

Charter school Pima Prevention Partnership
 Charter name
Pima Partnership Academy
 d.b.a. (as applicable)

County PIMA **CTDS number** 108799000

FY 2022

State of Arizona

Charter School Annual Budget

Adopted _____
 Version _____

By the Governing Board

We hereby certify that the budget for the school year 2022 was
 Proposed June 22, 2021
 Adopted July 6, 2021
 Revised _____
 Date

<u>Margaret Higgins</u> DocuSigned by: Margaret Higgins	Executive Director
<u>Ishaid M-Masrani</u> DocuSigned by: Ishaid M-Masrani	CEO
<u>Joe Higgins</u> DocuSigned by: Joe Higgins	Board Member
<u>[Signature]</u> DocuSigned by: 551B33D426DE4A8...	Board Member
_____	_____
_____	_____
_____	_____
Signed	Title

1. Total budgeted revenues for fiscal year 2021		\$	<u>1,168,994</u>
2. Estimated revenues by source for fiscal year 2022			
	Local	1000	\$ <u>5,000</u>
	Intermediate	2000	\$ _____
	State	3000	\$ <u>567,013</u>
	Federal	4000	\$ <u>630,998</u>
	TOTAL		\$ <u>1,203,011</u>

Charter school contact employee: Ian B. Kidd
 Telephone: 520-326-2528 Email: ikidd@thepartnership.us

The FY 2022 budget file for the version described at left will be uploaded
 through the Common Logon on ADE's website by July 15, 2021
 Type the date as MM/DD/YYYY

<u>Ian Blake Kidd</u> DocuSigned by: Ian Blake Kidd	<u>Rod Cook</u> DocuSigned by: Rod Cook
School official signature	School official signature

<u>Ian B. Kidd</u> School official (typed name)	<u>Rod Cook</u> School official (typed name)
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Average teacher salary (A.R.S. §15-189.05)

- Check box if the school is new and will begin operations in FY 2022.
- | | | |
|--|----|---------------|
| 1. Average salary of all teachers employed in budget year 2022 | \$ | <u>50,478</u> |
| 2. Average salary of all teachers employed in prior year 2021 | \$ | <u>46,525</u> |
| 3. Increase in average teacher salary from the prior year 2021 | \$ | <u>3,953</u> |
| 4. Percentage increase | | <u>8.5%</u> |

Comments on average salary calculation (optional):

5. Average salary of all teachers employed in FY 2018	\$	<u>38,138</u>
6. Total percentage increase in average teacher salary since FY 2018		<u>32.4%</u>

Charter school Pima Prevention Partnership

County PIMA

CTDS number 108799000

Charter contact information

Charter Representative
 Charter Representative
 Executive Assistant to Charter Representative
 Business Manager
 Business Consultant
 AzEDS/ADM Data Coordinator
 SPED Data Coordinator
 Poverty Coordinator
 Assessments Coordinator
 Curriculum Coordinator
 Information Technology (IT) Director
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member
 Governing Board Member

Prefix	First name	Last name	Email address	Telephone number
Mr.	Rodney	Cook	Rcook@copecommunityservices.org	520-792-3293
Mr.	Ian	Kidd	lkidd@thepartnership.us	520-326-2528
Ms.	Clarissa	Jimenez	Cjimenez@copecommunityservices.org	520-792-3293
Ms.	Linda	McMillan	lmcmillan@copecommunityservices.org	520-792-3293
Ms.	Lupita	Garcia	lgarcia@thepartnership.us	520-326-2528
Ms.	Alejandra	Herrera	aherrera@thepartnership.us	520-326-2528
Ms.	Alejandra	Herrera	aherrera@thepartnership.us	520-326-2528
Ms.	Patty	Gale	pgale@thepartnership.us	520-326-2528
Ms.	Patty	Gale	pgale@thepartnership.us	520-326-2528
Mr	Partick	Weisbrod	pweisbrod@copecommunityservices.org	520-792-3293
Ms.	Margaret	Higgins, Ph.d.	margarethiggins@thehaventucson.org	520-623-4590
Mr.	Joe	Higgins	joe@joehigginsinc.com	520-631-7400
Mr.	Khalid	Al-maskari	khalid@hmsfirst.com	520-834-2524
Mr.	Richard	Paige	richard.paige@gmail.com	520-792-3293

Student Information System (SIS) Vendor

 Accounting Information System
 Is the Charter exempt from the Uniform System of Financial Records for Charter Schools (USFRCS)?
 Charter's website address

