

**BUDGET WORK SHEETS
FOR FISCAL YEAR 2019
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WORK SHEET TITLE

A. Base Support Level Weights

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C. Base Support Level

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WORK SHEET A
FY 2019 BASE SUPPORT LEVEL WEIGHTS
[A.R.S. §§15-943 and 15-185]

X

Please **uncheck** each box that **does not** apply.

- i. The organizational structure or management agreement of your charter holder requires your charter holder or charter school to contract with a specific management company.
- ii. The governing body of your charter holder has identical membership to another charter holder in this state.
- iii. Your charter holder is a subsidiary of a corporation that has other subsidiaries that are charter holders in this state.
- iv. Your charter holder holds more than one charter in this state.

Table I - Individual Charter School Counts

PSD-12 STUDENT COUNT	PSD	K-8	9-12
Non-AOI Student Count		475.5	
Full-time AOI Student Count	+		+
Part-time AOI Student Count	+		+
Total Student Count	=	0 = 475.5 =	0

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	-	-
Difference	24.500	0.000
Weight Adjustment Factor	X	X
Support Level Weight Increase	0.007	0
Support Level Weight Constant	+	+
Support Level Weight	1.278 = 1.285	1.398 = 0
Student Count 500.000-599.999 Student Count Constant	600.000	600.000
Student Count	-	-
Difference	0.000	0.000
Weight Adjustment Factor	X	X
Support Level Weight Increase	0	0
Support Level Weight Constant	+	+
Support Level Weight	1.158 = 0	1.268 = 0
Student Count 600.000 or More Support Level Weight	1.158	1.268

Table II - Charter Holder Total Charter School Counts (complete only if one or more criteria above are checked)

PSD-12 STUDENT COUNT	PSD	K-8	9-12
Non-AOI Student Count		10073	2716
Full-time AOI Student Count	+	0	+
Part-time AOI Student Count	+	0	+
Total Student Count	=	0 = 10073 =	2716

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	-	-
Difference	0.000	0.000
Weight Adjustment Factor	X	X
Support Level Weight Increase	0	0
Support Level Weight Constant	+	+
Support Level Weight	1.278 = 0	1.398 = 0
Student Count 500.000-599.999 Student Count Constant	600.000	600.000
Student Count	-	-
Difference	0.000	0.000
Weight Adjustment Factor	X	X
Support Level Weight Increase	0	0
Support Level Weight Constant	+	+
Support Level Weight	1.158 = 0	1.268 = 0
Student Count 600.000 or More Support Level Weight	1.158	1.268

Table III - Support Level Difference

I. Support Level Weight from Table I	1.285	0
II. Support Level Weight from Table II (based on small school weight eligibility)	1.158	1.268
III. Difference in Support Level Weight (I - II) (to W.S. B, Line VI.5)	0.127	-1.268

WORK SHEET B
FY 2019 WEIGHTED STUDENT COUNT
[A.R.S. §§15-943 and 15-185]

- 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)	=
0.000	X	1.450	=
475.500	X	1.285	=
0.000	X	0.000	=
475.500			

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	=
310.500	X	0.060	=
310.500	X	0.040	=
	X	0.115	=
3.000	X	6.024	=
	X	5.833	=
	X	7.947	=
	X	3.158	=
	X	6.773	=
	X	3.595	=
44.000	X	0.003	=
	X	4.822	=
	X	4.421	=
	X	4.806	=
668.000			

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

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

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

VI. Difference in Group A Weighted Student Count for Small School Weight Adjustment

- 1. Non-AOI Student Count (I.A.2 and I.A.3)
- 2. FT AOI Student Count, funded at 95% (from W.S. B.2, I.A.1 and I.A.2)
- 3. PT AOI Student Count, funded at 85% (from W.S. B.2, III.A.1 and III.A.2)
- 4. Total Unweighted Student Count (Sum of Lines VI.1 through VI.3)
- 5. Difference in Support Level Weight (from W.S. A, Table III, Line III)
- 6. Difference in Group A Weighted Student Count for Small School Weight Adjustment (VI.4 * VI.5)
- 7. Adjusted Base Level Amount (from W.S. C, Line III)
- 8. Reduction to Base Level Amount Provided by Small School Weight (VI.6 * VI.7)
- 9. Total K-8 and 9-12 Reduction to Base Support Level for Small School Weight Adjustment (to W.S. C, Line IX)

K-8
475.500
0.000
0.000
475.500
0.127
60.389
\$ 3,960.07
\$ 239,144.67
\$

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), MIID (Mild Intellectual Disability Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

078266000

Weighted Student Count
0.000
611.018
0.000
611.018

0.000
18.630
12.420
0.000
18.072
0.000
0.000
0.000
0.000
0.000
0.000
0.132
0.000
0.000
0.000
49.254
660.272

