

**BUDGET WORK SHEETS  
FOR FISCAL YEAR 2015  
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**WORK SHEET A**  
**FY 2015 BASE SUPPORT LEVEL WEIGHTS [A.R.S. §§15-184(A) and 15-943(1)]**

<b>PSD-12 STUDENT COUNT</b>	PSD	K-8	9-12
Non-Arizona Online Instruction (AOI) Student Count		126	54
Full-time AOI Student Count		+	+
Part-time AOI Student Count		+	+
Total Student Count	= 0	= 126	= 54

SUPPORT LEVEL WEIGHTS TO BE USED FOR:	K-8	9-12
<b>Student Count 0.001-99.999</b>		
Support Level Weight	1.399	1.559
<b>Student Count 100.000-499.999</b>		
Student Count Constant	500.000	500.000
Student Count	-	-
Difference	= 126	= 0
Weight Adjustment Factor	X 0.0003	X 0.0004
Support Level Weight Increase	= 0.112	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight	= 1.39	= 0
<b>Student Count 500.000-599.999</b>		
Student Count Constant	600.000	600.000
Student Count	-	-
Difference	= 0	= 0
Weight Adjustment Factor	X 0.0012	X 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight	= 0	= 0
<b>Student Count 600.000 or More</b>		
Support Level Weight	1.158	1.268

**WORK SHEET B**  
**FY 2015 WEIGHTED STUDENT COUNT [A.R.S. §§15-943(2) and 15-808]**

- I. A. Non-AOI Weighted Student Count
1. PSD
  2. K-8
  3. 9-12
  4. Total Non-AOI State Aid Student Count

Student Count	X	Support Level Weight (from W.S. A)	=	Weighted Student Count
0.000	X	1.450	=	0.000
126.000	X	1.390	=	175.140
54.000	X	1.559	=	84.186
180.000				259.326

- B. Student Count Add-Ons
1. Hearing Impairment
  2. K-3
  3. K-3 Reading
  4. ELL (English Learners)
  5. MD-R, A-R, and SID-R (1)
  6. MD-SC, A-SC, and SID-SC (2)
  7. Multiple Disabilities Severe Sensory Impairment
  8. Orthopedic Impairment (Resource)
  9. Orthopedic Impairment (Self-Contained)
  10. Preschool-Severe Delay
  11. DD, ED, MIID, SLD, SLI, and OHI (3)
  12. Emotionally Disabled (Private)
  13. Moderate Intellectual Disability
  14. Visual Impairment
  15. Total Add-On Count

	X	4.771	=	0.000
	X	0.060	=	0.000
	X	0.040	=	0.000
20.000	X	0.115	=	2.300
	X	6.024	=	0.000
	X	5.833	=	0.000
	X	7.947	=	0.000
	X	3.158	=	0.000
	X	6.773	=	0.000
	X	3.595	=	0.000
20.000	X	0.003	=	0.060
	X	4.822	=	0.000
	X	4.421	=	0.000
	X	4.806	=	0.000
40.000				2.360

II. Total Non-AOI Weighted Student Count (I.A.4 + I.B.15)

261.686

- III. Total FT AOI Weighted Student Count (W.S. B.2, Line II)
- IV. Total PT AOI Weighted Student Count (W.S. B.2, Line IV)
- V. Total Weighted Student Count (II+III+IV)

Weighted Student Count	X	Funding Ratio	=	Adjusted Weighted Student Count
0.000	X	95%	=	0.000
0.000	X	85%	=	0.000

261.686

NOTES:

(1) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Disability-Resour

- (2) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SID-SC (Severe Intellectual Disability-Self-Contained)
- (3) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities), MIID (Mild Intellectual Disability), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

## WORK SHEET B.2

**FY 2015 WEIGHTED STUDENT COUNT: AOI Students [A.R.S. §§15-943(2) and 15-808]**

**(To be completed by schools who offer AOI. Otherwise, leave blank.)**

**Full-time (FT) AOI Students**

I. A. FT AOI Weighted Student Count

1. K-8
2. 9-12
3. Total FT AOI Student Count

Student Count	X	Support Level Weight <small>(from W.S. A)</small>	=	Weighted Student Count
0.000	X	1.390	=	0.000
0.000	X	1.559	=	0.000
0.000				0.000

