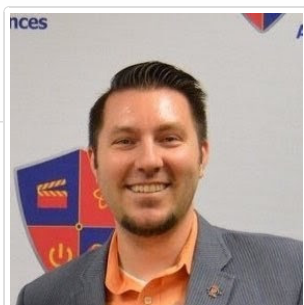
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Fresno

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Fresno
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Orange Center
Phone Number	(559) 237-0437
Superintendent	Terry Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Fresno
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks, Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	10623310130880

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

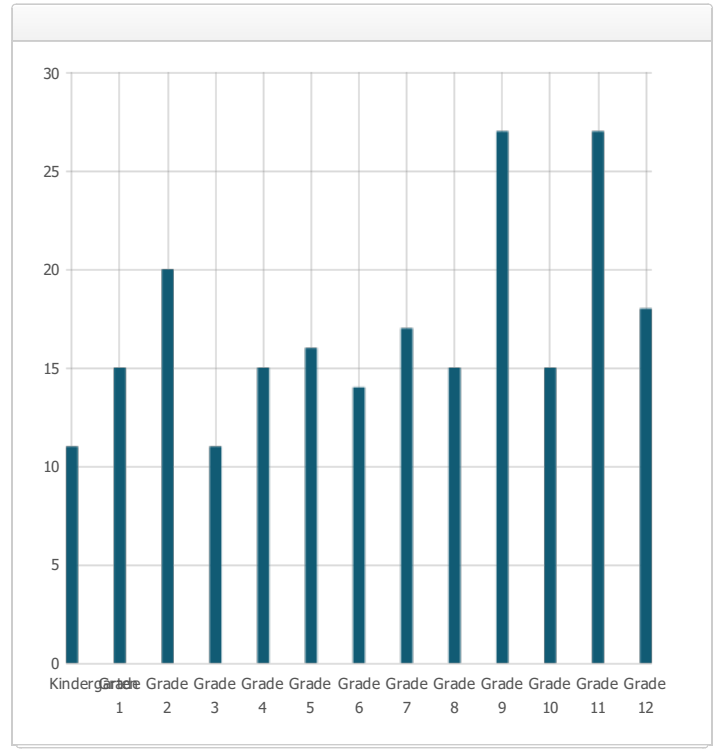
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	11
Grade 1	15
Grade 2	20
Grade 3	11
Grade 4	15
Grade 5	16
Grade 6	14
Grade 7	17
Grade 8	15
Grade 9	27
Grade 10	15
Grade 11	27
Grade 12	18
Total Enrollment	221



Last updated: 1/24/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.7 %
American Indian or Alaska Native	8.6 %
Asian	0.5 %
Filipino	0.9 %
Hispanic or Latino	5.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	64.3 %
Two or More Races	0.0 %
Other	7.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.0 %
English Learners	2.5 %
Students with Disabilities	2.3 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	34.0%	44.0%	34.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	20.0%	13.0%	20.0%	13.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	9	5	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	8	66.7%	37.5%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	9	75.0%	33.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	5	45.5%	40.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	7	53.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	4	28.6%	50.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	4	18.2%	75.0%
Male	11	1	9.1%	100.0%
Female	11	3	27.3%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	9	5	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	7	58.3%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	9	75.0%	22.2%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	5	45.5%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	7	53.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	4	28.6%	25.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	4	18.2%	25.0%
Male	11	1	9.1%	--
Female	11	3	27.3%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	--	50.0%	0.0%	--	50.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	37	14	37.8%	50.0%
Male	15	4	26.7%	50.0%
Female	22	10	45.5%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	14	4	28.6%	50.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	18	9	50.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	6	35.3%	50.0%
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	67.8%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.8%	37.5%	25.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

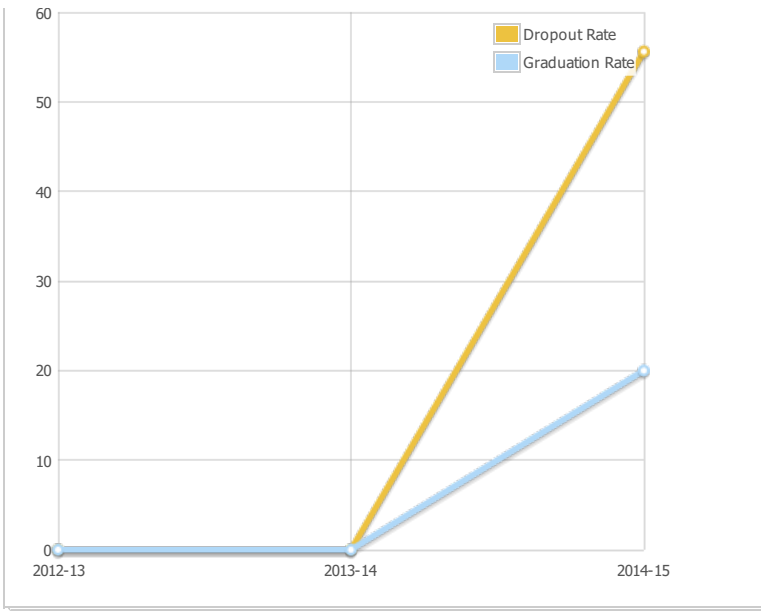
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	55.6%	0.0%	0.0%	55.6%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	20.00	0.00	0.00	20.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	3	3	85
Black or African American	1	1	77
American Indian or Alaska Native	0	0	75
Asian	0	0	99
Filipino	0	0	97
Hispanic or Latino	0	0	84
Native Hawaiian or Pacific Islander	0	0	85
White	2	2	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	0	0	77
English Learners	0	0	51
Students with Disabilities	0	0	68
Foster Youth	0	0	--

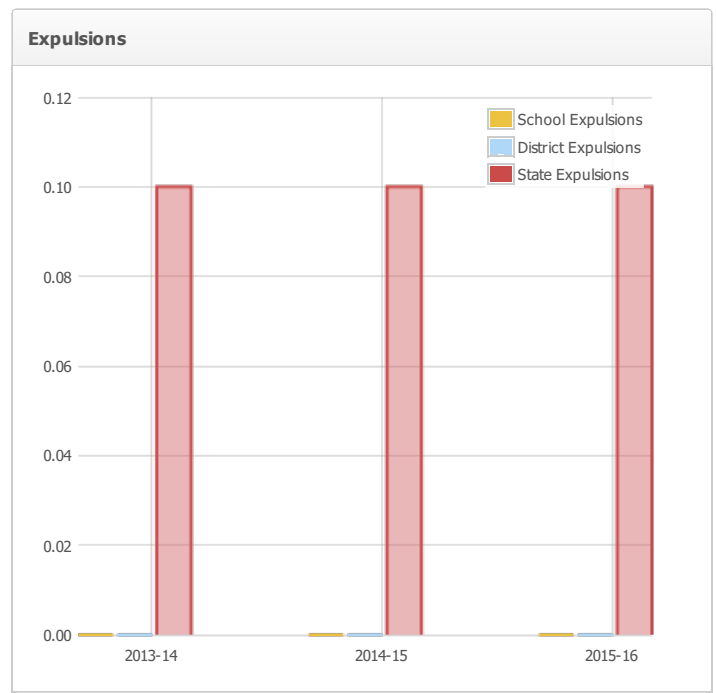
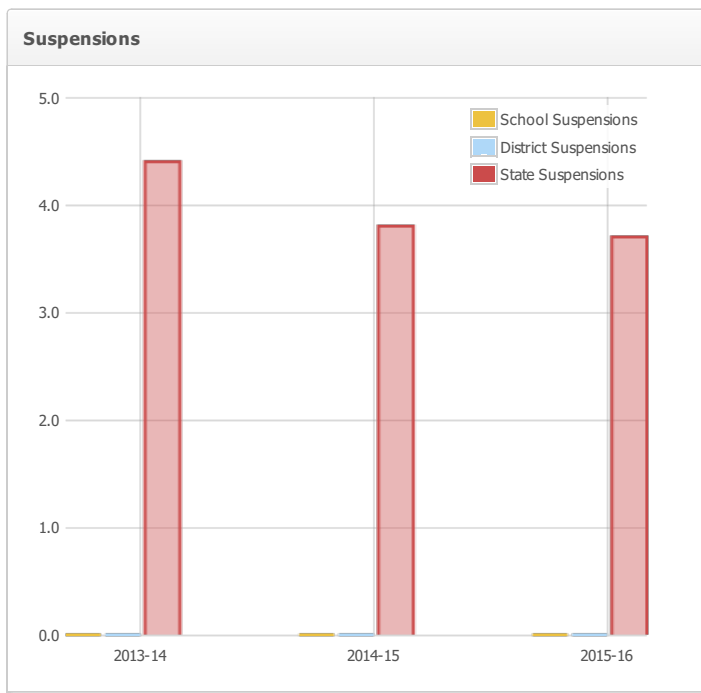
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/25/2017

Academy of Arts and Sciences: Los Angeles (K-8)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

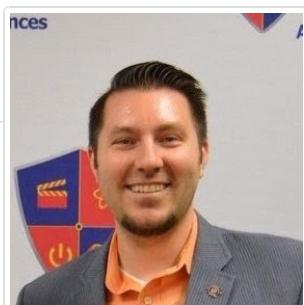
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Los Angeles (K-8)

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Please note, this school has consolidated to Academy of Arts and Sciences: Los Angeles K-12.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Los Angeles (K-8)
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-5999
Superintendent	Brent Woodard
E-mail Address	bwoodard@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Los Angeles (K-8)
Street	850 Hampshire Road, Suite P
City, State, Zip	Thousand Oaks, Ca, 91361-2851
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	19753090130773

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

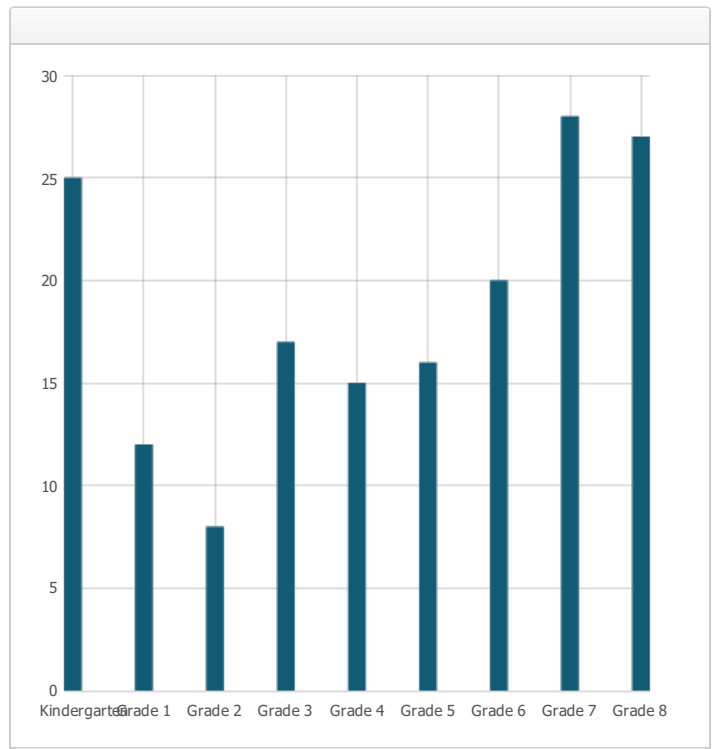
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	25
Grade 1	12
Grade 2	8
Grade 3	17
Grade 4	15
Grade 5	16
Grade 6	20
Grade 7	28
Grade 8	27
Total Enrollment	168



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	28.6 %
American Indian or Alaska Native	7.1 %
Asian	3.0 %
Filipino	3.6 %
Hispanic or Latino	6.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	47.6 %
Two or More Races	0.0 %
Other	4.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.1 %
English Learners	1.2 %
Students with Disabilities	1.8 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

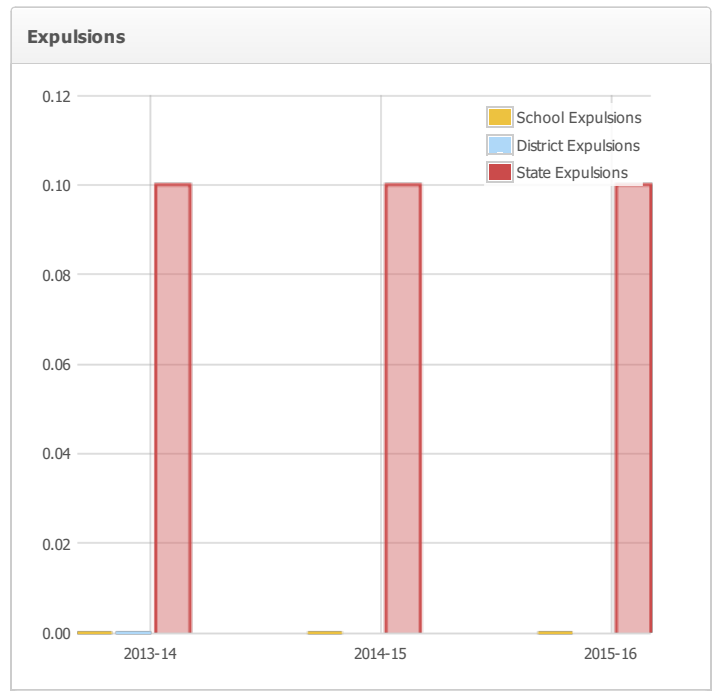
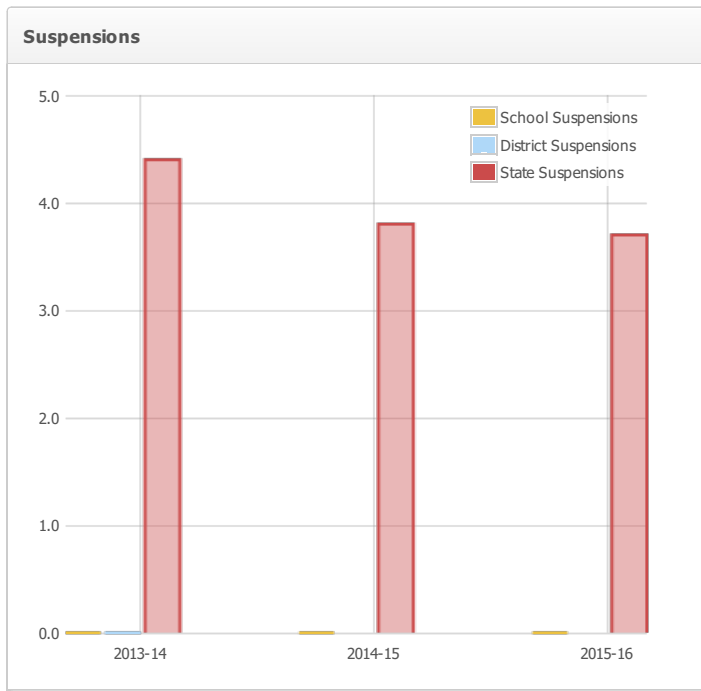
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 2/1/2017

Academy of Arts and Sciences: Sonoma

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

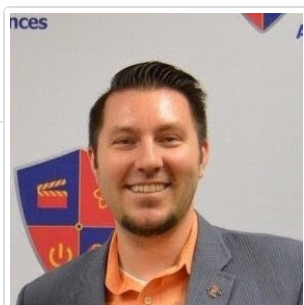
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences: Sonoma

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

Academy of Arts and Sciences: Sonoma
850 Hampshire Road Suite P
Thousand Oaks, CA 91361

Phone: 855-937-4227

E-mail: jj.lewis@aascalifornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Cotati-Rohnert Park Unified
Phone Number	(707) 792-4722
Superintendent	Robert Haley
E-mail Address	robert_haley@crpusd.org
Web Site	www.crpused.org

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences: Sonoma
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks, Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	49738820127092

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

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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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

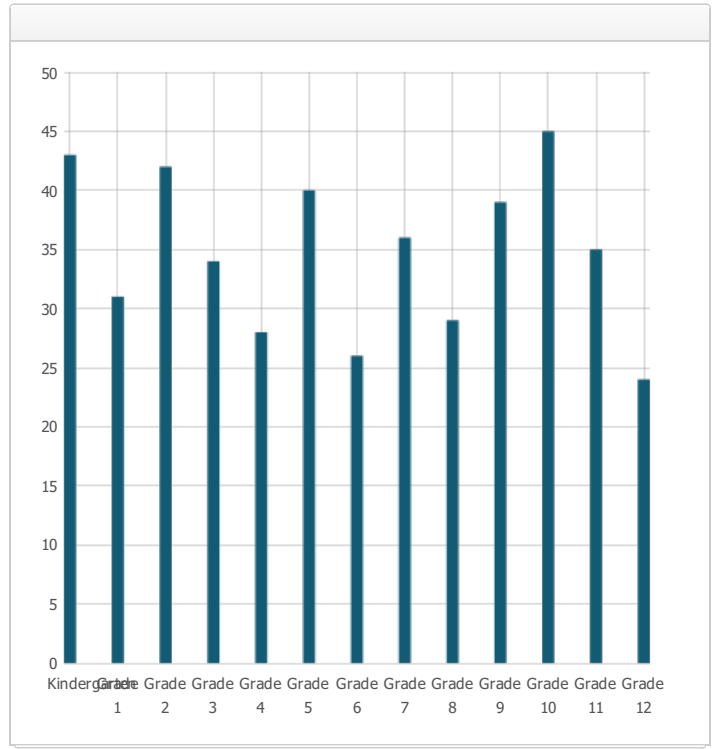
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
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- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	43
Grade 1	31
Grade 2	42
Grade 3	34
Grade 4	28
Grade 5	40
Grade 6	26
Grade 7	36
Grade 8	29
Grade 9	39
Grade 10	45
Grade 11	35
Grade 12	24
Total Enrollment	452



Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	21.5 %
American Indian or Alaska Native	4.0 %
Asian	0.4 %
Filipino	3.1 %
Hispanic or Latino	1.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	54.4 %
Two or More Races	2.0 %
Other	12.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.3 %
English Learners	3.3 %
Students with Disabilities	6.0 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	37.0%	71.0%	37.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	32.0%	15.0%	32.0%	15.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	15	60.0%	42.9%
Male	--	--	--	--
Female	16	10	62.5%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	10	66.7%	30.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	19	76.0%	36.8%
Male	13	10	76.9%	50.0%
Female	12	9	75.0%	22.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	42.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	25	80.7%	32.0%
Male	12	7	58.3%	42.9%
Female	19	18	94.7%	27.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	20	87.0%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	13	72.2%	30.8%
Male	--	--	--	--
Female	11	7	63.6%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	18	62.1%	47.1%
Male	--	--	--	--
Female	19	13	68.4%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	6	54.6%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	7	30.4%	--
Male	11	3	27.3%	--
Female	12	4	33.3%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	3	27.3%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	8	27.6%	62.5%
Male	--	--	--	--
Female	22	6	27.3%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	3	21.4%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	14	56.0%	16.7%
Male	--	--	--	--
Female	16	9	56.3%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	9	60.0%	14.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	19	76.0%	10.5%
Male	13	10	76.9%	20.0%
Female	12	9	75.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	14.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	22	71.0%	22.7%
Male	12	7	58.3%	42.9%
Female	19	15	79.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	19	82.6%	26.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	13	72.2%	7.7%
Male	--	--	--	--
Female	11	7	63.6%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	18	62.1%	29.4%
Male	--	--	--	--
Female	19	13	68.4%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	6	54.6%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	6	26.1%	--
Male	11	3	27.3%	--
Female	12	3	25.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	3	27.3%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	8	27.6%	--
Male	--	--	--	--
Female	22	6	27.3%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	3	21.4%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	--	31.0%	0.0%	--	31.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	93	48	51.6%	31.3%
Male	36	16	44.4%	18.8%
Female	57	32	56.1%	37.5%
Black or African American	11	4	36.4%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	6	46.2%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	52	28	53.9%	42.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	10	34.5%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	68.5%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.3%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.0%	24.0%	12.0%
7	34.8%	17.4%	26.1%
9	35.7%	17.9%	14.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

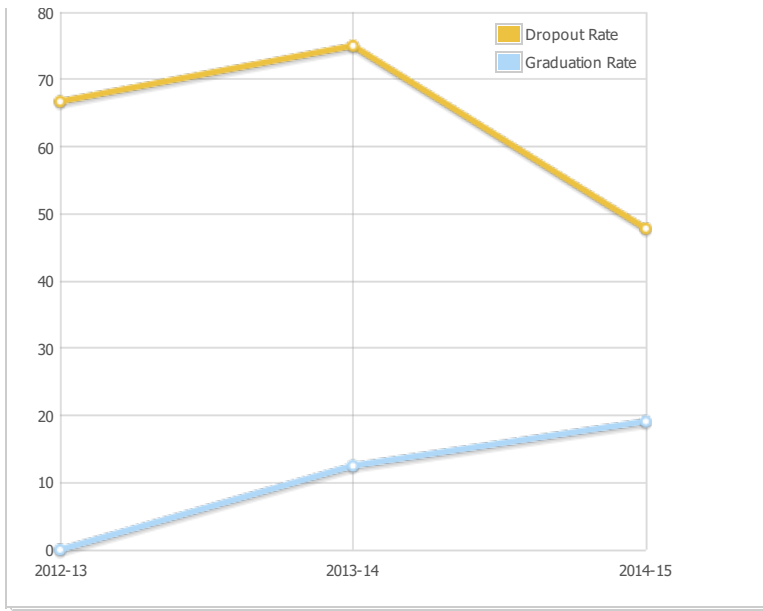
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	66.7%	75.0%	47.8%	11.5%	14.9%	8.1%	11.4%	11.5%	10.7%
Graduation Rate	0.00	12.50	19.10				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	8	87	85
Black or African American	1	73	77
American Indian or Alaska Native	0	80	75
Asian	0	100	99
Filipino	2	90	97
Hispanic or Latino	0	88	84
Native Hawaiian or Pacific Islander	0	100	85
White	5	85	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	3	51	77
English Learners	0	67	51
Students with Disabilities	1	91	68
Foster Youth	0	--	--

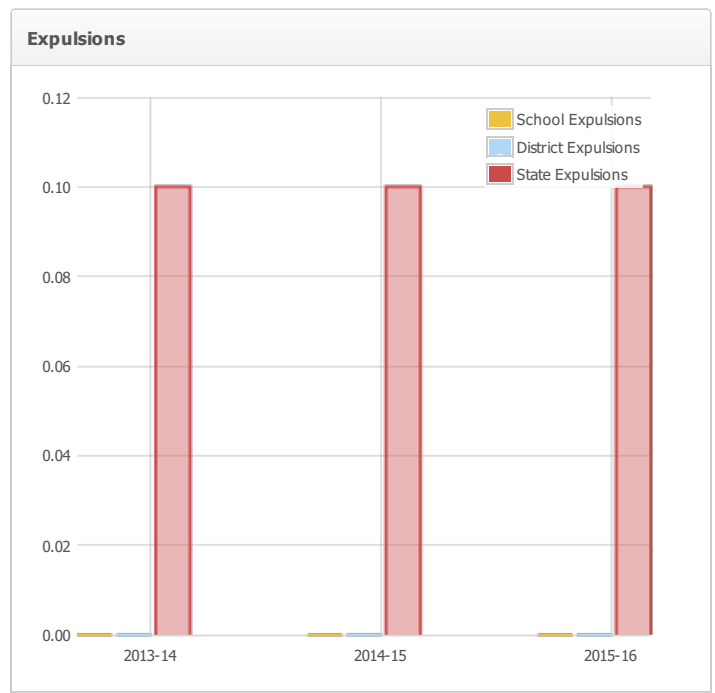
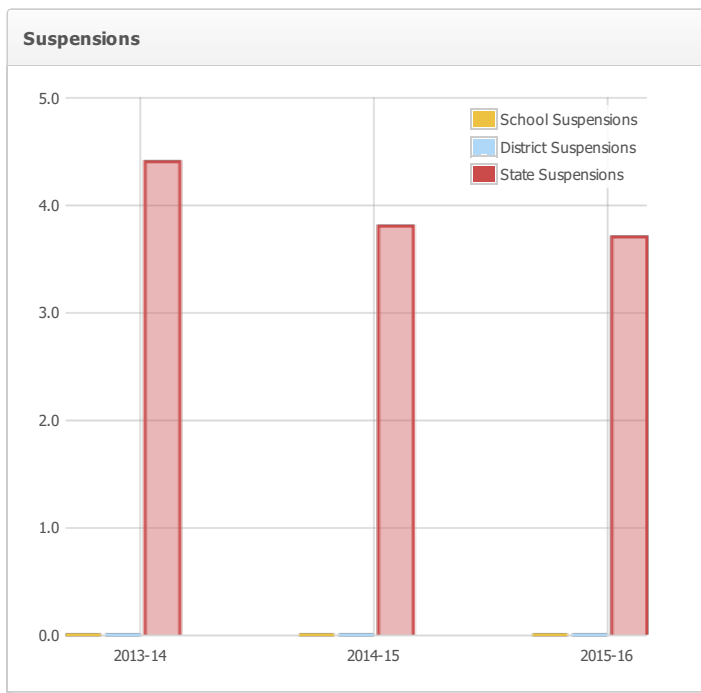
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/30/2017

Academy of Arts and Sciences:Thousand Oaks & Simi

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

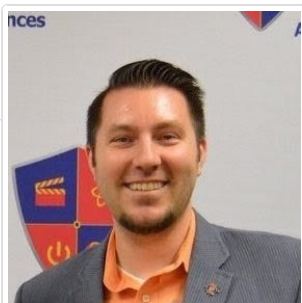
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



J.J. Lewis, President & CEO

Principal, Academy of Arts and Sciences:Thousand Oaks & Simi

About Our School

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

AAS VOCABULARY

Like any school AAS has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at AAS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach. The responsibilities of a Learning Coach can be found in our Parent/Scholar Handbook.

Scholar

At AAS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Thank you again for choosing AAS. We look forward to being part of your scholar(s) educational journey!

Respectfully,

J.J. Lewis

President & CEO

Contact

*Academy of Arts and Sciences:Thousand Oaks & Simi
850 Hampshire Road Suite P
Thousand Oaks, CA 91361*

Phone: 855-937-4227

E-mail: jj.lewis@aascalfornia.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Mupu Elementary
Phone Number	(805) 525-6111
Superintendent	Sheryl Barnd
E-mail Address	sheryl.barnd@mupu.org
Web Site	www.mupu.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Academy of Arts and Sciences:Thousand Oaks & Simi
Street	850 Hampshire Road Suite P
City, State, Zip	Thousand Oaks, Ca, 91361
Phone Number	855-937-4227
Principal	J.J. Lewis, President & CEO
E-mail Address	jj.lewis@aascalifornia.org
Web Site	http://www.aascalifornia.org
County-District-School (CDS) Code	56725040127043

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

The Academy of Arts and Sciences is one of California's leading WASC-accredited virtual charter schools of choice. Parents from across California choose us for the 21st century online and home study learning options provided through our cutting edge curriculum and our focus on the Arts, Sciences, Technology, and World Language acquisition. Success in balancing the development of the whole child is central to our mission and to leading and serving the parents and scholars of California.

The academic abilities of our diverse scholar body vary, however, all scholars are committed to reaching their full potential. In the high school years of our program (grades 9 through 12), scholars can access a range of rigorous academic programs. Access to the numerous Advanced Placement classes is open to all scholars looking to further their knowledge in areas that will aid in their college / university studies. Scholars choosing to take an alternative path also thrive in our balanced learning environment, which builds a wide variety of skills critical to their future success. Our scholars thrive on the expectation of maximizing their potential in our academic programs.

In addition to earning their diplomas, our scholars learn and develop leadership skills that will ensure their success in whatever future they choose to pursue beyond their AAS experience. Our scholars stride into the Global Public Space, confident in their ability to lead and support others, understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being, and their strengths and limitations in order to support their learning and personal development. Achieving our educational mission requires a partnership between scholars, parents and the school; we welcome your participation in fulfilling this all important mission.

The Academy of Arts and Sciences is committed to providing a rigorous, college ready, arts and science focused program of inquiry that meets the needs of all scholars. AAS offers the security of established structure and cutting edge online and home study curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with California and the United States. The diversity within the scholar population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community.

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.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Excellence Pledge For Independent Study

Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education.

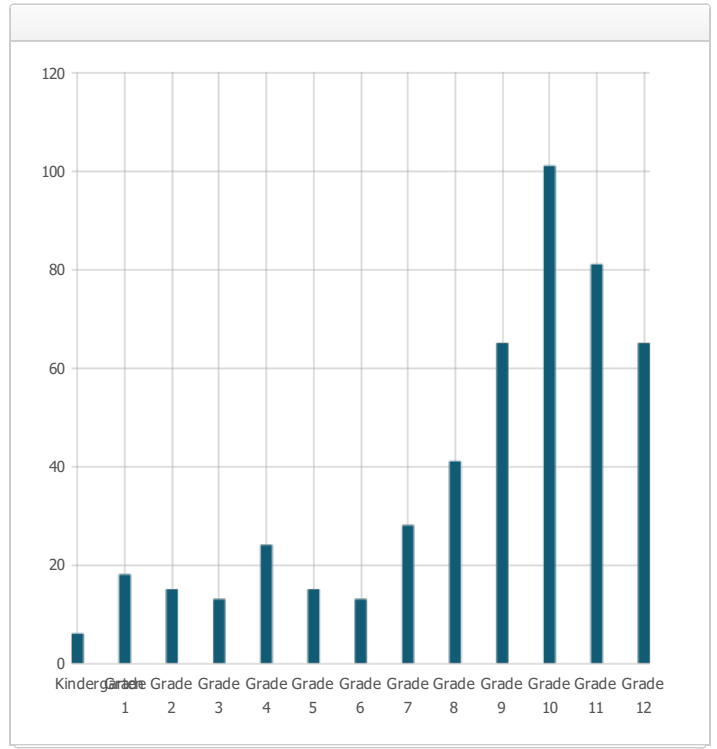
We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

- 1) As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
- 2) As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
- 3) As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
- 4) As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
- 5) As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
- 6) As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
- 7) As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	6
Grade 1	18
Grade 2	15
Grade 3	13
Grade 4	24
Grade 5	15
Grade 6	13
Grade 7	28
Grade 8	41
Grade 9	65
Grade 10	101
Grade 11	81
Grade 12	65
Total Enrollment	485



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	22.1 %
American Indian or Alaska Native	6.4 %
Asian	0.2 %
Filipino	3.3 %
Hispanic or Latino	4.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	53.8 %
Two or More Races	2.3 %
Other	6.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.6 %
English Learners	2.7 %
Students with Disabilities	4.5 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	56.0%	47.0%	56.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	18.0%	26.0%	18.0%	26.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	59	--	18.0%
Male	61	23	--	13.0%
Female	107	36	--	21.0%
Black or African American	25	14	--	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	24	--	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	16	--	38.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	30	--	46.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	10	50.0%	60.0%
Male	--	--	--	--
Female	13	5	38.5%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	5	45.5%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	5	41.7%	40.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	7	3	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	9	39.1%	44.4%
Male	--	--	--	--
Female	17	7	41.2%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	6	54.6%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	11	42.3%	55.6%
Male	12	4	33.3%	50.0%
Female	14	7	50.0%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	2	16.7%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	6	50.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	19	27.1%	73.7%
Male	23	8	34.8%	75.0%
Female	47	11	23.4%	72.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	10	32.3%	70.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	4	16.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	7	28.0%	57.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	10	2	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	10	50.0%	60.0%
Male	--	--	--	--
Female	13	5	38.5%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	5	45.5%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	5	41.7%	20.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	7	3	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	9	39.1%	22.2%
Male	--	--	--	--
Female	17	7	41.2%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	6	54.6%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	11	42.3%	30.0%
Male	12	4	33.3%	50.0%
Female	14	7	50.0%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	2	16.7%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	6	50.0%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	19	27.1%	10.5%
Male	23	8	34.8%	12.5%
Female	47	11	23.4%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	10	32.3%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	4	16.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	7	28.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	50.0%	61.0%	50.0%	39.0%	63.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	120	51	42.5%	60.8%
Male	53	22	41.5%	68.2%
Female	67	29	43.3%	55.2%
Black or African American	14	9	64.3%	44.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	11	33.3%	36.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	54	21	38.9%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	21	48.8%	47.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	92.3%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.1%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.1%	22.2%	22.2%
9	17.1%	26.8%	29.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of AAS. They provide feedback and insight from the parent’s perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Learning Coach Lounge

Learning Coach Lounge is a weekly online meeting presented by our school coordinators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at the Academy of Arts and Sciences.

Learning Coach Lounges are 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 afterwards.

State Priority: Pupil Engagement

Last updated: 1/31/2017

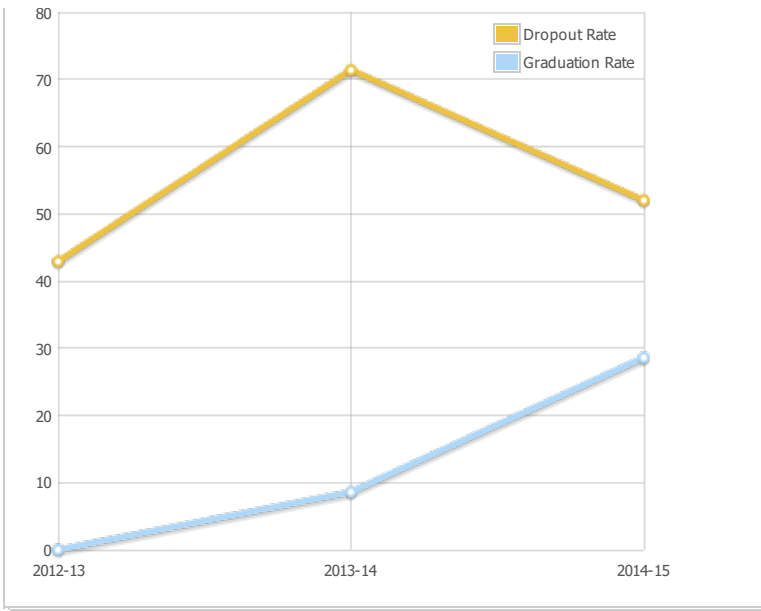
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	42.9%	71.4%	52.0%	42.9%	71.4%	52.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	8.60	28.60				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	20	53	85
Black or African American	3	100	77
American Indian or Alaska Native	2	0	75
Asian	0	100	99
Filipino	2	0	97
Hispanic or Latino	0	70	84
Native Hawaiian or Pacific Islander	0	0	85
White	12	54	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	6	37	77
English Learners	0	0	51
Students with Disabilities	1	50	68
Foster Youth	0	--	--

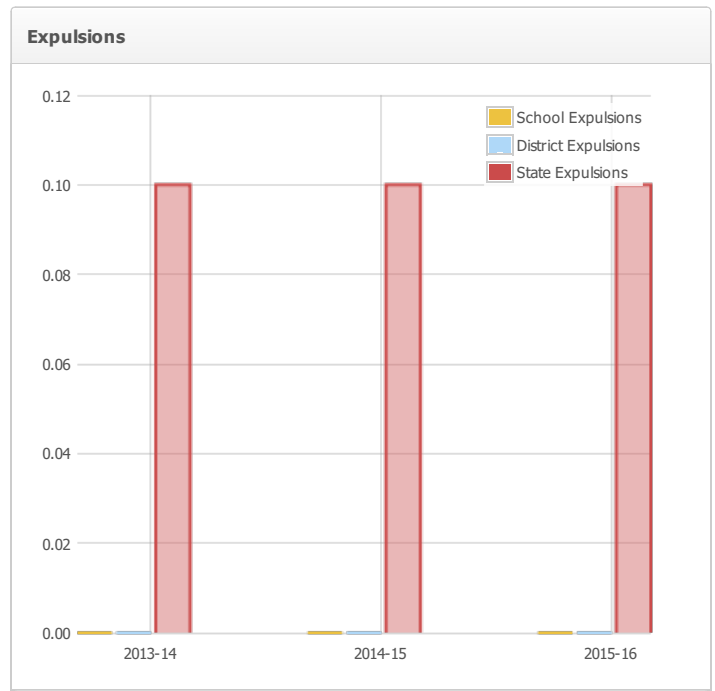
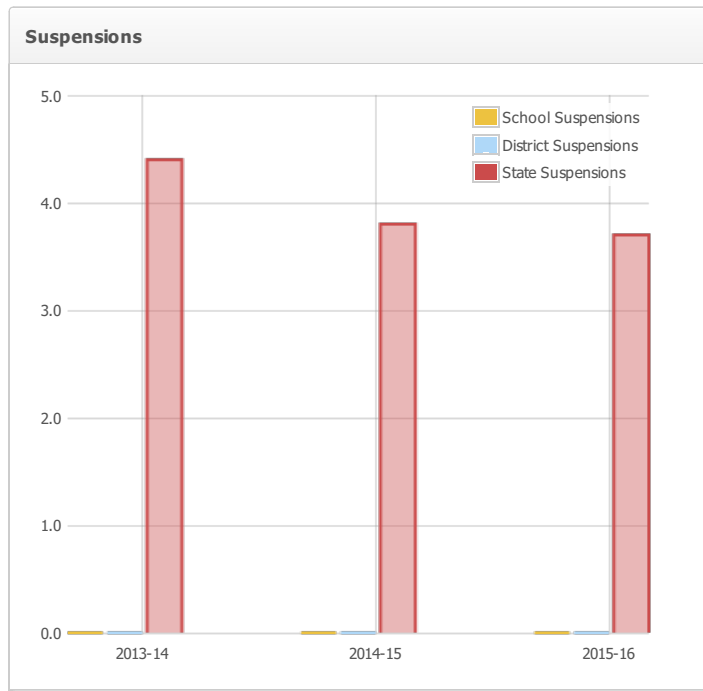
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Academy of Arts and Sciences provides constant and relevant professional development for its staff. We host annually a virtual All-Staff Professional Development Day in January, as well as an annual week-long in-person All-Staff Retreat in early August. In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/31/2017