Charter school		Pima Prevention Partnership		County			PIMA		CTDS number		108799000	
Expenses		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ decrease			
							Prior year 2021	Budget year 2022				
1000 Schoolwide Project and 1500-1999 Other Special Projects												
100 Regular education												
1000 Instruction	1.	54,703	17,625	29,000	3,500	1,000	319,017	105,828	-66.8%	1.		
Support services												
2100 Students	2.	9,526	3,069	200	750	1,000	20,942	14,545	-30.5%	2.		
2200 Instruction	3.	1,920	619	2,500	1,000	0	10,500	6,039	-42.5%	3.		
2300 General administration	4.	0	0	0	0	0	0	0		4.		
2400 School administration	5.	0	0	500	0	700	109,461	1,200	-98.9%	5.		
2500 Central services	6.	0	0	67,500	9,500	2,000	70,951	79,000	11.3%	6.		
2600 Operation & maintenance of plant	7.	0	0	216,000	1,000	0	263,000	217,000	-17.5%	7.		
2900 Other support services	8.						0	0		8.		
3000 Operation of noninstructional services	9.	7,774	2,505	30,000		500	41,248	40,779	-1.1%	9.		
4000 Facilities acquisition & construction	10.						0	0		10.		
5000 Debt service	11.						0	0		11.		
610 School-sponsored cocurricular activities	12.						0	0		12.		
620 School-sponsored athletics	13.						0	0		13.		
630, 700, 800, 900 Other programs	14.						0	0		14.		
Subtotal (lines 1-14)	15.	73,923	23,818	345,700	15,750	5,200	835,119	464,391	-44.4%	15.		
200 Special education												
1000 Instruction	16.	18,422	5,936	0	0	0	29,088	24,358	-16.3%	16.		
Support services												
2100 Students	17.	0	0	20,000	500	0	34,392	20,500	-40.4%	17.		
2200 Instruction	18.	21,500	6,927	5,850	0	50	0	34,327		18.		
2300 General administration	19.						0	0		19.		
2400 School administration	20.						0	0		20.		
2500 Central services	21.						0	0		21.		
2600 Operation & maintenance of plant	22.						0	0		22.		
2900 Other support services	23.						0	0		23.		
3000 Operation of noninstructional services	24.						0	0		24.		
4000 Facilities acquisition & construction	25.						0	0		25.		
5000 Debt service	26.						0	0		26.		
Subtotal (lines 16-26)	27.	39,922	12,863	25,850	500	50	63,480	79,185	24.7%	27.		
400 Pupil transportation	28.			4,000			4,000	4,000	0.0%	28.		
530 Dropout prevention programs	29.						0	0		29.		
540 Joint career & technical ed. & vocational ed. center	30.						0	0		30.		
550 K-3 Reading	31.						0	0		31.		
Subtotal (lines 15 and 27-31)	32.	113,845	36,681	375,550	16,250	5,250	902,599	547,576	-39.3%	32.		
1010 Classroom Site Project (from page 3, line 6)	33.	54,100	17,431	0	0		51,896	71,531	37.8%	33.		
1020 Instructional Improvement Project (from page 2, line 5)	34.						0	6,611		34.		
1071 English Language Learner Project (from page 4, line 11)	35.	0	0	0	0	0	0	0		35.		
1072 Compensatory Instruction Project (from page 4, line 22)	36.	0	0	0	0	0	0	0		36.		
1100-1499 Federal and State projects (from page 2, line 33)	37.						177,229	537,811	203.5%	37.		
Total (lines 32-37)	38.	167,945	54,112	375,550	16,250	5,250	1,131,724	1,163,529	2.8%	38.		

Charter school Pima Prevention Partnership

County PIMA

CTDS number 108799000

Federal and State projects

	Prior year 2021	Budget year 2022	
1100-1399 Federal projects			
1. 1100-1130 ESEA Title I-Helping Disadvantaged Children	47,123	49,384	1.
2. 1140-1150 ESEA Title II-Prof. Dev. And Technology		3,735	2.
3. 1160 ESEA Title IV-21st Century Schools	9,871	8,929	3.
4. 1170-1180 ESEA Title V-Promote Informed Parent Choice			4.
5. 1190 ESEA Title III-Limited Eng. & Immigrant Students			5.
6. 1200 ESEA Title VII-Indian Education			6.
7. 1210 ESEA Title VI-Flexibility and Accountability			7.
8. 1220 IDEA, Part B		8,594	8.
9. 1230 Johnson-O'Malley			9.
10. 1240 Workforce Investment Act			10.
11. 1250 AEA-Adult Education			11.
12. 1260-1270 Vocational Education-Basic Grants			12.
13. 1280 ESEA Title X-Homeless Education			13.
14. 1290 Medicaid Reimbursement			14.
15. 1300 Charter School Implementation Proj. (Stimulus)			15.
16. 13__ Impact Aid			16.
17. 1310-1399 Other Federal Projects	0	430,994	17.
18. Total federal projects (lines 1-17)	56,994	501,636	18.
1400-1499 State projects			
19. 1400 Vocational Education			19.
20. 1410 Early Childhood Block Grant			20.
21. 1420 Extended School Year-Pupils with Disabilities			21.
22. 1425 Adult Basic Education			22.
23. 1430 Chemical Abuse Prevention Programs			23.
24. 1435 Academic Contests			24.
25. 1450 Gifted Education			25.
26. 1456 College Credit Exam Incentives			26.
27. 1457 Results-based Funding			27.
28. 1460 Environmental Special Plate			28.
29. 1465 Charter School Stimulus Fund			29.
30. 14__ Arizona Industry Credentials Incentive			30.
31. 1470-1499 Other State Projects		36,175	31.
32. Total State projects (lines 19-31)	0	36,175	32.
33. Total federal and State projects (lines 18 and 32)	56,994	537,811	33.
Capital acquisitions			
	Prior year	Budget year	
1. 0181 Intangible assets			1.
2. 0191 Land and land improvements	0		2.
3. 0192 Site improvements	0		3.
4. 0194 Buildings and building improvements	0		4.
5. 0196 Equipment	0		5.
6. 0198 Construction in progress	0		6.
7. Total capital acquisitions (lines 1-6)	0	0	7.
8. Total capital acquisitions, if any, budgeted on lines 1-6 above for the K-3 Reading Program	0		8.

Special education programs by type

	Program 200 prior year 2021	Program 200 budget year 2022	
1. Total all disability classifications	63,480	79,185	1.
2. Gifted education	0		2.
3. ELL incremental costs	0		3.
4. ELL compensatory instruction	0		4.
5. Remedial education	0		5.
6. Vocational and technical ed.	0		6.
7. Career education	0		7.
8. Total (lines 1-7)	63,480	79,185	8.
9. Expenses budgeted for transporting students with disabilities (as defined in A.R.S. §15-761) unique to the IEP			9.

Instructional Improvement Project

Indicate amounts budgeted in Project 1020 for the following:

	Prior year 2021	Budget year 2022	
1. Teacher compensation increases	0		1.
2. Class size reduction	0		2.
3. Dropout prevention programs	0	6,611	3.
4. Instructional improvement programs	0		4.
5. Total Instructional Improvement (lines 1-4)	0	6,611	5.