B. **Student Count Add-Ons**

1. Hearing Impairment
2. K-3
3. K-3 Reading
4. ELL (English Learners)
5. MD-R, A-R, and SID-R (1)
6. MD-SC, A-SC, and SID-SC (1)
7. Multiple Disabilities SSI
8. Orthopedic Impairment (Resource)
9. Orthopedic Impairment (Self-Contained)
10. DD, ED, MIID, SLD, SLI, and OHI (1)
11. Emotionally Disabled (Private)
12. Moderate Intellectual Disability
13. Visual Impairment
14. Total Add-On Count

	X	4.771	=	0.000
	X	0.060	=	0.000
	X	0.040	=	0.000
	X	0.115	=	0.000
	X	6.024	=	0.000
	X	5.833	=	0.000
	X	7.947	=	0.000
	X	3.158	=	0.000
	X	6.773	=	0.000
	X	0.003	=	0.000
	X	4.822	=	0.000
	X	4.421	=	0.000
	X	4.806	=	0.000
0.000				0.000

II. Total FT AOI Weighted Student Count (I.A.3 + I.B.14) 0.000

**Part-time (PT) AOI Students**

III. A. PT AOI Weighted Student Count

1. K-8
2. 9-12
3. Total PT AOI Student Count

Student Count	X	Support Level Weight <small>(from W.S. A)</small>	=	Weighted Student Count
0.000	X	1.390	=	0.000
0.000	X	1.559	=	0.000
0.000				0.000

B. **Student Count Add-Ons**

1. Hearing Impairment
2. K-3

	X	4.771	=	0.000
	X	0.060	=	0.000

- 3. K-3 Reading
- 4. ELL (English Learners)
- 5. MD-R, A-R, and SID-R (1)
- 6. MD-SC, A-SC, and SID-SC (1)
- 7. Multiple Disabilities SSI
- 8. Orthopedic Impairment (Resource)
- 9. Orthopedic Impairment (Self-Contained)
- 10. DD, ED, MIID, SLD, SLI, and OHI (1)
- 11. Emotionally Disabled (Private)
- 12. Moderate Intellectual Disability
- 13. Visual Impairment
- 14. Total Add-On Count

	X	0.040	=	0.000
	X	0.115	=	0.000
	X	6.024	=	0.000
	X	5.833	=	0.000
	X	7.947	=	0.000
	X	3.158	=	0.000
	X	6.773	=	0.000
	X	0.003	=	0.000
	X	4.822	=	0.000
	X	4.421	=	0.000
	X	4.806	=	0.000
0.000				0.000
				0.000

IV. Total PT AOI Weighted Student Count (III.A.3 + III.B.14)

NOTE:

(1) See Worksheet B for applicable notes.

CHARTER SCHOOL Western School of Science COUNTY Maricopa CTDS NUMBER 078221000

## WORK SHEET C

### FY 2015 BASE SUPPORT LEVEL (BSL) [A.R.S. § 15-943(3) and 15-901(B)(2)]

I. Base Level Amount				\$ <u>3,373.11</u>
II. Increase for 200 Days of Instruction				+ \$ <u>168.66</u>
III. Adjusted Base Level Amount				= \$ <u>3,541.77</u>
IV. Total Weighted Student Count (from Work Sheet B, line V)				x <u>261.686</u>
V. BSL (1)				= \$ <u>926,832</u>
VI. Decrease for Federal and State Monies Received for M&O Purposes				- \$ <u>          </u>
VII. FY 2013 Non-Federal Audit Service Actual Expense (2)	\$ <u>          </u>		x 1.00 =	+ \$ <u>0</u>
VIII. Adjusted BSL (to Work Sheet E, line I)				= \$ <u>926,832</u>

**NOTE:**

(1) Below is the portion of the line V amount from total K-3 and total K-3 Reading weighted student counts. Schools that are assigned a letter grade of C, D, or F or that have more than 10% of their 3rd grade pupils reading far below the 3rd grade level according to the reading portion of the AIMS test, are not eligible to receive monies until the school's K-3 reading program plan has been approved by the State Board of Education.