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Sonoma
CDS #: 49 73882 0127092
Charter Approving Entity: Cotati-Rohnert Park Unified
County: Sonoma
Charter #: 1457

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2016-17
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	0.00		0.00	1,137,149	0
Education Protection Account	8012	0.00		0.00	414,112	0
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00	0	0
State Aid - Prior Years	8019	0.00		0.00	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0	0
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0	0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0	0
Revenue Limit Transfers (for rev. limit funded schools):				0.00	0	0
PERS Reduction Transfer	8092	0.00		0.00	0	0
Other Revenue Limit Transfers	8096	0.00	0.00		0	0
Total, Revenue Limit Sources		0.00	0.00	0.00	1,551,261	0
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290		0.00	0.00	0	0
Special Education - Federal	8181, 8182		0.00	0.00	0	0
Child Nutrition - Federal	8220		0.00	0.00	0	0
Other Federal Revenues	8110, 8260-82	0.00	0.00	0.00	0	0
Total, Federal Revenues		0.00	0.00	0.00	0	0
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00		
Special Education - State	StateRevSE		0.00	0.00	149,361	0
All Other State Revenues	StateRevAO	87,809.94	60,596.04	148,405.98	63,303	81,952
Total, Other State Revenues		87,809.94	60,596.04	148,405.98	212,664	81,952
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	164,345.00		164,345.00	971,984	0
All Other Local Revenues	LocalRevAO	55,454.50	0.00	55,454.50	73,873	73,873
Total, Local Revenues		219,799.50	0.00	219,799.50	1,045,857	73,873
5. TOTAL REVENUES		307,609.44	60,596.04	368,205.48	2,809,782	155,825
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	186,940.41	10,061.10	197,001.51	546,226	546,226
Certificated Pupil Support Salaries	1200	43,530.27	0.00	43,530.27	166,137	166,137
Certificated Supervisors' and Administrators' Salaries	1300	32,162.49	2,906.01	35,068.50	106,262	106,262
Other Certificated Salaries	1900	4,758.01	0.00	4,758.01	0	0
Total, Certificated Salaries		267,391.18	12,967.11	280,358.29	818,625	818,625
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	0.00	0.00	0.00	0	0
Non-certificated Support Salaries	2200	55,099.17	0.00	55,099.17	171,545	171,545
Non-certificated Supervisors' and Administrators' Sal.	2300	24,104.02	0.00	24,104.02	104,765	104,765
Clerical and Office Salaries	2400	42,783.65	0.00	42,783.65	71,708	71,708
Other Non-certificated Salaries	2900	6,060.86	0.00	6,060.86	0	0
Total, Non-certificated Salaries		128,047.70	0.00	128,047.70	348,018	348,018

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Sonoma
CDS #: 49 73882 0127092

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	15,537.53	0.00	15,537.53	102,983	102,983
PERS	3201-3202	0.00	0.00	0.00	0	0
OASDI / Medicare / Alternative	3301-3302	12,978.55	0.00	12,978.55	38,493	38,493
Health and Welfare Benefits	3401-3402	45,473.48	0.00	45,473.48	94,216	94,216
Unemployment Insurance	3501-3502	6,939.60	0.00	6,939.60	4,831	4,831
Workers' Compensation Insurance	3601-3602	3,268.75	0.00	3,268.75	18,667	18,667
Retiree Benefits	3701-3702	133.69	0.00	133.69	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0	0
Other Employee Benefits	3901-3902	1,959.89	0.00	1,959.89	0	0
Total, Employee Benefits		86,291.49	0.00	86,291.49	259,190	259,190
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	161,972.32	1,756.57	163,728.89	801,960	801,960
Books and Other Reference Materials	4200	68.11	0.00	68.11	141,693	141,693
Materials and Supplies	4300	5,269.35	165.96	5,435.31	5,960	5,960
Noncapitalized Equipment	4400	2,069.83	0.00	2,069.83	28,046	28,046
Food	4700	0.00	0.00	0.00	0	0
Total, Books and Supplies		169,379.61	1,922.53	171,302.14	977,659	977,659
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	24,046.51	198.72	24,245.23	41,503	41,503
Dues and Memberships	5300	2,962.09	0.00	2,962.09	2,075	2,075
Insurance	5400	0.00	0.00	0.00	6,409	6,409
Operations and Housekeeping Services	5500	891.68	0.00	891.68	19,361	19,361
Rentals, Leases, Repairs, and Noncap. Improvements	5600	59,169.54	0.00	59,169.54	169,212	169,212
Professional/Consulting Services and Operating Expend.	5800	62,862.49	1,746.53	64,609.02	242,652	242,652
Communications	5900	6,046.27	0.00	6,046.27	8,299	8,299
Total, Services and Other Operating Expenditures		155,978.58	1,945.25	157,923.83	489,511	489,511
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00		0	0
Buildings and Improvements of Buildings	6200	0.00	0.00		0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00		0	0
Equipment	6400	0.00	0.00		0	0
Equipment Replacement	6500	0.00	0.00		0	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00		0	0
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00		0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00		0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00		0	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0	0
Debt Service:		0.00	0.00		0	0
Interest	7438	0.00	0.00	0.00	0	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0	0
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		807,088.56	16,834.89	823,923.45	2,893,003	2,893,003
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(499,479.12)	43,761.15	(455,717.97)	(83,221)	(2,737,178)

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Sonoma
CDS #: 49 73882 0127092

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	43,761.15	(43,761.15)	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		43,761.15	(43,761.15)	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(455,717.97)	0.00	(455,717.97)	(83,221)	(2,737,178)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	136,581.45	0.00	136,581.45	136,581	136,581
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		0
c. Adjusted Beginning Balance		136,581.45	0.00	136,581.45	136,581	136,581
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		(319,136.52)	0.00	(319,136.52)	53,360	(2,600,597)
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719	0.00	0.00	0.00		
General Reserve	9730	0.00	0.00	0.00		
Legally Restricted Balance	9740		0.00	0.00		
Designated for Economic Uncertainties	9770	0.00	0.00	0.00		
Other Designations	9775, 9780	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	(319,136.52)	0.00	(319,136.52)	53,360	(2,600,597)
G. ASSETS						
1. Cash						
In County Treasury	9110	3,031,428.41	0.00	3,031,428.41		
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00		
In Banks	9120	0.00	0.00	0.00		
In Revolving Fund	9130	0.00	0.00	0.00		
With Fiscal Agent	9135	0.00	0.00	0.00		
Collections Awaiting Deposit	9140	0.00	0.00	0.00		
2. Investments	9150	0.00	0.00	0.00		
3. Accounts Receivable	9200	0.00	0.00	0.00		
4. Due from Grantor Government	9290	176,769.01	0.00	176,769.01		
5. Stores	9320	0.00	0.00	0.00		
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00		
7. Other Current Assets	9340	0.00	0.00	0.00		
8. Capital Assets (for accrual basis only)	9400-9499	0.00	0.00	0.00		
9. TOTAL ASSETS		3,208,197.42	0.00	3,208,197.42		
H. LIABILITIES						
1. Accounts Payable	9500	0.00	0.00	0.00		
2. Due to Grantor Government	9590	0.00	0.00	0.00		
3. Current Loans	9640	0.00	0.00	0.00		
4. Deferred Revenue	9650	0.00	0.00	0.00		
5. Long-Term Liabilities (for accrual basis only)	9660-9669	3,527,333.94	0.00	3,527,333.94		
6. TOTAL LIABILITIES		3,527,333.94	0.00	3,527,333.94		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(319,137)	0	(319,137)		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Sonoma
CDS #: 49 73882 0127092

0.00 0.00 0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b. None	0.00	0.00	0.00
c. None	0.00	0.00	0.00
d. None	0.00	0.00	0.00
e. None	0.00	0.00	0.00
f. None	0.00	0.00	0.00
g. None	0.00	0.00	0.00
h. None	0.00	0.00	0.00
i. None	0.00	0.00	0.00
j. None	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount Enter "0.00" if none
a. Certificated Personnel Salaries	\$ 0.00
b. Non-certificated Personnel Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Thousand Oaks
CDS #: 56 72504 0127043
Charter Approving Entity: Mupu Elementary
County: Ventura
Charter #: 1455

**This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2016-17
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	0.00		0.00	0	0
Education Protection Account	8012	0.00		0.00	0	0
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00	0	0
State Aid - Prior Years	8019	0.00		0.00	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0	0
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0	0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0	0
Revenue Limit Transfers (for rev. limit funded schools):		0.00			0	0
PERS Reduction Transfer	8092	0.00		0.00	0	0
Other Revenue Limit Transfers	8096	0.00	0.00		0	0
Total, Revenue Limit Sources		0.00	0.00	0.00	0	0
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290		0.00	0.00	0	0
Special Education - Federal	8181, 8182		0.00	0.00	0	0
Child Nutrition - Federal	8220		0.00	0.00	0	0
Other Federal Revenues	8110, 8260-8290	0.00	0.00	0.00	0	0
Total, Federal Revenues			0.00	0.00	0	0
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00		
Special Education - State	StateRevSE		0.00	0.00	224,041	0
All Other State Revenues	StateRevAO	132,297.84	39,696.50	171,994.34	98,230	88,704
Total, Other State Revenues		132,297.84	39,696.50	171,994.34	322,271	88,704
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	61,527.00		61,527.00	0	0
All Other Local Revenues	LocalRevAO	3,260,689.49	(176,205.00)	3,084,484.49	110,811	3,299,864
Total, Local Revenues		3,322,216.49	(176,205.00)	3,146,011.49	110,811	3,299,864
5. TOTAL REVENUES		3,454,514.33	(136,508.50)	3,318,005.83	433,082	3,388,568
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	236,283.56	12,943.98	249,227.54	819,339	819,339
Certificated Pupil Support Salaries	1200	46,417.28	0.00	46,417.28	249,205	249,205
Certificated Supervisors' and Administrators' Salaries	1300	40,783.15	1,976.34	42,759.49	159,394	159,394
Other Certificated Salaries	1900	9,157.80	0.00	9,157.80	0	0
Total, Certificated Salaries		332,641.79	14,920.32	347,562.11	1,227,938	1,227,938
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	0.00	0.00	0.00	0	0
Non-certificated Support Salaries	2200	71,313.35	0.00	71,313.35	257,318	257,318
Non-certificated Supervisors' and Administrators' Sal.	2300	23,790.79	0.00	23,790.79	157,147	157,147
Clerical and Office Salaries	2400	61,872.23	0.00	61,872.23	107,562	107,562
Other Non-certificated Salaries	2900	11,717.08	0.00	11,717.08	0	0
Total, Non-certificated Salaries		168,693.45	0.00	168,693.45	522,027	522,027

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Thousand Oaks
CDS #: 56 72504 0127043

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	29,370.28	0.00	29,370.28	154,475	154,475
PERS	3201-3202	0.00	0.00	0.00	0	0
OASDI / Medicare / Alternative	3301-3302	17,206.71	0.00	17,206.71	57,740	57,740
Health and Welfare Benefits	3401-3402	63,634.68	0.00	63,634.68	141,324	141,324
Unemployment Insurance	3501-3502	7,014.71	0.00	7,014.71	7,246	7,246
Workers' Compensation Insurance	3601-3602	2,122.57	0.00	2,122.57	28,000	28,000
Retiree Benefits	3701-3702	284.20	0.00	284.20	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0	0
Other Employee Benefits	3901-3902	3,423.15	0.00	3,423.15	0	0
Total, Employee Benefits		123,056.30	0.00	123,056.30	388,785	388,785
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	108,288.06	2,707.44	110,995.50	1,202,940	1,202,940
Books and Other Reference Materials	4200	53.97	0.00	53.97	212,540	212,540
Materials and Supplies	4300	6,436.88	926.69	7,363.57	8,939	8,939
Noncapitalized Equipment	4400	1,511.91	0.00	1,511.91	42,068	42,068
Food	4700	0.00	0.00	0.00	0	0
Total, Books and Supplies		116,290.82	3,634.13	119,924.95	1,466,487	1,466,487
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	33,887.83	129.08	34,016.91	62,253	62,253
Dues and Memberships	5300	3,618.65	0.00	3,618.65	3,113	3,113
Insurance	5400	0.00	0.00	0.00	9,613	9,613
Operations and Housekeeping Services	5500	2,975.61	0.00	2,975.61	29,042	29,042
Rentals, Leases, Repairs, and Noncap. Improvements	5600	138,095.44	0.00	138,095.44	253,816	253,816
Professional/Consulting Services and Operating Expend.	5800	158,338.93	2,060.06	160,398.99	363,977	363,977
Communications	5900	5,887.40	0.00	5,887.40	12,453	12,453
Total, Services and Other Operating Expenditures		342,803.86	2,189.14	344,993.00	734,267	734,267
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00		0	0
Buildings and Improvements of Buildings	6200	0.00	0.00		0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00		0	0
Equipment	6400	0.00	0.00		0	0
Equipment Replacement	6500	0.00	0.00		0	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00		0	0
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00		0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00		0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00		0	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0	0
Debt Service:		0.00	0.00		0	0
Interest	7438	0.00	0.00	0.00	0	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0	0
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		1,083,486.22	20,743.59	1,104,229.81	4,339,504	4,339,504
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,371,028.11	(157,252.09)	2,213,776.02	(3,906,422)	(950,936)

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Thousand Oaks
CDS #: 56 72504 0127043

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(157,252.09)	157,252.09	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(157,252.09)	157,252.09	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		2,213,776.02	0.00	2,213,776.02	(3,906,422)	(950,936)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,533,613.26	0.00	1,533,613.26	1,533,613	1,533,613
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		0
c. Adjusted Beginning Balance		1,533,613.26	0.00	1,533,613.26	1,533,613	1,533,613
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		3,747,389.28	0.00	3,747,389.28	(2,372,809)	582,677
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719	0.00	0.00	0.00		
General Reserve	9730	0.00	0.00	0.00		
Legally Restricted Balance	9740			0.00		
Designated for Economic Uncertainties	9770	0.00	0.00	0.00		
Other Designations	9775, 9780	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	3,747,389.28	0.00	3,747,389.28	(2,372,809)	582,677
G. ASSETS						
1. Cash						
In County Treasury	9110	0.00	0.00	0.00		
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00		
In Banks	9120	0.00	0.00	0.00		
In Revolving Fund	9130	0.00	0.00	0.00		
With Fiscal Agent	9135	0.00	0.00	0.00		
Collections Awaiting Deposit	9140	0.00	0.00	0.00		
2. Investments	9150	0.00	0.00	0.00		
3. Accounts Receivable	9200	3,575,216.28	0.00	3,575,216.28		
4. Due from Grantor Government	9290	172,173.00	0.00	172,173.00		
5. Stores	9320	0.00	0.00	0.00		
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00		
7. Other Current Assets	9340	0.00	0.00	0.00		
8. Capital Assets (for accrual basis only)	9400-9499	0.00	0.00	0.00		
9. TOTAL ASSETS		3,747,389.28	0.00	3,747,389.28		
H. LIABILITIES						
1. Accounts Payable	9500	0.00	0.00	0.00		
2. Due to Grantor Government	9590	0.00	0.00	0.00		
3. Current Loans	9640	0.00	0.00	0.00		
4. Deferred Revenue	9650	0.00	0.00	0.00		
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0.00	0.00	0.00		
6. TOTAL LIABILITIES		0.00	0.00	0.00		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		3,747,389	0	3,747,389		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences-Thousand Oaks
CDS #: 56 72504 0127043

0.00 0.00 0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b. None	0.00	0.00	0.00
c. None	0.00	0.00	0.00
d. None	0.00	0.00	0.00
e. None	0.00	0.00	0.00
f. None	0.00	0.00	0.00
g. None	0.00	0.00	0.00
h. None	0.00	0.00	0.00
i. None	0.00	0.00	0.00
j. None	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount Enter "0.00" if none
a. Certificated Personnel Salaries	\$ 0.00
b. Non-certificated Personnel Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

Academy of Arts & Sciences - Fresno
Orange Center School District

#REF!
GENERAL FUND
SUMMARY
REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description	Object Codes	Summary - Unrestricted/Restricted					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	1,311,738.07	0.00	46,468.00	0.00	0.00	0.00%
2) Federal Revenues	8100-8299	0.00	0.00	0.00	0.00	0.00	0.00%
3) Other State Revenues	8300-8599	105,430.81	78,838.80	79,840.27	78,838.80	0.00	0.00%
4) Other Local Revenues	8600-8799	36,484.00	36,484.00	70,876.79	36,484.00	0.00	0.00%
5) TOTAL REVENUES		1,453,652.88	115,322.80	197,185.06	115,322.80		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	404,291.00	404,291.00	209,389.87	404,291.00	0.00	0.00%
2) Classified Salaries	2000-2999	171,874.00	171,874.00	96,234.72	171,874.00	0.00	0.00%
3) Employee Benefits	3000-3999	128,005.00	128,005.00	65,083.48	128,005.00	0.00	0.00%
4) Books and Supplies	4000-4999	482,830.00	482,830.00	122,411.74	482,830.00	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	241,753.00	241,753.00	116,613.19	241,753.00	0.00	0.00%
6) Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00%
9) TOTAL EXPENDITURES		1,428,753.00	1,428,753.00	609,733.00	1,428,753.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)		24,899.88	(1,313,430.20)	(412,547.94)	(1,313,430.20)		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		24,899.88	(1,313,430.20)	(412,547.94)	(1,313,430.20)		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	493,034.00	493,034.00		493,034.00	0.00	0.00%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)		493,034.00	493,034.00		493,034.00		
d) Other Restatements	9795	0.00	0.00		0.00	0.00	0.00%
e) Net Beginning Balance (F1c + F1d)		493,034.00	493,034.00		493,034.00		
2) Ending Balance, June 30 (E + F1e)		517,933.88	(820,396.20)		(820,396.20)		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Science-Los Angeles
CDS #: 19 75309 0130781
Charter Approving Entity: Acton Agua Dulce
County: Los Angeles
Charter #: 1651