Proposed ratios for special education

Teacher-pupil 1 to 15.1
Staff-pupil 1 to 8.1

Selected expenses by type
(Must be included on page 1)

Audit services 12,000
Classroom instruction 171,835

State equalization assistance budgeted for food service expenses

Enter the amount of State equalization assistance budgeted for food service, function 3100: 10,279

Debt service

Interest 6850 0
Redemption of principal 0

Estimated full-time equivalent teachers [A.R.S. §15-903(E)(2)]

	Prior year 2021	Budget year 2022	
1. Number of full-time equivalent certified teachers		3.00	1.
2. Number of full-time equivalent noncertified teachers		1.00	2.
3. Number of full-time equivalent contract teachers		0.00	3.

Expenses		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Totals		% Increase/ decrease
						Prior year 2021	Budget year 2022	
Classroom Site Project 1010								
1000 Instruction	1.	31,500	10,149			51,896	41,649	-19.7%
2100 Support services—students	2.	22,600	7,282			0	29,882	
2200 Support services—instruction	3.					0	0	
2300 Support services—general administration	4.					0	0	
3300 Community services operations	5.					0	0	
Total Classroom Site Project (lines 1-5)	6.	54,100	17,431	0	0	0	71,531	

Classroom Site Project 1010 budgeted property payments

Property disbursements	
Interest 6850	
Redemption of principal	

Charter School Pima Prevention Partnership County PIMA CTDS number 108799000

Expenses	Number of personnel		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ decrease
	Prior year	Budget year						Prior year 2021	Budget year 2022	
English Language Learner Project - 1071										
260 Special education—ELL incremental costs										
1000 Instruction	1.	0.00						0	0	1.
Support services										
2100 Students	2.	0.00						0	0	2.
2200 Instruction	3.	0.00						0	0	3.
2300 General administration	4.	0.00						0	0	4.
2400 School administration	5.	0.00						0	0	5.
2500 Central services	6.	0.00						0	0	6.
2600 Operation & maintenance of plant	7.	0.00						0	0	7.
2900 Other support services	8.	0.00						0	0	8.
Program 260 subtotal (lines 1-8)	9.	0.00	0.00	0	0	0	0	0	0	9.
430 Pupil Transportation—ELL incremental costs										
Support services										
2700 Student transportation	10.	0.00						0	0	10.
Total expenses (lines 9 and 10)	11.	0.00	0.00	0	0	0	0	0	0	11.

Expenses	Number of personnel		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ decrease
	Prior year	Budget year						Prior year 2021	Budget year 2022	
Compensatory Instruction Project - 1072										
265 Special education—ELL compensatory instruction										
1000 Instruction	12.	0.00						0	0	12.
Support services										
2100 Students	13.	0.00						0	0	13.
2200 Instruction	14.	0.00						0	0	14.
2300 General administration	15.	0.00						0	0	15.
2400 School administration	16.	0.00						0	0	16.
2500 Central services	17.	0.00						0	0	17.
2600 Operation & maintenance of plant	18.	0.00						0	0	18.
2900 Other support services	19.	0.00						0	0	19.
Program 265 subtotal (lines 12-19)	20.	0.00	0.00	0	0	0	0	0	0	20.
435 Pupil transportation—ELL compensatory instruction										
Support services										
2700 Student transportation	21.	0.00						0	0	21.
Total expenses (lines 20 and 21)	22.	0.00	0.00	0	0	0	0	0	0	22.

FY 2022 Summary of charter school proposed budget

CTDS number 108799000

	Totals		% Increase/decrease
	Prior year 2021	Budget year 2022	
1000 Schoolwide Project			
100 Regular education			
1000 Instruction	319,017	105,828	-66.8%
Support services			
2100 Students	20,942	14,545	-30.5%
2200 Instruction	10,500	6,039	-42.5%
2300 General administration	0	0	
2400 School administration	109,461	1,200	-98.9%
2500 Central services	70,951	79,000	11.3%
2600 Operation & maintenance of plant	263,000	217,000	-17.5%
2900 Other support services	0	0	
3000 Operation of noninstructional services	41,248	40,779	-1.1%
4000 Facilities acquisition & construction	0	0	
5000 Debt service	0	0	
610 School-sponsored cocurricular activities	0	0	
620 School-sponsored athletics	0	0	
630, 700, 800, 900 Other programs	0	0	
Regular education subtotal	835,119	464,391	-44.4%
200 Special education			
1000 Instruction	29,088	24,358	-16.3%
Support services			
2100 Students	34,392	20,500	-40.4%
2200 Instruction	0	34,327	
2300 General administration	0	0	
2400 School administration	0	0	
2500 Central services	0	0	
2600 Operation & maintenance of plant	0	0	
2900 Other support services	0	0	
3000 Operation of noninstructional services	0	0	
4000 Facilities acquisition & construction	0	0	
5000 Debt service	0	0	
Special education subtotal	63,480	79,185	24.7%
400 Pupil transportation	4,000	4,000	0.0%
530 Dropout prevention programs	0	0	
540 Joint career & tech. ed. & voc. ed. center	0	0	
550 K-3 Reading	0	0	
Total	902,599	547,576	-39.3%

The budget of Pima Prevention Partnership (d.b.a. Pima Partnership Academy) for fiscal year 2022 was officially proposed by the Governing Board on June 22, 2021. The complete budget may be reviewed by contacting Ian B. Kidd at 5203262528 or ikidd@thepartnership.us.