K-3	\$ <u>          </u>	0
K-3 Reading	\$ <u>          </u>	0

(2) A.R.S. §15-914(F) allows schools to increase their BSL if audit costs will be incurred for the budget year. The amount expended for audit services in FY 2013 from non-federal monies is reported on line VII. Below is the amount expended for audit services in FY 2013 from federal monies.

\$





CHARTER SCHOOL Western School of Science and Technology

COUNTY Maricopa

CTDS NUMBER 078221000

**WORK SHEET D**  
**FY 2015 CHARTER ADDITIONAL ASSISTANCE [A.R.S. §15-185(B)(4)]**

	PSD		K-8		9-12
I. Total Student Count	0.000		126.000		54.000
II. Charter Additional Assistance per Student Count	x \$ 1,707.77		x \$ 1,707.77		x \$ 1,990.38
III. Charter Additional Assistance	= \$ 0		= \$ 215,179		= \$ 107,481
IV. Adjustment to Charter Additional Assistance	0		0		0
V. Charter Adjusted Additional Assistance	= \$ 0		= \$ 215,179		= \$ 107,481
VI. Total Charter Additional Assistance [V (PSD) + V (K-8) + V (9-12)] (to Work Sheet E, line II)					\$ 322,660

**WORK SHEET E**  
**FY 2015 EQUALIZATION BASE AND ASSISTANCE [A.R.S. §15-185(B)(4)]**

I. Adjusted BSL (from Work Sheet C, line VIII)	\$ 926,832
II. Charter Additional Assistance (from Work Sheet D, line VI)	\$ 322,660
III. Total Equalization Base/Assistance	\$ 1,249,492

**WORK SHEET F**  
**ADJUSTMENT FOR FY 2014 200<sup>th</sup>-DAY ADM (A.R.S. §15-902.04)**

(To be completed by schools who offered 200 days of instruction during FY 2014, otherwise leave blank)

I. Total Actual FY 2014 Equalization Base/Assistance	\$ _____
II. Total Estimated FY 2014 Equalization Base/Assistance	\$ _____
III. Adjustment (I - II)	\$ _____
IV. Total Equalization Base/Assistance (from Work Sheet E, line III)	\$ _____
V. Adjusted Equalization Base/Assistance (III + IV)	\$ _____



**WORK SHEET G**

FY 2015 STUDENT SUCCESS PROJECT (A.R.S. §15-917, as amended by Laws 2014, CH. 17, §§ 5 and 17)

**Part I**

Achievement Profile	Improvement Category (1)	Student Success Funding Multiplier	Eligible Scores	Student Success Funding Amount
Exceeds proficiency	Superior improvement	\$24.50	X _____	= 0.00
Exceeds proficiency	Strong improvement	\$12.25	X _____	= 0.00
Exceeds proficiency	Below-average improvement	\$7.75	X _____	= 0.00
Meets proficiency	Superior improvement	\$18.25	X _____	= 0.00
Meets proficiency	Strong improvement	\$9.25	X _____	= 0.00
Meets proficiency	Below-average improvement	\$6.00	X _____	= 0.00
Approaches proficiency	Superior improvement	\$39.75	X _____	= 0.00
Approaches proficiency	Strong improvement	\$20.00	X _____	= 0.00
Falls far below proficiency	Superior improvement	\$61.25	X _____	= 0.00
Falls far below proficiency	Strong improvement	\$30.50	X _____	= 0.00
<b>Total</b>				<u>0.00</u>

**Part II**

A. Prior year school attending ADM in tested grades (2)		
B. Per tested ADM amount (Part I, Total / Part II, line A)		<u>0.000</u>
C. Prior year school attending ADM in untested grades (2)		
D. Total untested ADM amount (Part II, line B x line C)		<u>0.000</u>
E. Number of high school graduates from the prior year	x <u>\$21.50</u>	<u>0.00</u>
F. Amount to be allocated for the Student Success Project (Sum of Part I, Total, and Part II, lines D and E) (on Budget, page 1, line 38)		<u><u>0.00</u></u>

NOTE:

(1) Improvement Categories:

"Superior improvement" means a measurement of academic gain within or equal to the top seventeen per cent for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes.