**This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2016-17
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	0.00		0.00	1,533,361	0
Education Protection Account	8012	0.00		0.00	41,065	0
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00	0	0
State Aid - Prior Years	8019	0.00		0.00	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0	0
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0	0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0	0
Revenue Limit Transfers (for rev. limit funded schools):		0.00			0	0
PERS Reduction Transfer	8092	0.00		0.00	0	0
Other Revenue Limit Transfers	8096	0.00	0.00		0	0
Total, Revenue Limit Sources		0.00	0.00	0.00	1,574,426	0
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290		0.00	0.00	0	0
Special Education - Federal	8181, 8182		0.00	0.00	0	0
Child Nutrition - Federal	8220		0.00	0.00	0	0
Other Federal Revenues	8110, 8260-8290	0.00	0.00	0.00	0	0
Total, Federal Revenues		0.00	0.00	0.00	0	0
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00	0	0
Special Education - State	StateRevSE		0.00	0.00	98,505	0
All Other State Revenues	StateRevAO	(108,530.02)	(52,098.31)	(160,628.33)	41,589	79,425
Total, Other State Revenues		(108,530.02)	(52,098.31)	(160,628.33)	140,094	79,425
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00	108,190	0
All Other Local Revenues	LocalRevAO	1,562,477.59	0.00	1,562,477.59	48,721	1,515,331
Total, Local Revenues		1,562,477.59	0.00	1,562,477.59	156,911	1,515,331
5. TOTAL REVENUES		1,453,947.57	(52,098.31)	1,401,849.26	1,871,431	1,594,756
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	414,944.92	22,089.90	437,034.82	360,241	360,241
Certificated Pupil Support Salaries	1200	105,773.24	0.00	105,773.24	109,569	109,569
Certificated Supervisors' and Administrators' Salaries	1300	69,969.38	8,367.95	78,337.33	70,081	70,081
Other Certificated Salaries	1900	6,768.09	0.00	6,768.09	0	0
Total, Certificated Salaries		597,455.63	30,457.85	627,913.48	539,891	539,891
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	119,785.92	0.00	119,785.92	0	0
Non-certificated Support Salaries	2200	0.00	0.00	0.00	113,136	113,136
Non-certificated Supervisors' and Administrators' Sal.	2300	60,114.34	0.00	60,114.34	69,093	69,093
Clerical and Office Salaries	2400	85,771.50	0.00	85,771.50	47,292	47,292
Other Non-certificated Salaries	2900	8,713.32	0.00	8,713.32	0	0
Total, Non-certificated Salaries		274,385.08	0.00	274,385.08	229,521	229,521

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Science-Los Angeles

CDS #: 19 75309 0130781

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	22,812.63	0.00	22,812.63	67,918	67,918
PERS	3201-3202	0.00	0.00	0.00	0	0
OASDI / Medicare / Alternative	3301-3302	27,726.00	0.00	27,726.00	25,386	25,386
Health and Welfare Benefits	3401-3402	92,966.39	0.00	92,966.39	62,136	62,136
Unemployment Insurance	3501-3502	17,760.25	0.00	17,760.25	3,186	3,186
Workers' Compensation Insurance	3601-3602	9,381.74	0.00	9,381.74	12,312	12,312
Retiree Benefits	3701-3702	168.22	0.00	168.22	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0	0
Other Employee Benefits	3901-3902	2,893.96	0.00	2,893.96	0	0
Total, Employee Benefits		173,709.19	0.00	173,709.19	170,938	170,938
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	458,912.93	3,396.08	462,309.01	528,900	528,900
Books and Other Reference Materials	4200	179.91	0.00	179.91	93,448	93,448
Materials and Supplies	4300	11,252.05	406.09	11,658.14	3,930	3,930
Noncapitalized Equipment	4400	5,055.28	0.00	5,055.28	18,496	18,496
Food	4700	741.66	0.00	741.66	0	0
Total, Books and Supplies		476,141.83	3,802.17	479,944.00	644,774	644,774
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	38,220.82	568.01	38,788.83	27,371	27,371
Dues and Memberships	5300	6,383.18	0.00	6,383.18	1,369	1,369
Insurance	5400	0.00	0.00	0.00	4,227	4,227
Operations and Housekeeping Services	5500	1,965.11	0.00	1,965.11	12,769	12,769
Rentals, Leases, Repairs, and Noncap. Improvements	5600	127,169.14	0.00	127,169.14	111,597	111,597
Professional/Consulting Services and Operating Expend.	5800	150,079.46	4,049.22	154,128.68	160,031	160,031
Communications	5900	15,974.87	0.00	15,974.87	5,474	5,474
Total, Services and Other Operating Expenditures		339,792.58	4,617.23	344,409.81	322,838	322,838
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00		0	0
Buildings and Improvements of Buildings	6200	0.00	0.00		0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00		0	0
Equipment	6400	0.00	0.00		0	0
Equipment Replacement	6500	0.00	0.00		0	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00		0	0
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00		0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00		0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00		0	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0	0
Debt Service:		0.00	0.00		0	0
Interest	7438	0.00	0.00	0.00	0	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0	0
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		1,861,484.31	38,877.25	1,900,361.56	1,907,962	1,907,962
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(407,536.74)	(90,975.56)	(498,512.30)	(36,531)	(313,206)

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Science-Los Angeles

CDS #: 19 75309 0130781

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(90,975.56)	90,975.56	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(90,975.56)	90,975.56	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(498,512.30)	0.00	(498,512.30)	(36,531)	(313,206)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	753,361.99	0.00	753,361.99	753,362	753,362
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		0
c. Adjusted Beginning Balance		753,361.99	0.00	753,361.99	753,362	753,362
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		254,849.69	0.00	254,849.69	716,831	440,156
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719	0.00	0.00	0.00		
General Reserve	9730	0.00	0.00	0.00		
Legally Restricted Balance	9740			0.00		
Designated for Economic Uncertainties	9770	0.00	0.00	0.00		
Other Designations	9775, 9780	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	254,849.69	0.00	254,849.69	716,831	440,156
G. ASSETS						
1. Cash						
In County Treasury	9110	0.00	0.00	0.00		
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00		
In Banks	9120	0.00	0.00	0.00		
In Revolving Fund	9130	0.00	0.00	0.00		
With Fiscal Agent	9135	0.00	0.00	0.00		
Collections Awaiting Deposit	9140	0.00	0.00	0.00		
2. Investments	9150	0.00	0.00	0.00		
3. Accounts Receivable	9200	1,100,301.19	0.00	1,100,301.19		
4. Due from Grantor Government	9290	0.00	0.00	0.00		
5. Stores	9320	0.00	0.00	0.00		
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00		
7. Other Current Assets	9340	0.00	0.00	0.00		
8. Capital Assets (for accrual basis only)	9400-9499	0.00	0.00	0.00		
9. TOTAL ASSETS		1,100,301.19	0.00	1,100,301.19		
H. LIABILITIES						
1. Accounts Payable	9500	845,451.50	0.00	845,451.50		
2. Due to Grantor Government	9590	0.00	0.00	0.00		
3. Current Loans	9640	0.00	0.00	0.00		
4. Deferred Revenue	9650	0.00	0.00	0.00		
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0.00	0.00	0.00		
6. TOTAL LIABILITIES		845,451.50	0.00	845,451.50		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		254,850	0	254,850		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Science-Los Angeles
CDS #: 19 75309 0130781

	0.00	0.00	0.00
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NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

	Capital Outlay	Debt Service	Total
a. <u>None</u>	\$ 0.00	0.00	0.00
b. <u>None</u>	0.00	0.00	0.00
c. <u>None</u>	0.00	0.00	0.00
d. <u>None</u>	0.00	0.00	0.00
e. <u>None</u>	0.00	0.00	0.00
f. <u>None</u>	0.00	0.00	0.00
g. <u>None</u>	0.00	0.00	0.00
h. <u>None</u>	0.00	0.00	0.00
i. <u>None</u>	0.00	0.00	0.00
j. <u>None</u>	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

	Amount Enter "0.00" if none
a. <u>Certificated Personnel Salaries</u>	\$ 0.00
b. <u>Non-certificated Personnel Salaries</u>	0.00
c. <u>Employee Benefits</u>	0.00
d. <u>Books and Supplies</u>	0.00
e. <u>Services and Other Operating Expenditures</u>	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences- Del Mar Middle and High
CDS #: 37 68213 0127068
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1452

**This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2016-17
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	0.00		0.00	1,764,346	0
Education Protection Account	8012	0.00		0.00	526,488	0
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00	0	0
State Aid - Prior Years	8019	0.00		0.00	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0	0
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0	0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0	0
Revenue Limit Transfers (for rev. limit funded schools):		0.00		0.00	0	0
PERS Reduction Transfer	8092	0.00		0.00	0	0
Other Revenue Limit Transfers	8096	0.00	0.00	0.00	0	0
Total, Revenue Limit Sources		0.00	0.00	0.00	2,290,834	0
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290		0.00	0.00	0	0
Special Education - Federal	8181, 8182		0.00	0.00	0	0
Child Nutrition - Federal	8220		0.00	0.00	0	0
Other Federal Revenues	8110, 8260-8290	46,250.00	0.00	46,250.00	0	0
Total, Federal Revenues		46,250.00	0.00	46,250.00	0	0
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00		
Special Education - State	StateRevSE		0.00	0.00	174,101	0
All Other State Revenues	StateRevAO	36,508.42	(13,043.62)	23,464.80	75,124	84,439
Total, Other State Revenues		36,508.42	(13,043.62)	23,464.80	249,225	84,439
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	134,622.00		134,622.00	755,283	0
All Other Local Revenues	LocalRevAO	5,361,128.24	0.00	5,361,128.24	86,111	5,350,930
Total, Local Revenues		5,495,750.24	0.00	5,495,750.24	841,394	5,350,930
5. TOTAL REVENUES		5,578,508.66	(13,043.62)	5,565,465.04	3,381,453	5,435,369
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	413,701.09	22,078.10	435,779.19	636,705	636,705
Certificated Pupil Support Salaries	1200	98,801.05	0.00	98,801.05	193,656	193,656
Certificated Supervisors' and Administrators' Salaries	1300	69,986.30	7,023.70	77,010.00	123,865	123,865
Other Certificated Salaries	1900	9,210.79	0.00	9,210.79	0	0
Total, Certificated Salaries		591,699.23	29,101.80	620,801.03	954,226	954,226
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	0.00	0.00	0.00	0	0
Non-certificated Support Salaries	2200	120,767.50	0.00	120,767.50	199,961	199,961
Non-certificated Supervisors' and Administrators' Sal.	2300	54,848.83	0.00	54,848.83	122,119	122,119
Clerical and Office Salaries	2400	91,602.97	0.00	91,602.97	83,585	83,585
Other Non-certificated Salaries	2900	11,851.75	0.00	11,851.75	0	0
Total, Non-certificated Salaries		279,071.05	0.00	279,071.05	405,665	405,665

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences- Del Mar Middle and High
CDS #: 37 68213 0127068

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	97,906.95	0.00	97,906.95	120,042	120,042
PERS	3201-3202	0.00	0.00	0.00	0	0
OASDI / Medicare / Alternative	3301-3302	28,280.01	0.00	28,280.01	44,869	44,869
Health and Welfare Benefits	3401-3402	97,389.47	0.00	97,389.47	109,823	109,823
Unemployment Insurance	3501-3502	16,460.80	0.00	16,460.80	5,631	5,631
Workers' Compensation Insurance	3601-3602	7,789.82	0.00	7,789.82	21,758	21,758
Retiree Benefits	3701-3702	262.07	0.00	262.07	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0	0
Other Employee Benefits	3901-3902	5,662.46	0.00	5,662.46	0	0
Total, Employee Benefits		253,751.58	0.00	253,751.58	302,123	302,123
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	371,656.41	3,655.77	375,312.18	934,800	934,800
Books and Other Reference Materials	4200	150.10	0.00	150.10	165,164	165,164
Materials and Supplies	4300	11,075.64	370.50	11,446.14	6,947	6,947
Noncapitalized Equipment	4400	4,947.59	0.00	4,947.59	32,691	32,691
Food	4700	0.00	0.00	0.00	0	0
Total, Books and Supplies		387,829.74	4,026.27	391,856.01	1,139,602	1,139,602
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	44,284.02	469.36	44,753.38	48,377	48,377
Dues and Memberships	5300	6,234.35	0.00	6,234.35	2,419	2,419
Insurance	5400	0.00	0.00	0.00	7,471	7,471
Operations and Housekeeping Services	5500	2,150.02	0.00	2,150.02	22,569	22,569
Rentals, Leases, Repairs, and Noncap. Improvements	5600	134,310.16	0.00	134,310.16	197,239	197,239
Professional/Consulting Services and Operating Expend.	5800	143,487.50	4,812.62	148,300.12	282,844	282,844
Communications	5900	13,976.89	0.00	13,976.89	9,676	9,676
Total, Services and Other Operating Expenditures		344,442.94	5,281.98	349,724.92	570,595	570,595
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0	0
Equipment	6400	0.00	0.00	0.00	0	0
Equipment Replacement	6500	0.00	0.00	0.00	0	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0	0
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0	0
Debt Service:		0.00	0.00	0.00	0	0
Interest	7438	0.00	0.00	0.00	0	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0	0
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		1,856,794.54	38,410.05	1,895,204.59	3,372,211	3,372,211
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,721,714.12	(51,453.67)	3,670,260.45	9,242	2,063,158

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences- Del Mar Middle and High
CDS #: 37 68213 0127068

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(51,453.67)	51,453.67	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(51,453.67)	51,453.67	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		3,670,260.45	0.00	3,670,260.45	9,242	2,063,158
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	377,224.42	0.00	377,224.42	377,224	377,224
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		0
c. Adjusted Beginning Balance		377,224.42	0.00	377,224.42	377,224	377,224
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		4,047,484.87	0.00	4,047,484.87	386,466	2,440,382
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719	0.00	0.00	0.00		
General Reserve	9730	0.00	0.00	0.00		
Legally Restricted Balance	9740			0.00		
Designated for Economic Uncertainties	9770	0.00	0.00	0.00		
Other Designations	9775, 9780	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	4,047,484.87	0.00	4,047,484.87	386,466	2,440,382
G. ASSETS						
1. Cash						
In County Treasury	9110	0.00	0.00	0.00		
Fair Value Adjustment to Cash in County Treasury	9111	666,519.41	0.00	666,519.41		
In Banks	9120	0.00	0.00	0.00		
In Revolving Fund	9130	0.00	0.00	0.00		
With Fiscal Agent	9135	0.00	0.00	0.00		
Collections Awaiting Deposit	9140	0.00	0.00	0.00		
2. Investments	9150	0.00	0.00	0.00		
3. Accounts Receivable	9200	3,379,116.45	0.00	3,379,116.45		
4. Due from Grantor Government	9290	1,849.01	0.00	1,849.01		
5. Stores	9320	0.00	0.00	0.00		
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00		
7. Other Current Assets	9340	0.00	0.00	0.00		
8. Capital Assets (for accrual basis only)	9400-9499	0.00	0.00	0.00		
9. TOTAL ASSETS		4,047,484.87	0.00	4,047,484.87		
H. LIABILITIES						
1. Accounts Payable	9500	0.00	0.00	0.00		
2. Due to Grantor Government	9590	0.00	0.00	0.00		
3. Current Loans	9640	0.00	0.00	0.00		
4. Deferred Revenue	9650	0.00	0.00	0.00		
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0.00	0.00	0.00		
6. TOTAL LIABILITIES		0.00	0.00	0.00		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		4,047,485	0	4,047,485		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017**

Charter School Name: Academy of Arts and Sciences- Del Mar Middle and High
CDS #: 37 68213 0127068

0.00 0.00 0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b. None	0.00	0.00	0.00
c. None	0.00	0.00	0.00
d. None	0.00	0.00	0.00
e. None	0.00	0.00	0.00
f. None	0.00	0.00	0.00
g. None	0.00	0.00	0.00
h. None	0.00	0.00	0.00
i. None	0.00	0.00	0.00
j. None	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount Enter "0.00" if none
a. Certificated Personnel Salaries	\$ 0.00
b. Non-certificated Personnel Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

Coversheet

Approval of the January 30, 2017 Regular Meeting Minutes

Section:	II. CONSENT ITEMS
Item:	B. Approval of the January 30, 2017 Regular Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for In-Person Board Meeting on January 30, 2017

APPROVED



Academy of Arts & Sciences

Compass Charter Schools

Minutes

In-Person Board Meeting

Date and Time

Monday January 30, 2017 at 6:00 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.

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

Directors Present

J. Cummings, K. Granger, P. McDonald

Directors Absent

M. Cohen, M. Koblick

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

I. Opening Items

A. Call the Meeting to Order

P. McDonald called a meeting of the board of directors of Compass Charter Schools to order on Monday Jan 30, 2017 at 6:00 PM.

B. Record Attendance and Guests

C. Approval of the January 30, 2017 Regular Meeting Agenda

K. Granger made a motion to approve the January 30, 2017 Regular Board Meeting Agenda.

J. Cummings seconded the motion.

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

Roll Call

M. Cohen Absent

P. McDonald Aye

M. Koblick Absent

K. Granger Aye

J. Cummings Aye

II. CONSENT ITEMS

A. Consent Items

K. Granger made a motion to approve the consent items.

J. Cummings seconded the motion.

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

Roll Call

M. Koblick Absent

K. Granger Aye

M. Cohen Absent

J. Cummings Aye

P. McDonald Aye

B. Approval of the November 28, 2016 Regular Meeting Minutes

K. Granger made a motion to approve minutes from the Board Meeting on 11-28-16 Virtual Board Meeting on 11-28-16.

J. Cummings seconded the motion.

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

Roll Call

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

C. Approval of the Special Meeting Minutes from December 21, 2016

K. Granger made a motion to approve minutes from the Special Board Meeting on 12-21-16 Special Board Meeting on 12-21-16.