	Totals		% Increase/decrease
	Prior year 2021	Budget year 2022	
Special education programs			
Total all disability classifications	63,480	79,185	24.7%
Gifted education	0	0	
ELL incremental costs	0	0	
ELL compensatory instruction	0	0	
Remedial education	0	0	
Vocational and technical ed.	0	0	
Career education	0	0	
Total	63,480	79,185	24.7%

Expenses by project			
	Totals		% Increase/decrease
	Prior year 2021	Budget year 2022	
Schoolwide	902,599	547,576	-39.3%
Classroom Site Project	51,896	71,531	37.8%
Instructional Improvement	0	6,611	
English Language Learner	0	0	
ELL Compensatory Instruction	0	0	
Federal projects	56,994	501,636	780.2%
State projects	0	36,175	
Capital acquisitions	0	0	
Total expenses	1,011,489	1,163,529	15.0%

Average teacher salary	
Average salary of all teachers employed in the budget year 2022	50,478
Average salary of all teachers employed in the prior year 2021	46,525
Increase in average teacher salary from the prior year 2021	3,953
Percentage increase	8.5%
Comments on average salary calculation (optional):	
Average salary of all teachers employed in FY 2018	38,138
Total percentage increase in average teacher salary since FY 2018	32.4%

Base support level weights (Group A weights) [A.R.S. §§15-943 and 15-185]

Please **uncheck** each box that **does not** apply. Unchecking a box indicates the criteria does not apply to the charter school. If all boxes are unchecked, the small school weight adjustment does not apply to the school.

For any boxes that are checked, please provide the required additional information described. Failure to provide complete and accurate information may result in inaccurate State aid calculations and future corrections/ADM audit findings.

Charter schools not sponsored by the Arizona State Board for Charter Schools should contact ADE's School Finance payment team by email at SFPaymentTeam@azed.gov.

			Additional information
<input type="checkbox"/>	The organizational structure or management agreement of your charter holder requires your charter holder or charter school to contract with a specific management company.	No additional information required	
<input checked="" type="checkbox"/>	The governing body of your charter holder has identical membership to another charter holder in this State.	Please enter the name of any other charter holder with identical membership.	The Pima Partnership School & Arizona Collegiate High School
<input type="checkbox"/>	Your charter holder is a subsidiary of a corporation that has other subsidiaries that are charter holders in this State.	No additional information required	
<input checked="" type="checkbox"/>	Your charter holder holds more than 1 charter in this State.		

Individual charter school counts

Enter total student counts for the charter school for PSD, K-8, and 9-12 students. 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 2022 ADM20 - Summary Adjusted ADM Report for the 100th day should be used, available via ADE Connect, AzEDS Portal. Schools approved to provide 200 days of instruction will adjust their FY 2023 budget for discrepancies between the FY 2022 100th-day and 200th-day student counts. (The Total K-UE report is used for K-8 and/or 9-12)

PSD-12 student count	PSD	K-8	9-12
Non-AOI student count		70,000	
Full-time AOI student count	+		+
Part-time AOI student count	+		+
Total student count	= 0.000	= 70,000	= 0.000

Charter holder total charter school counts (complete only if 1 or more criteria above are checked)

Enter total student counts for PSD, K-8, and 9-12 students for all of the charter holder's affiliated charter schools. This table must be completed unless all boxes have been unchecked to indicate that the charter holder has no affiliated charter schools.

PSD-12 student count	PSD	K-8	9-12
Non-AOI student count			
Full-time AOI student count	+		+
Part-time AOI student count	+		+
Total student count	= 0.000	= 0.000	= 0.000

Support level weights (Group B weights)-[A.R.S. §§15-943, 15-185 & 15-808]

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 and K-3 Reading: ADM20—Summary Adjusted ADM Report

ELL: English Learners (ELL) Students Served in Programs Under A.R.S. §15-754, ELL20—English Language Learner Average Daily Membership Summary Report

Children with Disabilities: SPED20—Special Education Average Daily Membership Summary Report

	Non-AOI student count	AOI full-time student count	AOI part-time student count
1. K-3 Reading			
2. K-3			
3. English Learners (ELL)	3,000		
4. Hearing Impairment (HI)			
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 (P-SD)			
11. DD, ED, MID, SLD, SLI, and OHI (3)	16,000		
12. Emotional Disability (Private)			
13. Moderate Intellectual Disability (MOID)			
14. Visual Impairment (VI)			
15. Total weighted student count (lines 1 through 14)	19,000	0,000	0,000

NOTES:

- (1) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Disability-Resource)
- (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), MID (Mild Intellectual Disability), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

Base support level adjustments [A.R.S. §§15-943 & 15-185]

- 1. Check box if the school has been approved to provide 200 days of instruction by ADE.

A.R.S. §15-902.04 allows schools that provide 200 days of instruction to increase the base level amount by 5 percent. To be eligible for this increase in funding, the school must be approved for 200 days of instruction by ADE and its sponsor. Schools must receive approval from ADE for FY 2022 prior to June 1, 2021. Please contact ADE's School Finance account analyst team by email with questions concerning 200 days of instruction at SFAnalystTeam@azed.gov.

- 2. Decrease for federal and State monies received for M&O purposes \$ _____
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. (A.R.S. §15-185)

In accordance with A.R.S. §15-185(P), 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 & 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.

- 3. FY 2020 nonfederal audit service actual expense \$ 6,000.00
Schools must include audit costs for FY 2022 under "Selected expenses by type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2020 from nonfederal monies to obtain the allowable increase in BSL for the budget year. 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). A.R.S. §15-914(F) allows schools to increase their base support levels if audit costs will be incurred for the budget year.

- 4. FY 2020 federal audit service actual expense \$ 6,000.00
Enter the amount expended for audit services in FY 2020 from federal monies. 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).

- 5. Adjustment for remote instructional time [A.R.S. §15-901.08, as added by Laws 2021, Ch. 299, §4] \$ _____
This line should be left blank for budget adoption. If a school provides instructional time in a remote setting beyond the thresholds prescribed in A.R.S. §15-901.08(C)(3)(b)(i) in any school year, ADE shall calculate the total percentage of remote instructional time that exceeded the threshold and fund that percentage of the base support level at 95 percent of the base support level that would otherwise be calculated for the school. ADE will notify schools of the adjustment amount, if any. Enter the amount provided by ADE, if any, as a negative number.