"Strong improvement" means an above-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes, and that is below a determination of superior improvement.

"Below-average improvement" means a below-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes. Also, a student in a tested grade that does not receive a measurement of academic gain is considered to demonstrate below-average improvement.

(2) Tested and Untested Grades:

"Tested grades" means grades three through eight and grade ten.

"Untested grades" means kindergarten programs and grades one, two, nine and eleven.

## Work Sheet

## Reference

## Instruction

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General

These instructions are provided to help schools prepare the budget work sheets. Within the work sheets, blue font indicates that an instruction is linked to that specific line. An instructions button has also been provided that links to any general instructions or to the first instruction for a page. The work sheets have been set to print without "objects" so that the instructions buttons do not print.

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CTDS Number

This cell will only accept entries equal to 9 digits. Enter your CTD number plus 3 zeros. Do not include any slashes, dashes, etc.

A, C, F

General

In accordance with A.R.S. §15-902.04, charter schools electing to provide 200 days of instruction during FY 2015 must receive approval from ADE prior to July 1, 2014. Please contact the school's ADE School Finance account analyst for specific instructions and the form to request approval. A list of account analysts is available at:  
[www.azed.gov/Administrators/SF/Lists/LEAAccountAnalysts/AllItems.aspx](http://www.azed.gov/Administrators/SF/Lists/LEAAccountAnalysts/AllItems.aspx).

A

Student Count

Student Count must be estimated student counts based on actual registration of students. Actual registration of PSD and kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 2015 report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day should be used. Schools approved to provide 200 days of instruction will adjust their FY 2016 budget for discrepancies between the FY 2015 100<sup>th</sup>-day and 200<sup>th</sup>-day student counts. (Total K-UE and/or Total 9-US report is used for K-8 and/or 9-12)

## Work Sheet

## Reference

## Instruction

B and B.2

General

A.R.S. §15-808(F)(1) requires full time (FT) Arizona Online Instruction (AOI) students be funded at 95% of the base support level that would be calculated if that school does not participate in AOI. Likewise, paragraph 2 of the same section requires part time (PT) AOI students be funded at 85% of the base support level that would be calculated if that school does not participate in AOI. These limitations apply only when calculating the school's base support level; therefore, the student count used to determine support level weights (Work Sheet A) and Charter Additional Assistance (Work Sheet D), should include AOI pupils at their unadjusted amounts.

Work Sheet B calculates the adjusted weighted student count for FT and PT AOI students based on the funding ratios discussed above. These adjusted counts are added to the total non-AOI weighted student count to determine the school's total weighted student count, which is used in the base support level calculation (Work Sheet C). Work Sheet B.2 calculates the total FT and total PT weighted student counts used in Work Sheet B.

B and B.2

Student Count

All Student Counts should be entered on Work Sheet A.

B and B.2

Student Count Add-Ons

Before the 100th day in session, schools may use estimated student counts based on actual registration of students to determine the Add-On weighted counts or counts may be left blank. After the 100th day in session for all schools, the student counts to determine the Add-On weighted counts should be obtained from the following ADE reports.

**K-3** Recalculated State **and** Aid ADM **K-3** Counts (ADMS **Reading** 46-1)

### ELL

English Learners (ELL) Students Served in Programs Under A.R.S. §15-754 (ELLS 28-1)

### Children

with

### Disabilities

Student Counts for Use in Budget Preparation (SPED 28-1)

C

Line II

A.R.S. §15-902.04 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter \$168.66 ( $\$3,373.11 \times 5\%$ ) on line II. To be eligible for this increase in funding, the school must be approved for 200 days of instruction by ADE and its sponsor.