J. Cummings seconded the motion.

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

Roll Call

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

D. Approval of the Special Meeting Minutes from January 13, 2017

K. Granger made a motion to approve minutes from the Special Board Meeting on 01-13-17 Special Board Meeting on 01-13-17.

J. Cummings seconded the motion.

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

Roll Call

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

III. PUBLIC COMMENT

A. Public Comment

No public comment.

IV. REPORTS

A. CEO Report

Mr. Lewis shared the CEO Report.

B. Academic Affairs Committee Report

Mr. Lewis shared the Academic Affairs Committee Report.

C. Finance Committee Report

Dr. Granger shared the Finance Committee Report.

D. Personnel Committee Report

Mr. Cummings shared the Personnel Committee Report.

E. Parent Advisory Council Report

Ms. Robotham shared the Parent Advisory Council Report.

V. UNFINISHED BUSINESS

A. Review and Approval of the College Readiness Block Grant Proposal

K. Granger made a motion to approve the College Readiness Block Grant proposal.

J. Cummings seconded the motion.

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

Roll Call

J. Cummings Aye

K. Granger Aye

P. McDonald Aye

M. Koblick Absent

M. Cohen Absent

VI. NEW BUSINESS

A. Review and Approval of the Rebrand

J. Cummings made a motion to approve the name Compass Charter Schools, effective March 1, 2017.

K. Granger seconded the motion.

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

Roll Call

P. McDonald Aye

M. Koblick Absent

M. Cohen Absent

K. Granger Aye

J. Cummings Aye

B. Review and Approval of the Revised Articles of Incorporation

K. Granger made a motion to approve the revised Articles of Incorporation, to go into effect on March 1, 2017.

J. Cummings seconded the motion.

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

Roll Call

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

C. Review and Approval of the Revised Board By-Laws

J. Cummings made a motion to approve the revised Board By-Laws, to go into effect on March 1, 2017.

K. Granger seconded the motion.

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

Roll Call

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

D. Review and Approval of the Revised Board Policy Manual

J. Cummings made a motion to approve the revised Board Policy Manual, to go into effect on March 1, 2017.

P. McDonald seconded the motion.

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

Roll Call

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

E. Review and Approval of the Revised Conflict of Interest Code Draft

K. Granger made a motion to approve the revised Conflict of Interest Code Draft.

J. Cummings seconded the motion.

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

Roll Call

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

F. Review and Approval of Charter Petition Template

J. Cummings made a motion to approve the charter petition template and direct the CEO to submit as appropriate to potential authorizers.

K. Granger seconded the motion.

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

Roll Call

P. McDonald Aye

M. Koblick Absent

M. Cohen Absent

J. Cummings Aye

K. Granger Aye

G. Approval of New Board Member

J. Cummings made a motion to approve Lisa Robotham as the parent representative to the Board of Directors.

K. Granger seconded the motion.

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

Roll Call

M. Cohen Absent

K. Granger Aye

M. Koblick Absent

J. Cummings Aye

P. McDonald Aye

VII. Closing Items

A. Upcoming Meetings

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:42 PM.

Respectfully Submitted,

M. Aguilar

Coversheet

CEO Report

Section: IV. REPORTS
Item: A. CEO Report
Purpose: FYI
Submitted by: J.J. Lewis

Related Material:

A CEO Report.pdf

D 2.27.17 - AAS Names 2016-17 Track B Semester 1 Honor Roll Honorees.pdf

F Brokerage Statement 032717.pdf

G Additions & Terminations Report.pdf

B 3.9.17 - NCAA Accreditation Press Release.pdf

C 2.9.17 - AAS Names 2016-17 Track A Semester 1 Honor Roll Honorees - Final.pdf

F 3.16.17 - CCS Names their February Scholars of the Month.pdf

E 2.21.17 - AAS Names their January Scholars of the Month.pdf

J 3.01.17 - 17-18 Academic Plans Press Release.pdf

I 2.24.17 - Name Change Press Release.pdf

H CCS EVENTS - Issue 4 -March 24 2017.pdf



CEO Report
March 27, 2017

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

- A total of 1,369 scholars are enrolled in our five (5) charters. Last year at this time we had 1,546 scholars enrolled in the system.
- We have received NCAA-accreditation for our schools for our 2015-16 school year and beyond. Scholars participating in sports who take courses that are on our NCAA course list will be eligible for scholarships for either division 1 or division 2 schools. *See enclosed press release.*
- Registration for CAASPP testing is underway. We currently have over 60% of our scholars registered for testing. A parent workshop, "The Importance of CAASP Testing Workshop" was hosted last week by our Assessment Specialist Beth Sneyd.
- The Counseling Services Department hosted three (3) virtual workshops for our middle and high school scholars around a March Madness theme this month.
- Tracks A and B semester 1 Honor Roll has been announced. Track C Semester 1 Honor Roll will be announced by the end of March. *See enclosed press releases.*
- Scholar of the Month recognition program continues. *See enclosed press releases.*

Operations

- An investment ladder has matured with JP Morgan Chase. We have not rolled these funds over, per policy. *See enclosed portfolio report.*
- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- We participated in a Beta test for a new TRAX payroll system which is being launched on March 26. The new version of TRAX has features which improves the payroll process in many ways and will be very useful to CCS.
- Staff self-assessments using Bamboo HR are were completed in early March. Reports within the BambooHR portal provide Human Resources with the ability to see real-time completion progress as well as see school wide staff responses on a graph plotting engagement and overall performance levels.

Strategic Initiatives

- We have hosted many engagement events for our scholars over the last few months. Families have provided positive feedback about the additional educational and social opportunities for their scholars. We have created an Event Newsletter that is sent to families to help them keep up with our events and RSVP dates. *See enclosed newsletter.*
- We have hosted two (2) Virtual Informational Sessions and scheduled four (4) additional sessions over the next two (2) months as a way to provide information about our program to interested families. There is PowerPoint presentation about the school and we save time for Q&A with attendees at the end of the session. These are being well-received and one part of our growth strategy.
- We have acquired an account with Jostens to be able to provide cap and gowns to our graduating seniors, as well as an opportunity for seniors to purchase other items to celebrate this important milestone.
- Re-enrollment for the 2017-18 school year opened on March 1. We currently have 814 scholars who have committed to reenrolling next year. Enrollment for new scholars opened on March 20.
- We are working with StrongMind to create a robust marketing plan for the spring and summer, with a goal to retain current scholars and enroll prospective scholars. Target markets for the plan include the greater Fresno, Los Angeles and San Diego areas, using a wide-range of tactics and tools.

Miscellaneous

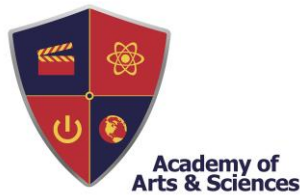
- I attended the Orange Center School District Board of Education meeting on February 15 and the Acton-Agua Dulce USD Board of Trustees meetings on February 23 and March 9 to share updates on our rebrand.
- I hosted Parent Town Halls in late February, to share the rebrand announcement with our families and share important information and updates on the upcoming 2017-18 school year.
- We successfully rebranded to Compass Charter Schools on March 1, with a new logo, mascot, website and more. Visit our revamped site at www.compasscharters.org. *See enclosed press release.*

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



FOR IMMEDIATE RELEASE:
February 27, 2017

CONTACT: Rayna Gamble
(805) 405 8365

Academy of Arts & Sciences (AAS) Names their Honor Roll Scholars

Thousand Oaks, CA – AAS has announced its honor roll scholars for Track B, Semester 1. To qualify for the honor roll, scholars must earn a 3.5 grade point average or higher for the semester. AAS is proud of the accomplishments of these scholars, and the families and teachers who support them.

"I am incredibly proud of all the hard work our scholars have done to achieve the Honor Roll," said Joel Manwarren, Director of Academic Affairs. "This accomplishment reflects the commitment our scholars have to working hard throughout the semester, along with the collaborative support from their learning coaches and AAS staff."

48 elementary school (grades K-5) scholars were named to the honor roll during, as well as 15 middle school scholars. In high school, 16 received the honor roll distinction.

"Congratulations to all of our honor roll scholars; this is truly a great accomplishment," said J.J. Lewis, CCS President & CEO. "These scholars dedicate countless hours to succeed in our virtual environment, with the support of their learning coaches and our staff. I am so proud of each and every scholar who made the honor roll, and I challenge all of our scholars to strive for this high level of academic success."

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. 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.

For more information about AAS, visit www.aascalifornia.org.



2016-2017 Track B Semester 1 Honor Roll

Kindergarten

Scarlett L.	Crichton A.-R	Kordae G.
Ember G.	Hunter A.	Kinley E.
Saniyah M.	Orion A.	
Medina M.	Sequoia P.	

1st Grade

Zavier R.	Steven S.
Zahra G.	Jaskaran S.
Roy D.	Samuel T.
Jaiden F.	Josiah O.
Thomas F.	

2nd Grade

Audrey D.	Dior P.	Lucas M.
Keira L.	Nathaniel S.	Emily M.
Selah G.	Lucy N.	
Jillian P.	Connor H.	

3rd Grade

Aaliyah A.	Omar V.
Kieran P.	Terrell C.
Kailey L. Y.	Anna C.
Jenay T.A.	Makhi M.

4th Grade

Kaitlyn D.
Laila B.
Evelyn M.
Audrina P.
Mugisha S.

5th Grade

Annalise B.	Aleeha M.
Ronan S.	
Elannah G.	
Angelo S.	
Wyatt T.	

6th Grade

Annalia H.
Ashlee W.

7th Grade

Hursh M.	Ava. M.
Emerson S.	Olivia T.
KristiLynn E.	
Naomi L.	

8th Grade

John B.	Kaya R.
Sarah St. J.	Kannan W.
Lauren A.	Kevin D.
Michael E. Jr.	

9th Grade

Grace S.	Noa E.
Day'Janay D.	Tristian B.
Grace S.	

10th Grade

Salimata S.
Abigail B.
Alani S.

11th Grade

Kennedy F.	Brice L.
Julia M.	Johnathon M.
Layla M.	

12th Grade

Madison K.
Stephanie C.



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ACADEMY OF ARTS AND SCIENCES

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

Month End Closing Method: FIFO

STATEMENT PERIOD
 February 1 - February 28, 2017

What's In This Statement

Financial Summary.....3
 Bonds With 60-Day Horizon.....4
 Your Portfolio Holdings.....4
 Transaction Detail.....10
 Your Messages.....12

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

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

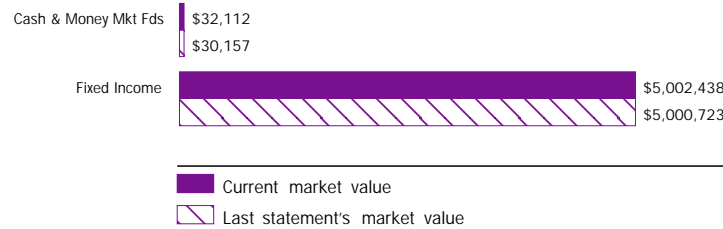
Investment products are: Not insured by FDIC; Not a deposit or other obligation of, or guaranteed by, JPMorgan Chase Bank, N.A. or any of its affiliates; Subject to investment risks, including possible loss of the principal amount invested. See "Your messages" section.

Your Portfolio at a Glance

TOTAL VALUE OF SECURITIES THIS PERIOD	5,002,438
LONG ACCRUED INTEREST	8,495
NET CREDIT BALANCE	32,112
NET EQUITY THIS PERIOD	\$5,043,045
NET EQUITY LAST STATEMENT	5,038,202
CHANGE SINCE LAST STATEMENT	4,842

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

Market Value of Your Portfolio



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



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.

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ACADEMY OF ARTS AND SCIENCES

STATEMENT PERIOD
 February 1 - February 28, 2017

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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Portfolio Value

	THIS PERIOD	LAST PERIOD
Assets		
Net Credit Balance	32,111.64	30,157.20
Fixed Income	5,002,438.00	5,000,723.00
<i>Subtotal (Long Portfolio)</i>	5,034,549.64	5,030,880.20
Est. Long Accrued Interest	8,495.00	7,322.00
Total Assets	\$5,043,044.64	\$5,038,202.20
NET PORTFOLIO VALUE	\$5,043,044.64	\$5,038,202.20

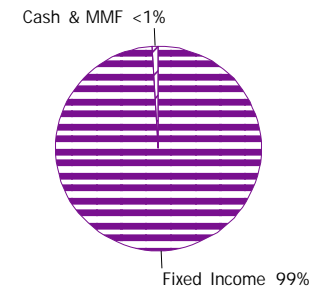
Cash Flow Analysis

	THIS PERIOD	THIS YEAR
Opening Cash/Sweep Prog.	\$30,157.20	\$28,193.17
Div/Int/Other Inc (Credit)	1,954.44	3,918.47
Amount Credited	\$1,954.44	\$3,918.47
Net Cash/Sweep Prog. Act.	1,954.44	3,918.47
Closing Cash/Sweep Prog.	\$32,111.64	\$32,111.64

Income Summary

	THIS PERIOD	YEAR TO DATE
Corp. Bond Int.	1,954.44	3,918.47
Total	\$1,954.44	\$3,918.47

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.



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ACADEMY OF ARTS AND SCIENCES

STATEMENT PERIOD
 February 1 - February 28, 2017

ACCOUNT NUMBER
 520-15886 YWB

LAST STATEMENT January 31, 2017

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Bonds With 60-Day Horizon

BONDS WITH MATURITY DATES WITHIN 60 DAYS

MATURITY DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	INTEREST RATE (%)
03/17/17	BMW BK NORTH AMER SALT LAKE	05580ADY7	250,000	0.700
03/23/17	BBCN BK LOS ANGELES CA	073296BY0	250,000	0.650
03/23/17	AXIOM BANK MAITLAND FLORIDA	05464LAF8	250,000	0.650
03/28/17	SONABANK NATL ASSN MCLEAN VA	8354ORFF5	250,000	0.700
03/29/17	SAFRA NATL BK NEW YORK	78658QVF7	250,000	0.650

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			32,112	32,112	
TOTAL CASH & MONEY MARKET FUNDS				\$32,112	\$32,112	N/A



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ACADEMY OF ARTS AND SCIENCES

5 of 15

STATEMENT PERIOD
 February 1 - February 28, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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
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	100.01	250,030	100.00	250,000	30 ST	1,750	0.70	1,664
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	100.02	250,045	100.00	250,000	45 ST	1,625	0.65	22
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	100.01	250,030	100.00	250,000	30 ST	1,625	0.65	22
SONABANK NATL ASSNM CLEAN VA C/D FDIC INS TO LIMITS DATED DATE 03/28/16 BOOK ENTRY ONLY DUE 03/28/2017 0.700% JJ 28 CUSIP: 8354ORFF5 RATING: MOODY N/A S&P N/A	CASH	03/15/16	250,000	100.02	250,055	100.00	250,000	55 ST	1,750	0.70	149



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ACADEMY OF ARTS AND SCIENCES

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STATEMENT PERIOD
 February 1 - February 28, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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
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	100.02	250,055	100.00	250,000	55 ST	1,625	0.65	1,491
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	100.03	250,068	100.00	250,000	68 ST	1,750	0.70	1,237
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	100.04	250,108	100.00	250,000	108 ST	1,750	0.70	1,208
MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DATED DATE 06/21/16 BOOK ENTRY ONLY DUE 06/21/2017 0.700% CUSIP: 55275FJ22 RATING: MOODY N/A S&P N/A	CASH	06/09/16	250,000	100.04	250,108	100.00	250,000	108 ST	1,750	0.70	34



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STATEMENT PERIOD
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Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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
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	100.03	250,068	100.00	250,000	68 ST	1,750	0.70	
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	100.04	250,108	100.00	250,000	108 ST	1,750	0.70	
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	100.03	250,073	100.00	250,000	73 ST	2,000	0.80	27
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	100.03	250,073	100.00	250,000	73 ST	1,875	0.75	31



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STATEMENT PERIOD
 February 1 - February 28, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8
 LAST STATEMENT January 31, 2017

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
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	100.03	250,068	100.00	250,000	68 ST	1,875	0.75	
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	100.03	250,065	100.00	250,000	65 ST	1,875	0.75	786
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	100.03	250,063	100.00	250,000	63 ST	2,000	0.80	833
BEAL BK USA LAS VEGAS NEV C/D FDIC INS TO LIMITS DATED DATE 12/21/16 FIRST COUPON 12/20/2017 BOOK ENTRY ONLY DUE 12/20/2017 1.000% CUSIP: 07370WE77 RATING: MOODY N/A S&P N/A	CASH	12/09/16	250,000	100.15	250,363	100.00	250,000	363 ST	2,500	1.00	473



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STATEMENT PERIOD
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Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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
DISCOVER BK C/D FDIC INS TO LIMITS DATED DATE 12/21/16 FIRST COUPON 12/21/2017 BOOK ENTRY ONLY DUE 12/21/2017 1.000% CUSIP: 254672W61 RATING: MOODY N/A S&P N/A	CASH	12/14/16	250,000	100.14	250,358	100.00	250,000	358 ST	2,500	1.00	465
FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS DATED DATE 12/21/16 BOOK ENTRY ONLY DUE 12/21/2017 0.950% CUSIP: 310344ACO RATING: MOODY N/A S&P N/A	CASH	12/14/16	250,000	100.10	250,255	100.00	250,000	255 ST	2,375	0.95	46
FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS DATED DATE 12/27/16 BOOK ENTRY ONLY DUE 12/27/2017 0.950% CUSIP: 319590CN3 RATING: MOODY N/A S&P N/A	CASH	12/09/16	250,000	100.09	250,225	100.00	250,000	225 ST	2,375	0.95	7
BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS DATED DATE 12/28/16 BOOK ENTRY ONLY DUE 12/28/2017 0.950% CUSIP: 11373QCLO RATING: MOODY N/A S&P N/A	CASH	12/13/16	250,000	100.09	250,220	100.00	250,000	220 ST	2,375	0.95	
Total Certificates of Deposit			5,000,000		\$5,002,438		\$5,000,000	\$2,438	\$38,875		\$8,495
TOTAL FIXED INCOME			5,000,000		\$5,002,438		\$5,000,000	\$2,438	\$38,875		\$8,495