Increase for allocation of additional funding [2016 Prop 123 & Laws 2015, 1st S.S., Ch.1, §6]

- 1. School's percent of state-wide weighted student count \$ 1.3990
Enter the school's percentage of state-wide weighted student count as reported on page 1 of its most recent Classroom Site Project Detail Report. Classroom Site Project Detail Reports can be accessed at <http://apps.azed.gov/SchoolFinanceReports/Reports>. Amounts should be entered as a decimal. For example 0.0601% should be entered as 0.000601.

Base support level weights calculation [A.R.S. §§15-943 and 15-185]

Table 1 - Individual charter school counts		
Support level weights to be used for:	K-8	9-12
Student count 0.001-99.999 Support level weight	1.399	1.559
Student count 100.000-499.999		
Student count constant	500.000	500.000
Student count	- 0	- 0
Difference	= 0.000	= 0.000
Weight adjustment factor	x 0.0003	x 0.0004
Support level weight increase	= 0	= 0
Support level weight constant	+ 1.278	+ 1.398
Support level weight	= 0	= 0
Student count 500.000-599.999		
Student count constant	600.000	600.000
Student count	- 0	- 0
Difference	= 0.000	= 0.000
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
Student count 600.000 or more Support level weight	1.158	1.268

Table 2 - Charter holder total charter school counts (only calculated if 1 or more criteria are checked on the Data Entry tab)		
Support level weights to be used for:	K-8	9-12
Student Count 0.001-99.999 Support level weight	1.399	1.559
Student count 100.000-499.999		
Student count constant	500.000	500.000
Student count	- 0	- 0
Difference	= 0.000	= 0.000
Weight adjustment factor	x 0.0003	x 0.0004
Support level weight increase	= 0	= 0
Support level weight constant	+ 1.278	+ 1.398
Support level weight	= 0	= 0
Student count 500.000-599.999		
Student count constant	600.000	600.000
Student count	- 0	- 0
Difference	= 0.000	= 0.000
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
Student count 600.000 or more Support level weight	1.158	1.268

Support level difference used to calculate small school weight adjustment

1. Support level weight from Table 1	1.399	0
2. Support level weight from Table 2 (based on small school weight eligibility)	1.158	1.268
3. Difference in support level weight	0.241	-1.268

Small school weight adjustment (shown on CHAR 64-1)

	K-8	9-12
1. Non-AOI student count	70.000	0.000
2. FT AOI student count, funded at 95% (A.R.S. §15-808(F)(1))	0.000	0.000
3. PT AOI student count, funded at 85% (A.R.S. §15-808(F)(1))	0.000	0.000
4. Total unweighted student count	70.000	0.000
5. Difference in support level weight	0.241	-1.268
6. Difference in Group A weighted student count for small school weight adjustment	16.870	0.000
7. Adjusted base level amount (A.R.S. §15-901, as amended by Laws 2020, Ch. 49, §2)	\$ 4,305.73	\$ 4,305.73
8. Reduction to base level amount provided by small school weight (A.R.S. §15-185)	\$ 72,637.67	\$ 0.00
9. Total K-8 and 9-12 reduction to base support level for small school weight adjustment		\$ <u>72,637.67</u>

Base support level amounts from total K-3 and total K-3 Reading weighted student counts

A.R.S. §15-211 requires schools to submit a plan to ADE 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 instructional purposes intended to improve reading proficiency for pupils in kindergarten through 3rd grade with particular emphasis on pupils in kindergarten through 2nd grade. The K-3 Reading weight will only be included in the School's CHAR 55-1 after the School's K-3 Reading Program Plan is approved by the State Board of Education. Contact ADE's Move on When Reading program area with questions at <http://www.azed.gov/mowr/>

Total weighted student count				
	K-3	K-3 Reading		
Non-AOI	0.000	0.000		
AOI FT*	0.000	0.000		
AOI PT*	0.000	0.000		
Total	0.000	0.000		
			K-3	\$ 0.00
			K-3 Reading	\$ 0.00

*AOI counts shown reflect applicable full-time or part-time funding ratio.

Increase for allocation of additional funding [2016 Prop 123 & Laws 2015, 1st S.S., Ch.1, §6]

2016 Prop 123 and Laws 2015, 1st S.S., Ch.1, §6, provides total additional funding of \$75 million to districts and charter schools on a pro rata basis. The estimated increase in additional funding is provided below. However, actual amounts will vary, and ADE will notify schools of the final amounts. Schools should include these monies in their Schoolwide Project Budget. These monies may be expended for any allowable school purpose.

1. Estimated allocation of additional Prop 123 funding	\$ <u>104,925,000.00</u>
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Adjusted equalization assistance base (shown on CHAR 64-1)

1. Equalization base/assistance (from CHAR55 tab)	\$ 560,616.99
2. Total K-8 and 9-12 reduction to base support level for small school weight adjustment	\$ <u>72,637.67</u>
3. Total	\$ <u>487,979.32</u>

Charter school Pima Prevention Partnership

County PIMA

CTDS number 108799000

Basic calculations for equalization assistance
for charter schools
FY 2022

Non-AOI student counts	PSD	K-8	9-12	Total
FY 2022 estimated student count	0.000	70.000	0.000	70.000

Weighted student counts	Student count		Support level weight	=	Weighted student count
PSD	0.000	x	1.450	=	0.000
K-8	70.000	x	1.399	=	97.930
9-12	0.000	x	0.000	=	0.000
Subtotal	70.000				97.930