## Work Sheet

## Reference

## Instruction

C

Line V

A.R.S. §15-211 requires schools to submit a plan by October 1 for improving the reading proficiency of its pupils in Kindergarten programs and Grades 1-3. The plan must include a budget for spending monies from both the K-3 and K-3 Reading support level weights. Schools must use monies generated by the K-3 Reading weight only on reading programs for pupils in Kindergarten through 3rd grade with particular emphasis on pupils in Kindergarten through 2nd grade.

C

Line VI

Enter the amount received from federal or state agencies for basic maintenance and operation of the school (except for ESEA Title VIII). Do not include federal or state grants that are received for a specific purpose. This adjustment may result in a negative BSL. (A.R.S. §15-185)

In accordance with A.R.S. §15-185(P)(1), the Auditor General has determined that the following federal monies meet the definition of “monies intended for the basic maintenance and operations of the school” (as referred to in that subsection), that must be used to reduce the base support level and state equalization assistance, as directed by A.R.S. §15-185(D). This list is not necessarily all-inclusive. The Auditor General may determine in the future that other federal or state grants meet the definition of “monies intended for the basic maintenance and operations of the school.”

1. Indian School Equalization Program entitlements received for:

- Instructional Costs (Basic Program, Gifted and Talented Programs, and Small School Adjustment)
- Bilingual Instruction Costs (Supplemental Programs–Bilingual Program)
- Exceptional Child Education Costs (Exceptional Child Programs)
- Student Transportation Fund Costs
- School Board Training Fund Costs (School Board Supplement)

Indian School Equalization Program entitlements received for Boarding Costs, Dormitory Costs, Intense Residential Guidance Costs, and Pre-kindergarten Costs would not be subject to the reduction.

2. Administrative Cost Grant entitlements received.

In addition, the reduction in A.R.S. §15-185(D) applies to a charter school that was a district school in FY 2014 and the Auditor General and ADE have determined that the charter school is operated for or by the same district. The reduction to the base support level of the charter school is equal to the sum of the base support level and the charter additional assistance received for FY 2015 for pupils who were enrolled in the district school in FY 2014 and are enrolled in the charter school in FY 2015.



## Work Sheet

## Reference

## Instruction

C	Line VII	Schools must include audit costs for FY 2015 under "Selected Expenses By Type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2013 from non-federal monies on line VII and multiply that amount by the statutorily prescribed growth rate to obtain the allowable increase in BSL for the budget year. Enter the amount expended for audit services in FY 2013 from federal monies in Note 2. Do not include the costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of school's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO) in the non-federal or federal audit services actual expenses line.
D	Line I	Total student count from Work Sheet A for PSD, K-8 and 9-12.
D	Line IV	Laws 2014, Chapter 17, §14 requires ADE to reduce charter additional assistance for all charter schools for FY 2015. For budget adoption, schools should use the table on the right of Work Sheet D to calculate the estimated CAA reduction. The estimate is based on the CAA reduction in FY 2014 and the change in student count from FY 2014 to FY 2015. However, the actual amount will vary and ADE will notify schools of the final amounts.
E	Line I	Amount may be negative as a result of the adjustment on Work Sheet C, line VI.
E	Line III	If amount is less than zero, enter zero.
F	Line I	Enter amount from FY 2014 Budget Work Sheet E, line III based on 200 <sup>th</sup> -day student count.
F	Line II	Enter amount from the most recent CHAR-55 report for FY 2014 or as notified by ADE.
G	Eligible Scores	For budget adoption schools will not be able to complete the Eligible Score column with the actual scores that will be used to calculate FY 2015 Student Success funding. Please refer to the April 18, 2014, Deadlines/Timetable for 2014 Test Results & Accountability Determinations Memo on ADE's Web site at the link below for information on when the eligible score information will be available. Schools may estimate the possible funding based on their most recent available test results. <a href="http://www.azed.gov/research-evaluation/files/2014/04/2014-accountability-memo-final.pdf">http://www.azed.gov/research-evaluation/files/2014/04/2014-accountability-memo-final.pdf</a>