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STATEMENT PERIOD
 February 1 - February 28, 2017

ACCOUNT NUMBER
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LAST STATEMENT January 31, 2017

Your Portfolio Holdings (continued)

YOUR PORTFOLIO HOLDINGS ACCRUED INTEREST	\$8,495
YOUR PORTFOLIO HOLDINGS ESTIMATED ANNUAL INCOME	\$38,875
YOUR PRICED PORTFOLIO HOLDINGS	\$5,034,550

Transaction Detail

DIVIDENDS / INTEREST / OTHER INCOME

INTEREST

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(\$)	DEBIT AMOUNT	CREDIT AMOUNT
02/21/17	MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DUE 06/21/2017 0,700 REG INT ON 250000 BND REC 02/06/17 PAY 02/21/17	55275FJZ2	250,000	0.7000		148.63
02/21/17	FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS DUE 12/21/2017 0,950 REG INT ON 250000 BND REC 02/06/17 PAY 02/21/17	310344ACO	250,000	0.9500		201.71
02/22/17	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 02/07/17 PAY 02/22/17	857894RF8	250,000	0.7500		159.25
02/23/17	BBCN BK LOS ANGELES CA C/D FDIC INS TO LIMITS DUE 03/23/2017 0,650 REG INT ON 250000 BND REC 02/08/17 PAY 02/23/17	073296BYO	250,000	0.6500		138.01



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Transaction Detail (continued)

ACCOUNT NUMBER
 520-15886 YW8

DIVIDENDS / INTEREST / OTHER INCOME (Continued)

LAST STATEMENT January 31, 2017

INTEREST (Continued)

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(S)	DEBIT AMOUNT	CREDIT AMOUNT
02/23/17	AXIOM BANK MAITLAND FLORIDA C/D FDIC INS TO LIMITS DUE 03/23/2017 0,650 REG INT ON 250000 BND REC 02/08/17 PAY 02/23/17	05464LAF8	250,000	0.6500		138.01
02/23/17	BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS DUE 09/22/2017 0,800 REG INT ON 250000 BND REC 02/08/17 PAY 02/23/17	062683AD9	250,000	0.8000		169.86
02/27/17	FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS DUE 12/27/2017 0,950 REG INT ON 250000 BND REC 02/12/17 PAY 02/27/17	319590CN3	250,000	0.9500		201.71
02/28/17	SONABANK NATL ASSN MCLEAN VA C/D FDIC INS TO LIMITS DUE 03/28/2017 0,700 REG INT ON 250000 BND REC 02/13/17 PAY 02/28/17	8354ORFF5	250,000	0.7000		148.63
02/28/17	BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS DUE 12/28/2017 0,950 REG INT ON 250000 BND REC 02/13/17 PAY 02/28/17	11373QCLO	250,000	0.9500		201.71
02/28/17	COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DUE 06/30/2017 0,700 REG INT ON 250000 BND REC 02/13/17 PAY 02/28/17	20365UCQ1	250,000	0.7000		139.04



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STATEMENT PERIOD
 February 1 - February 28, 2017

Transaction Detail (continued)

ACCOUNT NUMBER
 520-15886 YW8

DIVIDENDS / INTEREST / OTHER INCOME (Continued)

LAST STATEMENT January 31, 2017

INTEREST (Continued)

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(S)	DEBIT AMOUNT	CREDIT AMOUNT
02/28/17	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 02/13/17 PAY 02/28/17	36198JCJ1	250,000	0.7500		159.25
02/28/17	BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS DUE 06/28/2017 0,700 REG INT ON 250000 BND REC 02/13/17 PAY 02/28/17	108622EW7	250,000	0.7000		148.63
TOTAL INTEREST (CREDIT)						\$1,954.44

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.

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.



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Your messages (continued)

ACCOUNT NUMBER
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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.

BATS, EDGX, MIAX PEARL, ORF FEE CHANGES

Effective on Feb 01, 2017, Bats Option Exchange filed with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0010 to \$.0009 per option contract subject to SEC review.

Effective on Feb 01, 2017, EDGX Option Exchange filed with the Securities and Exchange Commission ("SEC") to introduce new Options Regulatory Fee ("ORF") fee of .0004 per option contract subject to SEC review.

Effective on Feb 01, 2017, PHLX Option Exchange filed with the Securities and Exchange Commission ("SEC") a rule change to increase the Options Regulatory Fee ("ORF") from \$.0034 to \$.0045 per option contract subject to SEC review.

Effective on Feb 06, 2017, MIAX PEARL Option Exchange filed with the Securities and Exchange Commission ("SEC") to introduce new Options Regulatory Fee ("ORF") fee of .0010 per option contract subject to SEC review.

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".



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STATEMENT PERIOD
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Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT January 31, 2017

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 Client Services Operations 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

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Your messages (continued)

ACCOUNT NUMBER
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LAST STATEMENT January 31, 2017

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.

Check Deposits

We would like to alert you to an important change on where to mail your checks for deposit. If you wish to send a check for deposit to a J.P. Morgan Securities LLC branch, please note your account number in the memo field and note the name of your Financial Advisor on the envelope. Then please send the check to the following address for processing:

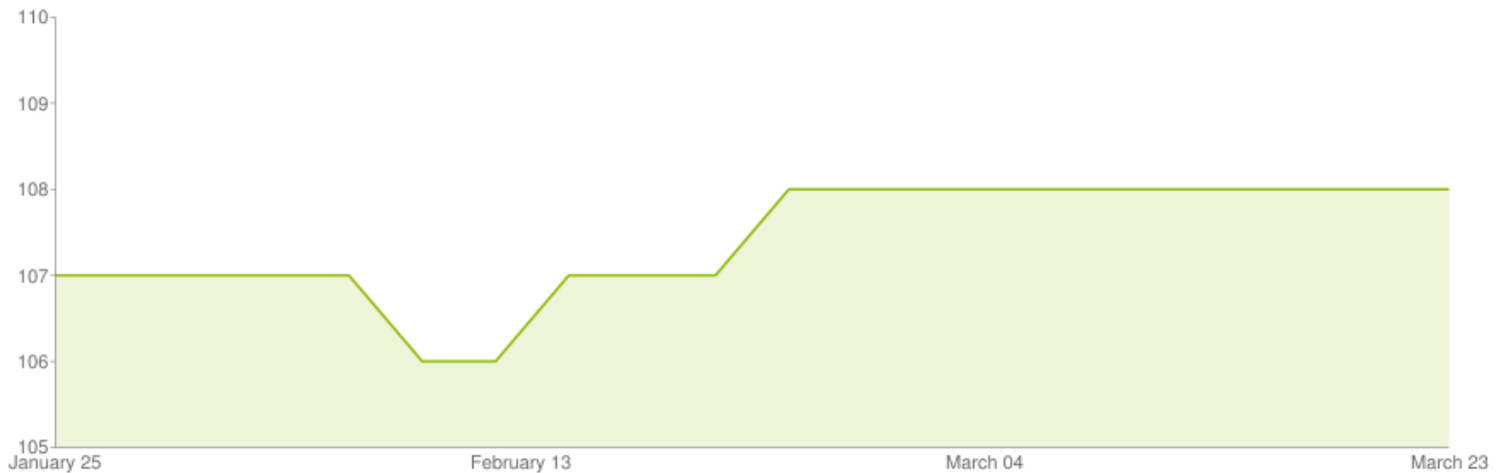
J.P. Morgan Securities
Mailcode NY1-L004
277 Park Avenue, 2nd Floor
New York, NY 10172



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

Additions & Terminations

03/23/2017



Additions (3)

Name	Employment status	Department	Division	Location	Job title	Hire date
Danford, Amanda	Terminated	Marketing	Strategic Initiatives		Marketing Specialist	02/13/2017
Gamble, Rayna	Full-Time	Marketing	Strategic Initiatives	Remote	Communications Specialist	02/21/2017
Pascua, Lisalynn	Full-Time	Finance	Operations	Central Office (TO)	Finance Department Clerk	03/13/2017

Terminations (2)

Name	Employment status	Department	Division	Location	Job title	Hire date	Termination date
Danford, Amanda	Terminated	Marketing	Strategic Initiatives		Marketing Specialist	02/13/2017	03/15/2017
Mitra, Nicole	Terminated	Enrollment Team	Information Services	Central Office (TO)	Enrollment Coordinator	07/01/2014	02/07/2017



FOR IMMEDIATE RELEASE:

March 9, 2017

CONTACT: Rayna Gamble
(805) 405-8365

Compass Charter Schools Announces NCAA Scholarship Eligibility for Scholars

Thousand Oaks, CA – Compass Charter Schools (CCS) announced today that their charter schools have received NCAA scholarship eligibility for high school scholars. The new eligibility allows high school scholars to enroll in NCAA-approved courses through CCS and become eligible to play NCAA Division I or II sports in college.

“I am so excited that we are now able to offer our scholars academic scholarship opportunities through the NCAA,” shared Joel Manwarren, Director of Academic Affairs. “Many of our scholars participate in sports and deserve the opportunity to earn an academic scholarship that will allow them to continue playing in college.”

CCS has submitted an extended list of core courses to the NCAA for approval. Once those courses are approved, the scholarship eligibility will apply to all of the CCS schools. Scholars who have taken the NCAA-approved core courses starting from the 2015-16 school year and beyond are eligible for a scholarship through NCAA.

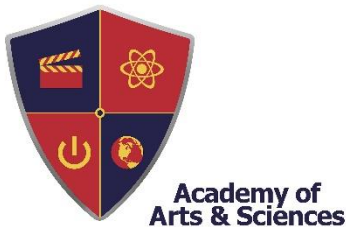
“I am proud that CCS is able to offer our former, current and prospective high school scholars the opportunity to continue playing sports in college through an NCAA academic scholarship,” said J.J. Lewis, President & CEO. “Our new NCAA-approved courses demonstrate our commitment to expanding opportunities for scholars and ensuring their academic success.”

CCS is one of very few WASC-accredited online charter schools in the State of California to earn this eligibility for high school scholars from the NCAA.

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Los Angeles, Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS 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.

For more information about CCS, visit www.compasscharters.org.



FOR IMMEDIATE RELEASE:
February 9, 2017

CONTACT: Mae Van Vooren
(805) 338-0557

Academy of Arts & Sciences (AAS) Names their Honor Roll Scholars

Thousand Oaks, CA – AAS has announced its honor roll scholars for Track A, Fall Semester 2016. To qualify for the honor roll, scholars must earn a 3.5 grade point average or higher for the semester. AAS is proud of the accomplishments of these scholars, and the families and teachers who support them.

"I am immensely proud of all the hard work our scholars have put into their coursework," said Joel Manwarren, Director of Academic Affairs. "This accomplishment represents the hard work that our scholars have put in each and every day during the semester, as well as the collaborative support from their learning coaches and AAS staff."

94 elementary school (grades K-5) scholars were named to the honor roll, as well as 28 middle school scholars. In high school, 44 scholars received the honor roll distinction.

"Being named to the Honor Roll is a great accomplishment," said J.J. Lewis, AAS President & CEO. "Countless hours were put in by these scholars to succeed in our virtual environment, with the support of their learning coaches and our staff. Please join me in congratulating each and every one of them on this honor, and challenging them to maintain this high level of academic success."

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. 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.

For more information about AAS, visit www.aascalifornia.org.



AAS Honor Roll

#AAS_Success

2016-2017 Track A Semester 1 Honor Roll

Kindergarten

Jaxon M.	Anthony C.	Lincoln H.M.
Jeremiah F.	Zephyr H.	Belen L.
Hunter G.	Keedrik A.	
Broderick M.	Kira J.	

1st Grade

Brigid M.	Kai T.	Wyatt D.B.
Zackery P.	Frankie C.	Jonathan G.
Kyrah H.M.	Blake H.	Lakota L.P.
David O.	Monica K.D.	Zacariah N.
Lily H.	Marilyn S.	Kyani B.

2nd Grade

Matthew C.	Richard M.	Ethan G.
Marinel H.C.	Jennie R.	Jordan M.
Macayle H.	Yanisel S.	Elijah R.
Natalie H.	Charles S.	Ryan C.
Calvin J.	Cailan A.	Sean H.
Magnus M.	Britney B.	Irene I.
Zakiyah M.	Willow F.	Zienna R.
Audrey D.		

3rd Grade

Salvador A.	Avery S.	Zuri B.
Anna C.	Angie G.	Manuel E.
Talon F.	Ashley G.	Gwenyth F.
Steven G.	Mackell J.	Lillian G.
Zaria M.	Katherine O.	Zarina R.
Michelle M.	Bailey P.	Sadalia L.
Evangeline G.		Seeri H.

4th Grade

Chloe C.	Jessenia G.	Madison D.
April M. C.	Aiden M.	Kaitlyn D.
Troy G.	Angel M.	Derek P.
Shiloh J.	James V.	
Kamaria M.	Thomas C.	

5th Grade

Daren B.	Zechariah S.	Michael W.
Charlotte A.	Moziah H.	Kyle W.
Desiree R.	Anthony M.	Sierra W.
Michelle R.	Skylar T.	Jordan C.
Zephaniah S.	Jasmine V.	

6th Grade

Jagger R.
Kennedy P.
Alexia C.
Robert N.
Elena B.

7th Grade

Michael S.	Kayla C.
Aurora K.	Lyric H.H.
Caroline C.	
Jacob P.	

8th Grade

Luke A.	Savannah B.	Jude W.
Kevin C.	Isabella R.	Stephanie C.
Elizabeth C.	Ashley W.	Sabrina O.
Danielle M.	Evi A.	Kyle Oh.
Kristen W.	Kaylee B.	Marcel P.
Anita R.	Alejandro V.	

9th Grade

Gevorg A.
Trinity H.
Daniel O.
Jayden S.
Bethany V.

10th Grade

Destiny A.	Benjamin H.
Allie Ann C.	Shelby K.
Emily C.	Amber N.
Bentley G.	Selena O.
Lily H.	Lavaghn T.

11th Grade

Christina G.	Sabella H.	Ula R.
Raelyn A.	Marlon J.	Samadhi R.
Gillian B.	Abigale L.	Chun P. T.
Sawyer B.	Adam O.	
Noah C.	Albert P.	

12th Grade

Cheyenne B.	Ashley N.	Amanda S.
Chavion D.	Rigo N.	Isabel T.
Trent D.	Celeste R.	Cassandra T.
Atheena F.	Dayna S.	Gavriella W.
Jillian K.	Lilyana S.	
Dalyah L.	Manatazakya S.	



FOR IMMEDIATE RELEASE:

March 16, 2017

CONTACT: Rayna Gamble
(805) 405-8365

Compass Charter Schools (CCS) Names their February Scholars of the Month

Thousand Oaks, CA – CCS 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: Kordae G., of CCS of Fresno

“Kordae is a great scholar! He is always happy and willing to participate in all activities! Kordae attends field trips and is a happy scholar who is always wanting to learn,” said Roxi Slakey, elementary teacher.

Middle School Scholar of the Month: Elizabeth P., of CCS of Los Angeles

“Elizabeth has greatly improved since the first semester. She has been completing all of her assignments on time and attends learning labs consistently,” said Cynthia Ross, middle school science teacher. “She is outgoing and willing to share during live sessions. She has shown so much growth this semester and has high grades in all of her classes.”

High School Scholar of the Month: Jennifer Z., of CCS of San Diego

“Jennifer has the highest grade in the class! She has earned the highest score because she submitted the best work and assignments,” said Alex Vazquez, high school Spanish teacher. “She submitted 100% of the assignments with the best speaking and writing skills.”

Home Study Scholar of the Month: Katelyn E., of CCS of San Diego

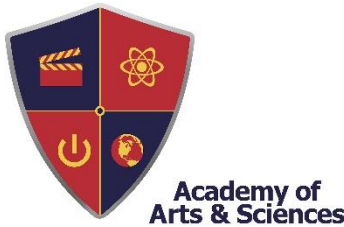
“Katelyn is an energetic and intelligent young lady. She always has a bright smile on her face and fun attitude,” said Cristina Planchon, educational facilitator. “Katelyn loves dance and gymnastics and has been doing them for years! She always is willing to help and has kind words for everyone. Congratulations, Katelyn!”

“There are many talented scholars enrolled at CCS, and this Scholar of the Month program is one of the many ways we recognize and celebrate our scholars,” remarked J.J. Lewis, President & CEO. “Please join all of us at CCS in celebrating Kordae, Elizabeth, Jennifer, and Katelyn for being named our February Scholars of the Month!”

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS 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.

For more information about CCS, visit www.compasscharters.org.



FOR IMMEDIATE RELEASE:

February 21, 2017

CONTACT: Amanda Danford

(805) 807-8208

Academy of Arts & Sciences (AAS) Names their January 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: Madison W., of AAS Los Angeles

“My scholar of the month would be Madison. She comes to learning labs and is always actively engaged. Every week, she is at mastery level in her classes,” said Carrie Talcott, elementary school teacher. “She has all the qualities that make a great scholar, such as enthusiasm, hard work, a great attitude, and perseverance. It has been such an honor to work with this scholar this year.”

Middle School Scholar of the Month: Jayme G., of AAS Los Angeles

“Jayme is a hard worker and gladly accepts and completes learning tasks. She knows how to pace herself so that she completes her work on time,” said Andrea Lomeli, middle school teacher. “She advocates for herself in that she reaches out to her teachers when an issue arises or she needs support.”

High School Scholar of the Month: Sean S., of AAS Thousand Oaks & Simi Valley

“Sean is a self-driven, independent learner, with innovative problem solving skills, great communication and creativity,” said Karen Lewers, high school math teacher. “His is also self-organized, appreciative, and respectful. Sean is a prime example of our mission statement successful at work.”

Home Study Scholar (4th grade) of the Month: Derek P., of AAS Del Mar

“Derek is doing exceptionally well. He has been working hard to improve his reading comprehension, and is thriving in all subjects,” said Amy Wormald, educational facilitator. “His quality work ethic, motivation, and perseverance are paying off. Watch out world, Derek is going to accomplish great things!”

“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 Madison, Jayme, Sean, and Derek for being named our January 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. 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.

For more information about AAS, visit www.aascalifornia.org.

Scholar of the Month





FOR IMMEDIATE RELEASE:

March 1, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools Announces Academic Plans for the 2017-18 School Year

Thousand Oaks, CA – Compass Charter Schools (CCS), a popular WASC-accredited charter school in California, announced its new schedule and academic offerings for elementary, middle school and high school scholars for the upcoming 2017-18 school year.