Add-ons	Estimated 40th day FY 2022 ADM		Support level weight	=	Total student count add-on
K-3 Reading	0.000	x	0.040	=	0.000
K-3	0.000	x	0.060	=	0.000
ELL	3.000	x	0.115	=	0.345
HI	0.000	x	4.771	=	0.000
MD-R, A-R, SID-R	0.000	x	6.024	=	0.000
MD-SC, A-SC, SID-SC	0.000	x	5.833	=	0.000
MDSSI	0.000	x	7.947	=	0.000
OI R	0.000	x	3.158	=	0.000
OI SC	0.000	x	6.773	=	0.000
P-SD	0.000	x	3.595	=	0.000
DD, ED, MIID, SLD, SLI, OHI	16.000	x	0.003	=	0.048
EDP	0.000	x	4.822	=	0.000
MOID	0.000	x	4.421	=	0.000
VI	0.000	x	4.806	=	0.000
Total weighted add-on count					0.393

**Basic calculations for equalization assistance
for charter schools
FY 2022**

<u>AOI full-time student counts</u>	<u>K-8</u>	<u>9-12</u>	<u>Total</u>
FY 2022 estimated student count	0.000	0.000	0.000

<u>Weighted student counts</u>	<u>Student count</u>		<u>Support level weight</u>		<u>Weighted student count</u>
K-8	0.000	x	1.399	=	0.000
9-12	0.000	x	0.000	=	0.000
Subtotal	0.000				0.000

<u>Add-ons</u>	<u>Estimated 40th day FY 2022 ADM</u>		<u>Support level weight</u>		<u>Total student count add-on</u>
K-3 Reading	0.000	x	0.040	=	0.000
K-3	0.000	x	0.060	=	0.000
ELL	0.000	x	0.115	=	0.000
HI	0.000	x	4.771	=	0.000
MD-R, A-R, SID-R	0.000	x	6.024	=	0.000
MD-SC, A-SC, SID-SC	0.000	x	5.833	=	0.000
MDSSI	0.000	x	7.947	=	0.000
OI R	0.000	x	3.158	=	0.000
OI SC	0.000	x	6.773	=	0.000
DD, ED, MIID, SLD, SLI, OHI	0.000	x	0.003	=	0.000
EDP	0.000	x	4.822	=	0.000
MOID	0.000	x	4.421	=	0.000
VI	0.000	x	4.806	=	0.000
Total weighted add-on count					0.000

**Basic calculations for equalization assistance
for charter schools
FY 2022**

<u>AOI part-time student counts</u>	<u>K-8</u>	<u>9-12</u>	<u>Total</u>
FY 2022 estimated student count	0.000	0.000	0.000

<u>Weighted student counts</u>	<u>Student count</u>		<u>Support level weight</u>	=	<u>Weighted student count</u>
K-8	0.000	x	1.399	=	0.000
9-12	0.000	x	0.000	=	0.000
Subtotal	0.000				0.000

<u>Add-ons</u>	<u>Estimated 40th day FY 2022 ADM</u>		<u>Support level weight</u>	=	<u>Total student count add-on</u>
K-3 Reading	0.000	x	0.040	=	0.000
K-3	0.000	x	0.060	=	0.000
ELL	0.000	x	0.115	=	0.000
HI	0.000	x	4.771	=	0.000
MD-R, A-R, SID-R	0.000	x	6.024	=	0.000
MD-SC, A-SC, SID-SC	0.000	x	5.833	=	0.000
MDSSI	0.000	x	7.947	=	0.000
OI R	0.000	x	3.158	=	0.000
OI SC	0.000	x	6.773	=	0.000
DD, ED, MIID, SLD, SLI, OHI	0.000	x	0.003	=	0.000
EDP	0.000	x	4.822	=	0.000
MOID	0.000	x	4.421	=	0.000
VI	0.000	x	4.806	=	0.000
Total weighted add-on count					0.000

**Basic calculations for equalization assistance
for charter schools
FY 2022**

<u>Student counts</u>	<u>Weighted student</u>		<u>Weighted add-on</u>			<u>Total</u>
Non-AOI student counts	97.930	+	0.393		=	98.323
AOI full-time student counts	0.000	+	0.000	x	0.95	0.000
AOI-part-time student counts	0.000	+	0.000	x	0.85	0.000
					=	<u>98.323</u>
<u>Base support level</u>			<u>Base support level adjustments</u>			
Total weighted student count	98.323		Audit service expense		\$6,000.00	
Base level amount	\$4,305.73		Adjustment for remote instructional time		\$0.00	
Base support level	<u>\$423,352.29</u>					<u>\$6,000.00</u>
Base support level adjustments	\$6,000.00					
Adjusted base support level	<u>\$429,352.29</u>					
<u>Additional assistance</u>			<u>PSD</u>	<u>K-8</u>	<u>9-12</u>	
Student count	0.000		0.000	70.000	0.000	
Additional assistance per student	\$1,875.21		\$1,875.21	\$1,875.21	\$2,185.53	
Additional assistance	\$0.00		\$0.00	\$131,264.70	\$0.00	
Total additional assistance			<u>\$131,264.70</u>			
<u>Equalization assistance</u>						
Adjusted base support level	\$429,352.29					
Total additional assistance	\$131,264.70					
Equalization base/assistance	<u>\$560,616.99</u>					

*Note: This amount does not reflect any reduction to the base support level for small school weight adjustment. See the [Calculations](#) tab and the CHAR 64-1.