Adjusted Weighted Student Count
0.000
0.000
660.272

9-12
0.000
0.000
0.000
0.000
-1.268
0.000
3,960.07
0.00

239,144.67

l)

'), SLD (Specific

WORK SHEET B.2

FY 2019 WEIGHTED STUDENT COUNT: AOI Students [A.R.S. §§15-943 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		Support Level Weight	
	X	(from W.S. A)	=
0.000	X	1.285	=
0.000	X	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
- II. Total FT AOI Weighted Student Count (I.A.3 + I.B.14)

	X	4.771	=
	X	0.060	=
	X	0.040	=
	X	0.115	=
	X	6.024	=
	X	5.833	=
	X	7.947	=
	X	3.158	=
	X	6.773	=
	X	0.003	=
	X	4.822	=
	X	4.421	=
	X	4.806	=
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		Support Level Weight	
	X	(from W.S. A)	=
0.000	X	1.285	=
0.000	X	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
- IV. Total PT AOI Weighted Student Count (III.A.3 + III.B.14)

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

NOTE:

(1) See Worksheet B for applicable notes.

Instruction

Full time (FT) Arizona Online Instruction (AOI) students be funded at 95% of the amount that would be calculated if that school does not participate in AOI. Likewise, the funding action requires part time (PT) AOI students be funded at 85% of the base amount that would be calculated if that school does not participate in AOI. These limitations apply to a school's base support level; therefore, the student count used to determine the base support level (Work Sheet A) and Charter Additional Assistance (Work Sheet D), should include the adjusted amounts.

The adjusted weighted student count for FT and PT AOI students based on the 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 B.2 calculates the total FT and total PT weighted student counts

Work Sheet A for PSD, K-8 and 9-12.

In addition, schools may use estimated student counts based on actual registration data. Add-On weighted counts or counts may be left blank. After the 100th day in school, student counts to determine the Add-On weighted counts should be obtained as follows:

Counts (ADM Recalculated State Aid Report)

Students Served in Programs Under A.R.S. §15-754 (Student Counts for ELL, Title I, and 100th day)

Budget Preparation (Student SPED ADM for 40th day and 100th day)

WORK SHEET C

FY 2019 BASE SUPPORT LEVEL (BSL)
 [A.R.S. §§15-943, 15-185, and 15-901, as amended by Laws 2018, Ch. 285, §9]

I.	Base Level Amount								\$
II.	Increase for 200 Days of Instruction								+ \$
III.	Adjusted Base Level Amount								= \$
IV.	Total Weighted Student Count (from W.S. B, Line V)								X
V.	BSL (1)								= \$
VI.	Decrease for Federal and State Monies Received for M&O Purposes								- \$
VII.	FY 2017 Non-Federal Audit Service Actual Expense (2)	\$	<u>9,300</u>		X	1.00	=		+ \$
VIII.	Adjusted BSL								= \$
IX.	Reduction to BSL for Small School Weight Adjustment (from W.S. B, Line VI.9)								- \$
X.	BSL (to W.S. E, Line I)								= \$

NOTE:

(1) Below is the portion of the line V amount from total K-3 and total K-3 Reading weighted student counts. Pursua 211, K-3 Reading weight will only be included in the charter's CHAR 55-1 after the school's K-3 Reading Program by the State Board of Education. Contact ADE's Move on When Reading program area with questions.

K-3	\$
K-3 Reading	\$

(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 of audit services in FY 2017 from non-federal monies is reported on line VII. Below is the amount expended for audit services in FY 2017 from federal monies.

\$

078266000

3,960.07

3,960.07

660.272

2,614,723

9,300

2,624,023

239,145

2,384,878

nt to A.R.S. §15-
Plan is approved

73,776

49,184

nt expended for
dit services in FY

WORK SHEET D

FY 2019 CHARTER ADDITIONAL ASSISTANCE [A.R.S. §15-185(B)(4), as amended by Laws 2018, Ch. 285, §§2 and 28

	<u>PSD</u>		<u>K-8</u>	
I. Total Student Count	0.000		475.500	
II. Charter Additional Assistance per Student Count	X \$ 1,807.00		X \$ 1,807.00	X \$
III. Charter Additional Assistance	= \$ 0		= \$ 859,229	= \$
IV. Adjustment to Charter Additional Assistance	- \$ 0		- \$ 34,369	- \$
V. Charter Adjusted Additional Assistance	= \$ 0		= \$ 824,860	= \$
VI. Total Charter Additional Assistance [V (PSD) + V (K-8) + V (9-12)] (to W.S. E, Line II)				\$