CCS will launch a new partnership with a robust online curriculum provider, StrongMind, for online middle and high school scholars. It is an award winning program that was intentionally developed to create content, formats and online classrooms that appeal to digital natives. The interactive, multimedia course elements are designed to bring key concepts to life and help scholars master critical skills. StrongMind's course offerings can be found on our website. CCS staff will finalize our course catalogs by Monday, March 27.

For online elementary scholars, CCS will offer more curriculum options for scholars and families to choose from. Scholars will have the opportunity to continue with the current K-12 option, or select from a few new options that will be finalized by CCS staff by Monday, March 27.

"We strive to offer our scholars the most flexible and advanced curriculum options to meet their individual needs," said Joel Manwarren, Director of Academic Affairs. "Each scholar deserves the opportunity to choose the best educational path for their personal advancement, and that's why we are expanding our options for all our scholars."

CCS opened the enrollment process for current scholars today, March 1, and those who choose to re-enroll by Friday, March 17 will receive a limited-edition 'Proud Scholar' t-shirt. All scholars who choose to re-enroll by Friday, April 14 will have access to their subscription package over the summer, and Options scholars will be able to keep their materials. Enrollment for new scholars opens on Monday, March 20.

"We want our scholars and their families to feel supported during their educational journey with Compass Charter Schools," shared J.J. Lewis, President & CEO. "Our goal is to continue to enhance the services and support we offer our scholars and their families. These new enhancements are just the start of our efforts to ensure we are meeting the unique needs of the scholars we serve throughout California."

The first day of school will be Tuesday, September 5, and Compass Charter Schools will operate on a single track for the 2017-18 academic year to better meet scholars' educational needs.

About Compass Charter Schools

Compass Charter Schools (CCS) is one of California's leading WASC-accredited public charter schools serving scholars throughout the state. CCS offers a home study and online option for scholars in grades transitional kindergarten (TK) through 12. CCS 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.

For more information about CCS, visit www.compasscharters.org.



FOR IMMEDIATE RELEASE:

February 24, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Academy of Arts & Sciences (AAS) to become Compass Charter Schools

Thousand Oaks, CA – Academy of Arts & Sciences is changing its name to Compass Charter Schools effective March 1. The Board of Directors approved the name change during their January 30 meeting, and the announcement has been shared with families this week through Parent Town Halls. The change reflects the growth of the program, and the goal to inspire innovative, creative, self-directed learners, one scholar at a time. The new name offers a clear vision of the school's goal to be each scholar's compass on their educational journey.

"Core values are a great compass that can guide us when need some help navigating life. Here at Compass Charter Schools, our core values of Achievement, Communication, Integrity, Respect and Teamwork were selected last year as we were growing as a school," said Compass Charter Schools President & CEO J.J. Lewis. "We try to embed these in what we do and how we teach each and every day. You can see our values in how we work with our scholars and how we work with each other. We have a great team and this name change was the final step in that growth."

Along with the name change, the Compass Charter Schools has a refreshed website, new school colors and a new mascot, the Phoenix. In response to requests from stakeholders, the change also includes a new online school apparel store where scholars can purchase gear to represent their school.

"We want our scholars to know that they are being guided in the right direction when it comes to their education, which is why our new name and look are so important," said Mae Van Vooren, Compass Charter Schools Director of Strategic Initiatives. "Plus, we want scholars to be proud of their school. The online apparel store offers plenty of options for them to show their school spirit."

Compass Charter Schools' stakeholders are optimistic about all of the changes as it reflects the school's significant positive growth in recent years. They are looking forward to helping scholars navigate non-traditional education models and develop a life-long passion for learning. The new school name and mascot demonstrate continued progress toward a future of innovation and advancement.

"We have been with AAS for several years, and are very proud to be part of their educational community, said Lisa Robotham, chair of the Parent Advisory Council. "They continue to grow and expand their academic and enrichment opportunities, and I know with this rebrand, the direction they are headed in will truly allow them to meet their mission and vision. My scholars and I are proud to be part of the Compass Charter Schools family, and are very excited for the upcoming school year!"

About Compass Charter Schools

Compass Charter Schools (CCS) is one of California's leading WASC-accredited public charter schools serving scholars throughout the state. CCS offers a home study and online option for scholars in grades transitional kindergarten (TK) through 12. CCS 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.

For more information about CCS, visit www.compasscharters.org.

CCS EVENTS

Issue 4 | March 24, 2017

RSVP & PRE-PAY DEADLINES

To RSVP and Pre-Pay for events, log in to your Parent Square account and use the calendar to view individual event details. Events fill quickly, please RSVP and Pre-Pay as soon as possible.

America's Got Talent Live Taping in Pasadena, CA

- Waitlist only available at this time
- Event Date: Wednesday, March 29th

Walking Tour of Los Angeles

- RSVP by March 24th
- Event Date: Thursday, March 30th

Concert at the Colburn Conservatory School (3rd to 5th grade only) in Los Angeles, CA

- RSVP by March 24th
- Event Date: Friday, April 7th

Flower Fields Field Trip in Carlsbad, CA

- RSVP & Pre-Pay by March 27th
- Event Date: Tuesday, April 18th

Downing Planetarium Field Trip in Fresno, CA

- RSVP & Pre-Pay by March 28th
- Event Date: Tuesday, April 4th

South American Adventure Performance by Georgette Baker & Compass Charter Schools Open House in Thousand Oaks, CA

- RSVP by March 29th
- Event Date: Friday, March 31st

Virtual Enrichment Event: Scholar Clubs Informational Session

- RSVP on ParentSquare
- Event Date: Wednesday, March 29

World of Wonders Science Museum Field Trip in Lodi, CA

- RSVP & Pre-Pay by March 29th
- Event Date: Monday, April 3rd

Children's Creativity Museum Field Trip in San Francisco, CA

- RSVP & Pre-Pay by March 29th
- Event Date: Tuesday, May 16th

Riley's Farm Old Joe Homestead Tour Field Trip in Oak Glen, CA

- RSVP & Pre-Pay by March 31st
- Event Date: Wednesday, May 24th

Jay Leslie Performance and Enrichment Event in Lake Elsinore, CA

- RSVP by April 3rd
- Event Date: Thursday, April 6th

MOCHA (Museum of Children's Art) Field Trip with a Clay Exploration/Pottery Lesson in Oakland, CA

- RSVP by April 4th
- Event Date: Monday, April 17th

Discovery Cube - Orange County Field Trip in Santa Ana, CA

- RSVP & Pre-Pay by April 10th
- Event Date: Thursday, April 20th

Born in China Movie Field Trip at Historic El Capitan Theatre in Los Angeles, CA

- RSVP & Pre-Pay by April 10th

- Event Date: Friday, April 21st

California Academy of Science Field Trip in San Francisco, CA

- RSVP & Pre-Pay by April 11th
- Event Date: Friday, May 26th

The Art of Mime Enrichment Performance with Mark Wenzel in Thousand Oaks, CA

- RSVP by April 17th
- Event Date: Wednesday, April 19th

University of California Riverside College Tour in Riverside, CA

- RSVP by May 8th
- Event Date: Tuesday, May 16th

UPCOMING EVENTS

Wednesday, March 29th

- Virtual Enrichment Event: Scholar Clubs Informational Session
- This session will provide an overview of all available clubs, how to get connected and an opportunity to ask any questions you might have about clubs!

Thursday, March 30th

- Walking Tour of Los Angeles
- Lead by our very own Matt Gibb! Check out ParentSquare for all the details!

Friday, March 31st

- South American Adventure Performance by Georgette Baker & Compass Charter Schools Open House
- Performance will be at our Thousand Oaks Learning Center! More information in ParentSquare! Invite your family and friends to learn more about all that Compass Charter Schools has to offer!

Friday, March 31st

- Tech Museum of Innovation in San Jose
- \$0 for Scholars, \$5 for all guests and attending adults (age 3+) which includes museum tour along with participating in the innovation lab!

April 1st to April 30th

- Scholar Fitness Challenge
- See ParentSquare newsfeed post for all the details!

Monday, April 3rd

- World of Wonders Science Museum Field Trip in Lodi, CA
- \$0 for CCS Scholars, \$4 for all other guests (guests 2 and under are free)

Tuesday, April 4th

- Downing Planetarium Field Trip in Fresno, CA
- \$0 for CCS Scholars, \$7 for all other guests & \$3 per car for parking

Thursday, April 6th

- Jay Leslie Performance and Enrichment Event in Lake Elsinore, CA
- Check out ParentSquare for all the details about this performance at Fundamental Foundations Learning Center!

Friday, April 7th

- Concert at the Colburn Conservatory School (3rd to 5th grade only) in Los Angeles, CA
- Check out ParentSquare for all the details!

Wednesday, April 12th

- Los Angeles Clippers Charter School Night vs Sacramento Kings
- RSVP's are filled for this event!
- Leading the Chaperone team will be our President and CEO, JJ Lewis!

Monday, April 17th

- MOCHA (Museum of Children's Art) Field Trip with a Clay Exploration/Pottery Lesson in Oakland, CA
- \$0 for all participants, fun for the whole family!

Tuesday, April 18th

- Flower Fields Field Trip in Carlsbad, CA
- \$0 for CCS Scholars, \$17 for attending adults, \$10 for non-enrolled youth and guests under 3 are free

Wednesday, April 19th

- Check out ParentSquare for all the details for this memorable performance at our Thousand Oaks Learning Center!

Thursday, April 20th

- Discovery Cube - Orange County Field Trip in Santa Ana, CA
- \$0 for CCS Scholars, \$11 per child age 3-14 (2 and under free) \$14 for age 15+ (Those who have a membership to the Discovery Center Orange County can join us free of charge)

Friday, April 21st

- Born in China Movie Field Trip at Historic El Capitan Theatre in Los Angeles, CA
- \$0 for CCS Scholars, \$8 for all other guests

Thursday, May 4th

- San Diego Padres Weather Education Field Trip Day & Baseball Game
- RSVP's are filled for this event!

Tuesday, May 16th

- Children's Creativity Museum Field Trip in San Francisco, CA
- \$0 for CCS Scholars, \$12 for all other guests (guests 2 and under are free)

Tuesday, May 16th

- UCR College Tour in Riverside, CA
- Check out ParentSquare for all the details about this tour of University of California, Riverside!

Wednesday, May 24th

- Riley's Farm Old Joe Homestead Tour Field Trip in Oak Glen, CA
- \$0 for CCS Scholars, \$12 for all other guests

Friday, May 26th

- California Academy of Science Field Trip in San Francisco, CA
- \$0 for CCS Scholars, \$7.95 for non-enrolled youth (age 4-17), guests 3 and under are free, Attending Adult ticket prices will be determined once RSVP's have closed

PREVIOUS EVENTS

*Our scholars have enjoyed a wide variety of events this school year!
Here are a few of the highlights!*



Science Olympiad



JPL (Jet Propulsion Laboratory)



Legoland



Pumpkin Patch



**Wildlife Learning
SD Zoo**



Chino Water Basin

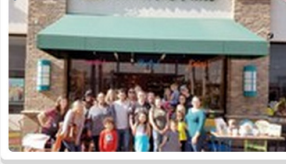




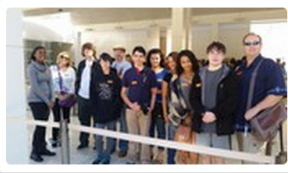
Aquarium



Pumpkin Patch



Color Me Mine



The Getty Villa



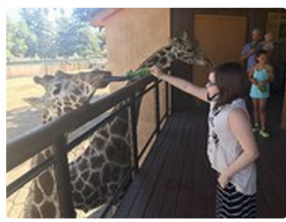
Cyber Safety



Aquarium



Arts Fest



Fresno Zoo



**"Beatrix Potter" by
The Music Center**



Connect with us!

Facebook @CompassCs

Please feel free to print this newsletter and post it on your fridge!

For additional details about our events please login to ParentSquare and click on "Calendar", located on the left side of the once logged in. To RSVP and learn how to Pre-Pay, please navigate to the date of the event and click on the calendar event that corresponds to the event.

<https://parentsquare.com/signin>

rebecca.macalpine@aascalifor... (805) 807-9066
 compasscharters.org/



Coversheet

Academic Affairs Committee Report

Section: IV. REPORTS
Item: B. Academic Affairs Committee Report
Purpose: FYI
Submitted by: Miriam Cohen
Related Material: Academic Affairs Committee Report - March.doc



Academic Affairs Committee Report March 27, 2017

The Academic Affairs Committee met on Thursday, February 9, 2017 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 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):

National Honor Society

NHS is in its second year at AAS. Derek Yip, high school government/economics teacher, is the club advisor. There are currently 10 scholars in NHS, with an induction ceremony and community service project planned for late March.

National School Counseling Week

AAS celebrated our counseling services team throughout NSCW, which is this week. We participated in a social media photo contest on our Facebook and Twitter accounts.

Science Olympiad

Five (5) middle school scholars are participating in the Science Olympiad in Antelope Valley on February 18th. Erica Angelo, 7th grade science teacher, is our staff lead. They start the day with invasive species at 8:30 am, and end with an awards ceremony at 5:30 pm. Winners move on to the state-wide competition.

Mr. Lewis shared that the planned Counseling Services Department Overview has been postponed to a future committee meeting.

Mr. Lewis provided an overview of the School Accountability Report Cards, which are a snapshot of the school. The SARCs serve as an overview of scholar achievement, school climate, and school demographics. Most of the information is synched directly with the California Department of Education (CDE); some

sections allow narration. SARCs for all California public schools are available on the CDE website.

The Academic Affairs Committee voted unanimously to approve the 2015-16 School Accountability Report Cards.

Mr. Lewis walked the committee through the 9th Grade Math Placement Track B4-C6 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 two (2) scholar course level changes.

The meeting adjourned at 1:47 pm. The next Academic Affairs Committee meeting is scheduled for Thursday, April 20th starting at 1 pm.

Respectfully Submitted,

Dr. Miriam Cohen
Board Secretary &
Academic Affairs
Committee Chair

Coversheet

Finance Committee Report

Section:	IV. REPORTS
Item:	C. Finance Committee Report
Purpose:	FYI
Submitted by:	Kathy Granger
Related Material:	A Finance Committee Report - March.doc B Charter Vision Board Report.pdf



Finance Committee Report March 27, 2017

The Finance Committee met on Tuesday, February 21 and Tuesday, March 21, 2017 at 2 pm. Members of the committee consist of Mr. Joe Cummings and Dr. Kathy Granger (Committee Chair), both of whom were present at both meetings. 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 were present at the February meeting, Mr. Aguilar was not present at the March meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our February and March Finance Committee Meeting Packets):

Annual Services Report

We were selected by the U.S. Census Bureau to participate in the 2016 Annual Services Report. The data is used to compile the official statistics used to measure economic performance in the United States and provides national policymakers and business leaders with measures of important economic sectors. Our information will be used in the nonprofit sector. Information they have requested in on operating expenses, payroll, benefit costs, retirement plans, rent and leases, and technology expenses.

CalSTRS Survey

CalSTRS is conducting a survey to better understand California charter schools and their potential impact on CalSTRS' plan design. Data from the survey will be used in a report presented to the Teachers' Retirement Board in June. The report will be made available at CalSTRS.com/teachers-retirement-board at that time.

2016-17 Funding Update

We have submitted our SB740 Funding Determinations, along with necessary backup, to the Charter Schools Division of the California Department of Education. Our hope is they will provide a positive recommendation to the Advisory Commission on Charter Schools (ACCS) for action at their April 5 meeting. The next regular meeting of the ACCS is in June.

Individual Giving

We have added a section to our website to accept donations as part of an Annual Fund. To date we have received one (1) monthly recurring gift for \$100/month. Dollars raised through the Annual Fund will benefit every scholar and provide critical operating funds to help bridge the gap between

what the state provides and what it really costs to deliver the outstanding education we strive to provide.

Mr. Lewis and Mr. Scott Warner, School Business Manager from CSMC, walked the committee through the second interim reports. It was noted these were submitted on March 13 to our authorizers and we have fielded a few follow-up questions on revenue. The reports reflect information through January 31, and we are tracking to expense projections.

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

The February meeting adjourned at 2:22 pm, and the March meeting adjourned at 2:20 pm. The next Finance Committee meeting is scheduled for Tuesday, April 18th starting at 2 pm.