Page	Reference	Instruction
Cover	General	<p>These instructions will help charter schools prepare the budget. Within the forms, blue font and light blue highlights indicate that an instruction is linked to that specific line. We have provided an instructions button that links to any general instructions or to the first instruction for a page. The forms have been set to print without "objects" so that the instructions buttons do not print.</p> <p>The cells in the prior year columns on the budget forms contain formulas that will bring forward budget amounts from the FY 2021 budget forms. However, the cells have not been protected so users may also enter the information manually. To bring forward amounts automatically, the most recently revised FY 2021 budget must be saved as budget21.xls in the C:\CSFORMS folder. If the file is not named budget21.xls, the formulas will not function properly. Excel will ask the user to update information when the budget22.xls file is opened. Users should review amounts reported in the prior year column to ensure they agree to the school's most recently revised FY 2021 budget.</p> <p>Schools should complete the Data Entry page before completing pages 1 through 4. To ensure that the Arizona Department of Education (ADE) can properly access the school's data, do not change formulas without specific instructions from either the Arizona Auditor General's Office, Accountability Services Division, or ADE, School Finance.</p>
Cover	CTDS number	<p>This cell will only accept entries of 9 digits. Do not include any slashes, dashes, etc. Enter the school's CTD number plus 3 zeros.</p>
Cover	Version	<p>The version of the budget being submitted on the cover page is formatted with a drop-down menu. Select the appropriate choice from the menu: Proposed, Adopted, or Revised (including the revision number). Enter only menu choices in the cell.</p> <p>All information on the cover page must be completed/updated when the proposed, adopted, or revised budget is printed out for the Governing Board to sign. All information, excluding the revenue information, must also be updated when the budget is revised.</p>
Cover	Estimated revenues	<p>Base estimated revenues by source for FY 2022 on the best information available at the time the budget is prepared. Estimated revenues may be more or less than estimated expenses.</p>

Page	Reference	Instruction
Cover	Average teacher salary	In accordance with A.R.S. §15-189.05, a school's budget shall include the prominent display of the average salary of all teachers the school employed for the budget and prior years, and the increase in the average salary of all teachers the school employed for the budget year reported in dollars and percentage. Schools must also prominently post this information on their home page separately from its budget. The statute does not provide a definition of a teacher. Each charter should be consistent in the type of salary information included in this table from year to year. An optional comment box is available to provide any additional detail regarding the average teacher salary calculation. Schools should revise the average teacher salary information anytime it submits a revised budget to ADE.
Charter contact info	Charter contact info	Fill in the contact information for all positions listed on this tab. If any of the positions do not exist at your school, please fill in the appropriate person to contact related to that topic.
1	General	<p>Only report budgeted expenses for 1000-Schoolwide Project and 1500-1999-Other Special Projects on lines 1 through 32. Do not include the Classroom Site Project (project code 1010), Instructional Improvement Project (project code 1020), Structured English Immersion Project (project code 1071), Compensatory Instruction Project (project code 1072) or Federal and State projects (project codes 1100 through 1499) expenses.</p> <p>Report budgeted expenses for programs 200-special education and 270-vocational and technical education on lines 16-27. Report budgeted expenses for program 400-pupil transportation on line 28.</p> <p>Do not report depreciation expense on the budget forms. Only report purchases of capital assets (land and land improvements, site improvements, buildings and building improvements, equipment, and construction in progress) in the capital acquisitions section of page 2.</p>
1	Program 550	<p>Schools should budget for K-3 Reading Program expenses in program code 550.</p> <p>The State Board of Education must give approval to a school before any portion of the monies generated by the K-3 Reading support level weight may be distributed to the school. A.R.S. §15-211. Contact ADE's Move on When Reading program area with questions concerning the K-3 Reading plan requirement and approval status at:</p> <p>http://www.azed.gov/mowr/</p>
1	Federal and State projects, line 37	Include the total of federal and State project expenses (project codes 1100 through 1499 from page 2) on line 37. Schools should not include federal and State project expenses with other Schoolwide Project expenses on lines 1 through 36.

Page	Reference	Instruction
1	Employee benefits	Schools participating in the Arizona State Retirement System should budget in object code 6200 at the rate of 12.22 percent for retirement contributions and 0.19 percent for long-term disability contributions for covered positions. For positions subject to the Alternate Contribution Rate, schools should budget at the rate of 10.22 percent.
2	Federal and State projects	Separate accountability is required for each federal and State project. Therefore, charter schools should estimate the expenses for each federal or State project in which the school participates. The totals on line 33 should agree with the total columns for federal and State projects on line 37 of page 1. A.R.S. §15-1261 requires charter schools to establish an E-rate Project to account for any E-rate funding the school receives. Include monies budgeted for the E-rate Project and monies received from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the American Rescue Plan (ARP), and any other COVID-19 federal relief projects, including Elementary and Secondary School Emergency Relief (ESSER, ESSER II, and ESSER III), the Governor's Emergency Education Relief (GEER, GEER II), and Enrollment Stability Grant (ESG) monies within Other Federal Projects on line 17.
2	College Credit Exam Incentives	Schools that receive monies from the College Credit By Examination Incentive Project per A.R.S. §15-249.06 should deposit them in Project 1456—College Credit Exam Incentives. Distribute at least 50 percent of the bonus monies received from this program to the classroom teacher for each student who passes a qualifying exam and to other teachers of relevant subjects who instructed that student, including but not limited to teachers in the same department or subject matter that contributed to the student passing the exam, as identified by the governing body or the school principal. The remainder of any bonus monies received from this program must be allocated by the school principal on behalf of students who receive a passing score and may be used for teacher professional development or student instructional support, reimbursement of exam fees, or instructional materials.
2	Results-based Funding	Schools that receive monies from the Results-based Funding Project per A.R.S. §15-249.08 should deposit them in Project 1457—Results-based Funding. Monies received should not supplant monies budgeted or received from any other source that are generally provided to that school. The majority of the monies received must be used at the school that earned the results for teacher salaries, to hire teachers, for school leader salaries, for classroom supplies and for other strategies to sustain outcomes for students at that school. A portion of the monies received may be used for expanding and replicating that school site as a quality school model.