WORK SHEET E

FY 2019 EQUALIZATION BASE AND ASSISTANCE [A.R.S. §15-185(B)(4), as amended by Laws 2018, Ch. 285, §2]

I. BSL (from W.S. C, Line X)	\$
II. Charter Additional Assistance (from W.S. D, Line VI)	\$
III. Total Equalization Base/Assistance	\$

WORK SHEET F

FY 2019 INCREASE FOR ALLOCATION OF ADDITIONAL FUNDING [2016 Prop 123 & Laws 2015, 1st S.S., Ch.1, §6]

I. Statewide District/ Charter Total Additional Prop 123 Funding	\$
II. School's percent of statewide weighted student count	X
III. Estimated Allocation of Additional Prop 123 Funding	= \$

078266000

]

<u>9-12</u>
<u>0.000</u>
<u>2,106.03</u>
<u>0</u>
<u>0</u>
<u>0</u>
<u>824,860</u>

<u>2,384,878</u>
<u>824,860</u>
<u>3,209,738</u>

<u>50,000,000</u>
<u>0.0436%</u>
<u>21,800</u>

Work Sheet

Reference

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General

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CTDS Number

[A, C](#)

General

[A](#)

Check Boxes

[A](#)

Table I

[A](#)

Table II

[A](#)

Student Count

[A](#)

Table III, Line III

**Work
Sheet**

B and B.2

Reference

General

B and B.2

Student Count

B and B.2

Student Count Add-
Ons

B

Line VI

C

Line II

**Work
Sheet**

Reference

C

Line V (1)

C

Line VI

C

Line VII

D

Line I

D

Line IV

E

Line I

**Work
Sheet**

E

F

Reference

Line III

General

Instruction

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.

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

In accordance with A.R.S. §15-902.04, charter schools electing to provide 200 days of instruction during FY 2019 must receive approval from ADE prior to June 1, 2018. Please contact ADE's School Finance account analyst team by email for specific instructions at:

SFAlystTeam@azed.gov

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 and will automatically show as 0 on Work Sheet C.

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

Enter total student counts for the charter school for PSD, K-8, and 9-12 students.

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

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 2019 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 2020 budget for discrepancies between the FY 2019 100th-day and 200th-day student counts. (Total K-UE and/or Total 9-US report is used for K-8 and/or 9-12)

The difference in the amount of support level weight used to calculate the small school weight adjustment on Work Sheet B, Line VI.5. If the small school weight adjustment does not apply, this number will be 0.

Instruction

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.

Total student count from Work Sheet A for PSD, K-8 and 9-12.

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

Recalculated State Aid ADM Counts (ADM Recalculated State Aid Report)

ELL

English Learners (ELL) Students Served in Programs Under A.R.S. §15-754 (Student Counts for ELL Group B Add-Ons for 40th day and 100th day)

Children with Disabilities

Student Counts for Use in Budget Preparation (Student SPED ADM for 40th day and 100th day)

Calculates the reduction of base support level received from the difference in the support level weight applied to the school's student count required by A.R.S. §15-185.

A.R.S. §15-902.04 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter \$198.00 ($\$3,960.07 \times 5\%$) 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. Please contact ADE's School Finance account analyst team by email with questions concerning 200 days of instruction at:

SFAlystTeam@azed.gov

Instruction

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.

Questions concerning the K-3 Reading plan requirement and status should be directed to ADE's Move on When Reading section at the link below:

<http://www.azed.gov/mowr/>

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.

Schools must include audit costs for FY 2019 under "Selected Expenses By Type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2017 from non-federal monies on line VII and multiply that amount by the statutorily prescribed growth rate of 1.00 to obtain the allowable increase in BSL for the budget year. Enter the amount expended for audit services in FY 2017 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.

Total student count from Work Sheet A for PSD, K-8 and 9-12.

Laws 2018, Ch. 285, §28 requires ADE to reduce charter additional assistance for all charter schools for FY 2019. For budget adoption, schools should estimate the CAA reduction by taking the CAA calculated on line III and reducing the amount by 4%. **However, the actual amount will vary and ADE will notify schools of the final amounts.**

Amount may be negative as a result of the adjustments on Work Sheet C.

Instruction

If amount is less than zero, enter zero.

2016 Prop 123 and Laws 2015, 1st S.S., Ch.1, §6, provides total additional funding of \$50,000,000 to districts and charter schools on a pro rata basis. Schools should increase their revenues by **estimating** their portion of the additional funding by multiplying the school's percentage of statewide weighted student count as reported on page 1 of its most recent Classroom Site Project Detail Report, by \$50,000,000. **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. Classroom Site Project Detail Reports can be accessed at the link below:

<http://apps.azed.gov/SchoolFinanceReports/Reports>