Respectfully Submitted,

Dr. Kathy Granger
Board Treasurer &
Finance Committee Chair

Upcoming Items

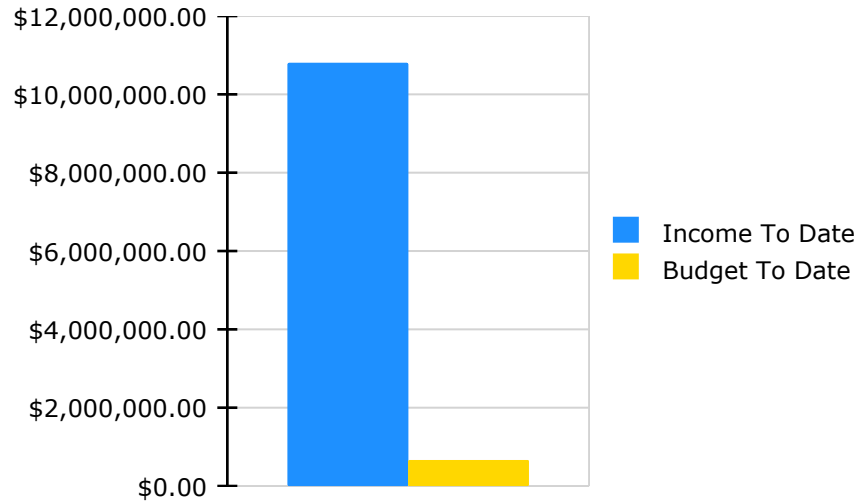
In case you missed it

3/3/2017	CDE DUE DATE-2nd Interim
3/3/2017	State Due Date- Fall 2

Total Cash on Hand

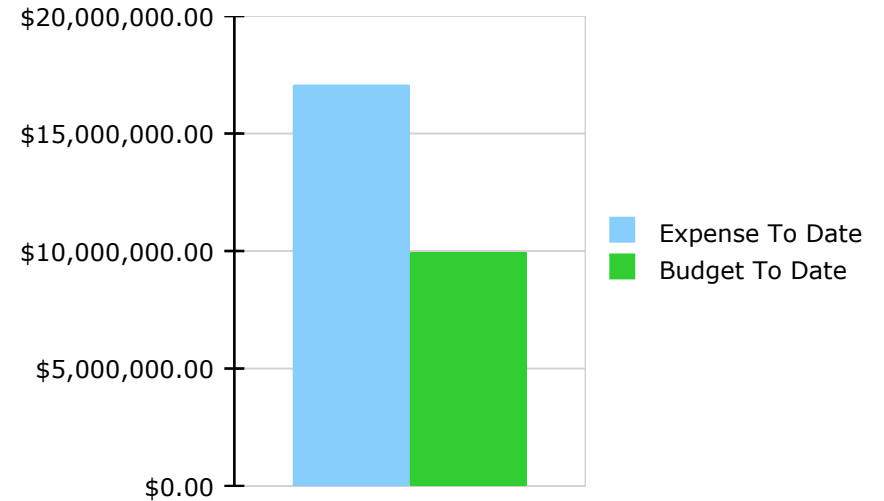
Book Balance: \$4,974,875

Revenue To Date



Revenue \$10,804,178
 Budget \$664,642
 Revenue To Budget 1,626 %

Expense To Date



Expense \$17,074,335
 Budget \$9,954,412
 Expense To Budget 172 %

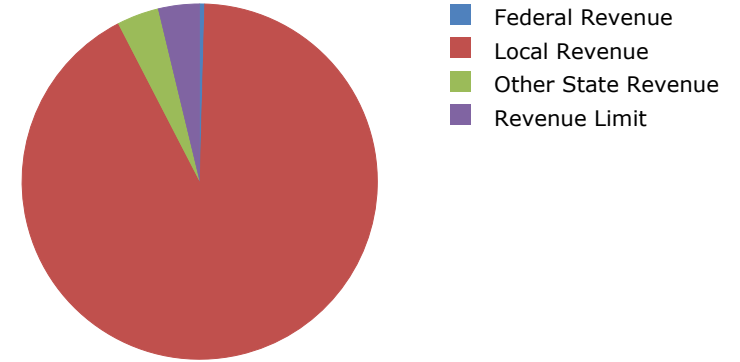
Compass Charter Schools

July 2016 - February 2017

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	\$406,962.00	3.77 %
820	Federal Revenue	\$46,250.00	0.43 %
840	Other State Revenue	\$412,874.06	3.82 %
870	Local Revenue	\$9,938,092.19	91.98 %
Total:		\$10,804,178.25	

Revenue By Category



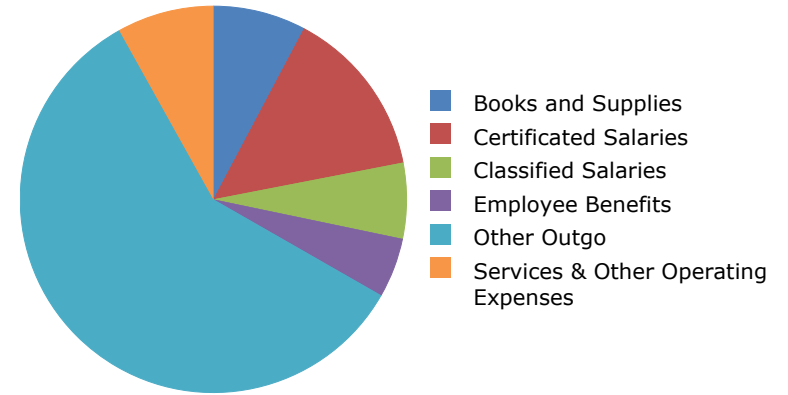
Compass Charter Schools

July 2016 - February 2017

Expenses By Category

Account Group	Description	Total	Percent
100	Certificated Salaries	\$2,422,739.56	14.19 %
200	Classified Salaries	\$1,080,840.62	6.33 %
300	Employee Benefits	\$852,800.86	4.99 %
400	Books and Supplies	\$1,325,170.72	7.76 %
500	Services & Other Operating Expenses	\$1,382,066.35	8.09 %
700	Other Outgo	\$10,010,717.00	58.63 %
Total:		\$17,074,335.11	

Expenses By Category



Compass Charter Schools

July 2016 - February 2017

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - February				2016 - 2017	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
Revenue Limit	\$406,962	-	\$406,962	0.0 %	-	(\$406,962)
Federal Revenue	\$46,250	-	\$46,250	0.0 %	-	(\$46,250)
Other State Revenue	\$412,874	\$19,179	\$393,695	2,052.7 %	\$38,359	(\$376,552)
Local Revenue	\$9,938,092	\$645,463	\$9,292,629	1,439.7 %	\$1,075,771	(\$8,856,788)
Total Revenue	\$10,804,178	\$664,642	\$10,139,536	1,525.6 %	\$1,114,130	(\$9,686,552)
Certificated Salaries	\$2,422,740	\$2,571,400	\$148,661	5.8 %	\$3,944,971	\$1,522,232
Classified Salaries	\$1,080,841	\$1,102,024	\$21,183	1.9 %	\$1,677,104	\$596,263
Employee Benefits	\$852,801	\$804,349	(\$48,452)	-6.0 %	\$1,249,041	\$327,750
Total Personnel Expenses	\$4,356,381	\$4,477,773	\$121,392	2.7 %	\$6,871,116	\$2,446,245
Books and Supplies	\$1,325,171	\$4,139,161	\$2,813,990	68.0 %	\$4,711,352	\$3,349,935
Services & Other Operating Expenses	\$1,382,066	\$1,337,478	(\$44,588)	-3.3 %	\$1,981,586	\$496,602
Capital Outlay	-	-	-	0.0 %	-	-
Other Outgo	\$10,010,717	-	(\$10,010,717)	0.0 %	-	(\$10,010,717)
Total Operational Expenses	\$12,717,954	\$5,476,639	(\$7,241,315)	-132.2 %	\$6,692,938	(\$6,164,180)
Total Expenses	\$17,074,335	\$9,954,412	(\$7,119,923)	-71.5 %	\$13,564,054	(\$3,717,935)
Net Income	(\$6,270,157)	(\$9,289,770)	\$3,019,613	32.5 %	(\$12,449,924)	(\$5,968,616)

Compass Charter Schools

July 2016 - February 2017

Balance Sheet Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	8.2
-----------------	-----

Assets	
Current Assets	
Cash	\$4,974,875
Investments	\$5,000,000
Accounts Receivables	\$415,498
Prepaid Expenses	\$30,041
<i>Total Current Assets</i>	<i>\$10,420,413</i>
Fixed Assets	
<i>Total Fixed Assets</i>	<i>\$0</i>
Other Assets	
<i>Total Other Assets</i>	<i>\$0</i>
Total Assets	\$10,420,413

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$1,036,277

Compass Charter Schools

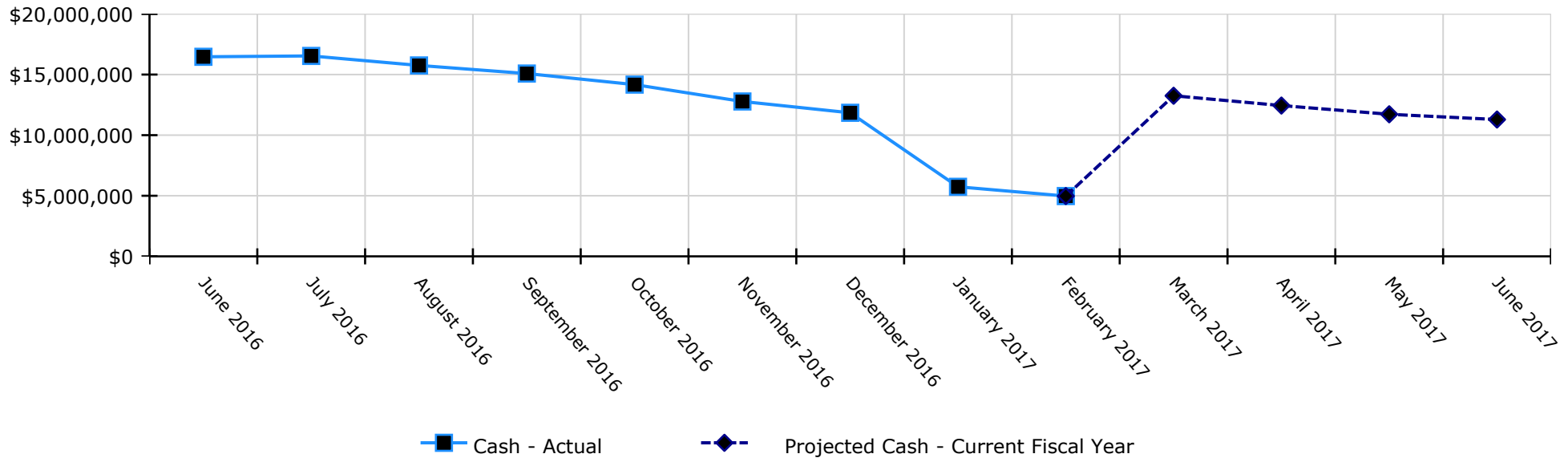
July 2016 - February 2017

Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$229,495
Deposits held on behalf of other employees	\$5,079
<i>Total Current Liabilities</i>	<i>\$1,270,851</i>
Long Term Liabilities	
Loans Payable	\$25,000
<i>Total Long Term Liabilities</i>	<i>\$25,000</i>
Total Liabilities	
	\$1,295,851
Net Assets	
Unrestricted Net Assets	\$15,394,719
Profit/Loss YTD	(\$6,270,157)
<i>Total Net Assets</i>	<i>\$9,124,562</i>
Total Liabilities and Net Assets	
	\$10,420,413

Compass Charter Schools

July 2016 - February 2017

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
June 2016	\$16,466,351.35	Actual

	Cash Amount	Actual or Projected
July 2016	\$16,536,650.01	Actual
August 2016	\$15,752,153.96	Actual
September 2016	\$15,083,438.04	Actual
October 2016	\$14,170,032.91	Actual
November 2016	\$12,778,485.26	Actual
December 2016	\$11,845,207.18	Actual
January 2017	\$5,739,677.28	Actual
February 2017	\$4,974,874.77	Actual
March 2017	\$13,251,635.00	Projected
April 2017	\$12,442,313.00	Projected
May 2017	\$11,722,273.00	Projected
June 2017	\$11,290,359.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	$(\text{Current Assets}) / (\text{Current Liabilities})$	8.20	> 1.00
Cash Ratio	$(\text{Cash}) / (\text{Current Liabilities})$	391.46 %	> 100.00%
Defensive Interval	$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses past 12 months})$	7.30	> 4 months
Debt Ratio	$(\text{Total Liabilities}) / (\text{Total Assets})$	12.44 %	< 30.00%
Asset Ratio	$(\text{Current Assets}) / (\text{Total Assets})$	100.00 %	> 80.00%
Cash on Hand	(Cash)	\$4,974,874.77	>= \$0.00
Days Cash on Hand	$(\text{Cash}) / ((\text{Average Expenses past 12 months}) / (30.4))$	106.29	> 45
Cash Reserve Ratio	$(\text{Cash}) / (\text{Budgeted Annual Expenses})$	36.68 %	> 10.00%
Savings Indicator	$((\text{Last Closed Revenue}) - (\text{Last Closed Expenses})) / (\text{Last Closed Expenses})$	-1.06	> 1.00
YTD Savings Indicator	$((\text{YTD Closed Revenue}) - (\text{YTD Closed Expenses})) / (\text{YTD Closed Expenses})$	-0.37	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 2/28/2017

Compass Charter Schools

July 2016 - February 2017

Cash	\$4,974,874.77
Securities	\$5,000,000.00
AR	\$415,498.03
Current Assets	\$10,420,413.48
Total Assets	\$10,420,413.48
Current Liabilities	\$1,270,851.46
Total Liabilities	\$1,295,851.46
Last Closed Revenue	(\$46,532.42)
Last Closed Expenses	\$820,400.70
Budgeted Annual Expenses	\$13,564,054.20
Average Expenses past 12 months	\$1,422,861.26
Average monthly payroll expenses	\$544,547.63
YTD Closed Revenue	\$10,804,178.25
YTD Closed Expenses	\$17,074,335.11

Coversheet

Personnel Committee Report

Section:	IV. REPORTS
Item:	D. Personnel Committee Report
Purpose:	FYI
Submitted by:	Joe Cummings
Related Material:	Personnel Committee Report - March.doc



Personnel Committee Report
March 27, 2017

The Personnel Committee met on Wednesday, February 15, 2017 at 2 pm. Members of the committee consist of Mr. Joe Cummings (Committee Chair) and Dr. Kathy Granger, both 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):

Bamboo HR

Bamboo HR is our HRIS system. In addition to tracking credentials for our staff, mandatory training, and leave balances (they also request leave from the system), we have expanded it to include our Performance Planning system. In March, our Self Review will be released for staff through Bamboo. Starting in 2017-18, our entire performance planning process will also run through the system.

Ventura County

We are working with the County of Ventura, Workforce Investment Board (part of America's Job Center) to recruit and hire potential job seekers in Ventura County. The On-the-Job-Training program is designed to make it more affordable for hiring and training individuals. The program reimburses directly to AAS, up to 50 percent of a trainee's gross wages, for the duration of the training period.

Mr. Lewis introduced Mr. David Britton, Chief Customer Officer for Board on Track, who led the committee through an overview and demonstration of the CEO Evaluation Tool through their system. This system was approved for use by the Personnel Committee at its December meeting.

Mr. Lewis walked the committee through the draft 2017-18 Staff Handbook. The handbook was prepared with assistance from our legal counsel. It will be on the April 19th Personnel Committee agenda for approval, prior to going to the full Board of Directors for approval in June.

The meeting adjourned at 9:47 am. The next Personnel Committee meeting is scheduled for Wednesday, April 19th starting at 2 pm.

Respectfully Submitted,

**Mr. Joe Cummings
Board Member &
Personnel Committee Chair**

Coversheet

Parent Advisory Council Report

Section: IV. REPORTS
Item: E. Parent Advisory Council Report
Purpose: FYI
Submitted by: Lisa Robotham
Related Material: Parent Advisory Council Report - March.doc



Parent Advisory Council Report March 27, 2017

The Parent Advisory Council met on Friday, March 17, 2016 at 3 pm. Members of the council consist of Mr. Bob Nahm, Ms. Esmeralda Rivera, Ms. Lisa Robotham (chair), and Mr. and Mrs. Tony and Therese Christopher, all of whom, except Ms. Rivera and Mr. Nahm, 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.

Mr. Lewis provided highlights from the Staff Report:

Marketing Events

Here is a list of marketing events that target prospective scholars in the Fresno, LA and San Diego areas:

- Discovery Con (we are a platinum-level sponsor)
 - March 24-25
- San Diego Kids Expo (we are a gold-level sponsor)
 - April 29-30
- Great Homeschool Convention
 - June 15-17
- Home School Association of California Convention (we are a platinum-level sponsor)
 - July 29-30

NCAA Accreditation

We received NCAA accreditation for our schools! This is a great honor for a virtual school, and allows our scholars who are scholar-athletes the ability to take courses with CCS and be eligible for athletic scholarships.

Virtual Information Sessions

We are hosting information sessions for prospective families interested in learning more about CCS throughout the spring. Topics include our mission, academic choices, enrichment activities, and more! Upcoming sessions are:

- Thursday, March 23rd at 7 pm
- Tuesday, April 6th at 1 pm
- Thursday, April 18th at 7 pm
- Thursday, May 4th at 1 pm
- Wednesday, May 17th at 7 pm

Mr. Lewis updated the Council on new member recruitment. There are currently no applications for the Council to consider. There was a discussion on recruitment activities for the upcoming school year, including a 'Back to School Night.'

Mr. Lewis provided an update of the changes in store for the 2017-18 school year. He hosted Parent Town Halls in late February announcing the name change and curriculum changes, and provided an overview to the Council on the survey feedback from those Town Halls. He also shared that to date, 609 scholars had submitted their 'Intent to Re-Enroll Form,' which will allow them to receive the limited-edition 'Proud Scholar' t-shirt. He reminded the Council that March 17th was the deadline to take advantage of that opportunity, though the 'Intent to Re-Enroll Form' will stay active until school resumes in the Fall.

Mr. Lewis provided an update on AAS Sonoma and staff efforts to submit a new charter petition at the local level in Sonoma County. He shared the letter that was sent to affected families in February.

Ms. Robotham led the Council in Council Member Feedback, where each member was given the opportunity to share ideas with staff.

The meeting adjourned at 4:07 pm. The next Parent Advisory Council meeting is scheduled for Friday, May 19th starting at 3 pm.

Respectfully Submitted,

Mrs. Lisa Robotham
Board Member &
Parent Advisory Council Chair

Coversheet

Approval of the 2017-18 School Calendar

Section: VI. NEW BUSINESS
Item: A. Approval of the 2017-18 School Calendar
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: A CCS Board Memo - 2017-18 School Calendar.pdf
B 2017-18 School Calendar.pdf

RECOMMENDATION:

A motion to approve the 2017-18 school calendar.



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: March 27, 2017
RE: **2017-18 School Calendar**

Per Section 9 of Board Policy Manual, "The President & CEO, or his/her designee, shall annually present the proposed school calendar for the following school year to the Board at its first meeting in March."

The proposed 2017-18 calendar is reflective of all important dates and holidays for staff, scholars, and stakeholders. Our first day of classes will be Tuesday, September 5, 2017 and last day will be Thursday, June 14, 2018, which is the required 175 instructional days as mandated by the State of California.

Action Requested:

A motion to approve the 2017-18 School Calendar.

Reviewed and Approved for Submission:

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

J.J. Lewis
President & CEO



2017-18 School Year

July 2017						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
S	M	T	W	T	F	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
S	M	T	W	T	F	S
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
S	M	T	W	T	F	S
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
S	M	T	W	T	F	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

Coversheet

Approval of the Donations to CCS

Section: VI. NEW BUSINESS
Item: B. Approval of the Donations to CCS
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: CCS Board Memo - Donations to CCS.pdf

RECOMMENDATION:

A motion to approve the donations to Compass Charter Schools.



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: March 27, 2017
RE: **Donations to CCS**

Per the Donation Acceptance Policy in Board Policy Manual, "All donations must be accepted by the Board of Directors at a regularly scheduled Board meeting."

The following donations were made to Compass Charter Schools:

- J.J. Lewis (\$100/month) – to support the Annual Fund

Action Requested:

A motion to approve the donations to Compass Charter Schools.

Reviewed and Approved for Submission:

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

J.J. Lewis
President & CEO