Page	Reference	Instruction
2	Arizona Industry Credentials Incentive	Schools that receive monies from the Arizona Industry Credentials Incentive Project per A.R.S. §15-249.15 should deposit them as a separate State project using project object code beginning with 14XX. Monies received must be used for instructional costs and professional development for a career technical education program teacher to become a certifying professional for an approved certificate, credential or license; to offset the students' cost of certification, credentialing or licensure; for developmental costs related to creating, expanding or improving an approved site of a certificate, credential or license career technical program or course; for instructional hardware, software or supplies required for the certification, credentialing or licensure; for career exploration in any school grade and awareness activities for parents, students and the community for the approved sectors.
2	Capital acquisitions	<p>Enter the increase in the capital asset accounts (intangible assets, land and land improvements, site improvements, buildings and building improvements, equipment, and construction in progress) for assets to be acquired by purchase, lease purchase, or construction for all projects.</p> <p>If the school budgets for capital acquisitions related to the K-3 Reading Program, include the increase in the capital asset accounts for those acquisitions by asset type on lines 1 through 6. The total of all capital acquisitions for the K-3 Reading Program should be reported on line 8.</p>
2	Special education programs by type	Schools budgeting for special education expenses in program code 200 should report amounts allocated by program type on page 2. Supporting documentation should be retained for the allocation of expenses budgeted for individual special education programs.
2	Special education programs by type, line 1	Schools should budget total expenses for the disability classifications defined in A.R.S. §15-761.
2	Special education programs by type, line 9	Schools should budget for total transportation expenses within program 400 for transporting students whose IEPs will require transportation as necessary for the provision of free and appropriate public education (FAPE).
2	Selected expenses by type	<p>Audit services expense should be the total audit costs to be incurred during the budget year.</p> <p>Classroom instruction expenses should be the total of expenses budgeted in function code 1000 for program codes 100, 200, and 500 for the budget year.</p>

Page	Reference	Instruction
2	State equalization assistance budgeted for food service expenses	Schools participating in the National School Lunch Program are required to spend a portion of their State equalization assistance to support the operation of their food service program. Schools must report on their budget the amount of State equalization assistance that will be expended for their food service program during the 2022 school year. This amount will be used to determine school compliance with State matching requirements pursuant to CFR Title 7, §210.17(a). ADE's Health and Nutrition Services will verify that the amount reported on the budget was reported as spent when schools' annual financial reports are submitted. Direct any questions related to State matching requirements to Health and Nutrition Services at (602) 542-8700.
2	Instructional Improvement Project	See USFRCS page III-B-1 for guidance on using the Instructional Improvement Project (Project 1020).
2	Instructional Improvement Project, lines 3 and 4	Instructional Improvement Project monies spent for dropout prevention programs and instructional improvement programs must be spent for maintenance and operation purposes only.
2	Debt service	Debt service amounts should include budgeted interest and redemption of principal for all programs. Interest should be budgeted expenses for object code 6850. Redemption of principal should include budgeted payments for principal on capital leases and other long-term debt that will be recorded as a reduction of the related liability.
2	Full-time equivalent teachers	Report the estimated full-time equivalent (FTE) certified, noncertified, and contract teachers on lines 1-3, respectively. These amounts may include fractional FTE for part-time teachers. A teacher should be reported on only 1 line. If a teacher is both a certified and contract teacher, report only the applicable FTE on line 3. Do not include instructional aides or assistants.
3	Classroom Site Project	Schools receive revenues from the Classroom Site Project (CSP) each year. A.R.S. §15-977(G)(1) requires the Joint Legislative Budget Committee to calculate an estimated per pupil amount each year. For FY 2022, the estimated cash payment is \$733 per "Group A weighted" pupil (CHAR55 Tab, Total of Non-AOI weighted student count—line 17, AOI full-time weighted student count—line 52, and AOI part-time weighted student count—line 86). The FY 2022 CSP YTD Payments Reports will be available on ADE's website beginning in August 2021 at http://apps.azed.gov/SchoolFinanceReports/Reports

Page	Reference	Instruction
3	Classroom Site Project	<p>Expenses made from the CSP (1010) should be made in accordance with A.R.S. §15-977. Schools may establish any CSP subprojects (1011-1019) to track monies for specific allowable purposes or separately account for carryover balances and other one-time CSP monies. One total budget for all CSP monies must be reported here, in Project 1010.</p> <p>In accordance with A.R.S. §15-977(H), expenses for teacher liability insurance premiums may be allowable under CSP—1010.</p> <p>Include allowable CSP amounts for function 3300—community service operations on this line. For example, if a charter included a community school program, such as preschool for children without disabilities, as a CSP-eligible program related to its educational mission, expenses for teacher salaries and related expenses may be allowable under CSP.</p>
3	Classroom Site Project budgeted property payments	<p>Include allowable budgeted property disbursement, interest, and redemption of principal payments made in accordance with §15-977. Property disbursements should include budgeted payments for capital acquisitions, not including related capital lease or other debt service payments. Budgeted interest expenses will be charged to object code 6850. Redemption of principal should include budgeted payments for principal on capital leases and other long-term debt that will be recorded as a reduction of the related liability.</p>
4	English Language Learner Project	<p>See USFRCS page III-B-2 for guidance on using the English Language Learner Project (Project 1071). To efficiently record English Language Learner expenses, schools should be using program code 260, special education—ELL incremental costs and program 430, pupil transportation—ELL incremental costs, as applicable.</p>
4	Compensatory Instruction Project	<p>See USFRCS page III-B-2 for guidance on using the Compensatory Instruction Project (Project 1072). To efficiently record English language learner and compensatory instruction expenses, schools should be using program codes 265, special education—ELL compensatory instruction and program 435, pupil transportation—ELL compensatory instruction, as applicable.</p>
Budget summary	General	<p>The information on the Budget Summary is self-populating and will be automatically brought forward from the other pages of the Budget.</p>