



# Western School of Science and Technology: CFA

## Meeting of the Board of Directors of Western

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### Date and Time

Thursday July 10, 2025 at 8:30 AM MST

### Location

Notice of Public Meeting of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc.

Pursuant to Arizona Revised Statutes ("A.R.S.") § 38-431.02, notice is hereby given to the members of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc., and to the general public that the board will hold a meeting, open to the public as specified below. The Board of Directors reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time.

Pursuant to A.R.S. § 38-431.03.A.3, the Board of Directors may go into Executive Session, which will not be open to the public, concerning any item on the agenda, for discussion, consideration, or consultations for legal advice.

### ALL ITEMS ON THE AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS AGENDA

Disabled persons in need of special accommodations should contact Ms. Nancy Carbajal at 623.249.3900 at least 24 hours prior to the scheduled meeting time.

**Where:** Western School of Science and Technology:  
A Challenge Foundation Academy  
6515 W. Indian School Rd.  
Phoenix, AZ 85033

Virtual Link: <https://meet.google.com/zfz-iusr-jtk>  
Or dial: (US) +1 484-998-0440 PIN: 208 578 696#

When: Thursday, July 10, 2025 8:30am

The public space will open 10 minutes before the meeting begins. The virtual space will open 5 minutes before the meeting begins.

Agenda

	Purpose	Presenter	Time
I.	Opening Items		8:30 AM
A.	Call the Meeting to Order	Jay Kaprosy	1 m
B.	Roll Call & Pledge of Allegiance	Nancy Carbajal	2 m
	I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.		
C.	Public Comments	Discuss Jay Kaprosy	3 m
	Public comments received in accordance with the instructions in the meeting notice will be read by staff during this agenda item up to a limit of three (3) minutes each in the order in which they were received, subject to time available at the discretion of the Board President or his/her designee. Under Arizona open meeting law, members of the Board may not discuss, respond to, or take action in this meeting on a matter raised under this public comment item that is not on the agenda.		
D.	Read Mission Statement	Jay Kaprosy	2 m
	Western School of Science and Technology: A Challenge Foundation Academy exists to transform Maryvale by improving low-income west Phoenix students' opportunities for advancement in the global technological economy by providing needed preparation for the academic rigors of college graduation leading to career success.		
II.	Approval of the Consent Agenda		8:38 AM
A.	Approval of June 27, 2025 Board Meeting Minutes	Approve Minutes Jay Kaprosy	

	Purpose	Presenter	Time
<b>III. Action Items #1</b>			<b>8:38 AM</b>
Board Members to take action on the items listed.			
<b>A.</b> Discussion and Consideration to Adopt the FY26 Budget	Vote	Diamond Financial	10 m
<b>B.</b> Discussion and Consideration of Leadership Structure Presentation	Vote	Jay Kaprosy	10 m
<b>C.</b> Discussion & Consideration of the FY25-26 Meeting Dates & Time	Vote	Jay Kaprosy	5 m
<b>D.</b> Discussion and Consideration of the Safe Zone Policy and Resolution Model	Vote	Jay Kaprosy	5 m
<b>IV. Closing Items</b>			<b>9:08 AM</b>
<b>A.</b> Adjourn Meeting	Vote		

# Coversheet

## Approval of June 27, 2025 Board Meeting Minutes

**Section:** II. Approval of the Consent Agenda  
**Item:** A. Approval of June 27, 2025 Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Meeting of the Board of Directors of Western on June 27, 2025

APPROVED



# Western School of Science and Technology: CFA

## Minutes

### Meeting of the Board of Directors of Western

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#### Date and Time

Friday June 27, 2025 at 8:30 AM

#### Location

Notice of Public Meeting of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc.

Pursuant to Arizona Revised Statutes ("A.R.S.") § 38-431.02, notice is hereby given to the members of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc., and to the general public that the board will hold a meeting, open to the public as specified below. The Board of Directors reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time.

Pursuant to A.R.S. § 38-431.03.A.3, the Board of Directors may go into Executive Session, which will not be open to the public, concerning any item on the agenda, for discussion, consideration, or consultations for legal advice.

**ALL ITEMS ON THE AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS AGENDA**

**Disabled persons in need of special accommodations should contact Ms. Nancy Carbajal at 623.249.3900 at least 24 hours prior to the scheduled meeting time.**

**Where: Western School of Science and Technology:  
A Challenge Foundation Academy  
6515 W. Indian School Rd.  
Phoenix, AZ 85033**

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Virtual Link: <https://wsst.zoom.us/j/7439552858?pwd=7AZLshwLev9aWKhmUGabsvoTaXN07c.1>

When: Friday, June 27, 2025 8:30am

The public space will open 10 minutes before the meeting begins. The virtual space will open 5 minutes before the meeting begins.

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**Directors Present**

A. Ballesteros (remote), E. Yndigoyen (remote), J. Kaprosy (remote), M. Sandoval (remote)

**Directors Absent**

B. Stratford, D. Bess

**Guests Present**

A. Espana, N. Carbajal, Valeria Escobedo

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**I. Opening Items**

**A. Call the Meeting to Order**

**B. Roll Call & Pledge of Allegiance**

**C. Public Comments**

No Public Comments

**D. Read Mission Statement**

President Jay Kaprosy read Mission Statement

**II. WSST Update**

**A. Board Update: Staffing, Enrollment**

Adian Espana provided an update on SY 26 staffing and Enrollment

**B. Financial Update: April & May 2025 Financial Update**

Diamond Financial provided the Financial Update

**III. Approval of the Consent Agenda**

**A. Approval of May 8, 2025 Board Meeting Minutes**

Motion to approve the minutes from Meeting of the Board of Directors of Western on 05-08-25.

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

**B. Approval of the May 16, 2025 Board Meeting Minutes**

Motion to approve the minutes from Special Meeting of the Board of Directors of Western on 05-16-25.

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

**C. Approval of the April 2025 Financials**

**D. Approval of May 2025 Financials**

**E. Approval to remove Dr.Tamela Harris as a 401k trustee**

**F. Approval to remove Dr.Tamela Harris as the Charter Representative**

**G. Approval to remove Dr.Tamela Harris Signing Power**

**H. Approval to remove Dr.Tamela Harris from the Arizona Corporation Commision as the Statutory Agent**

**I. Approval to add Adrian Espana as a 401k Trustee**

**J. Approval to add Signing Power for Adrian Espana**

**K. Approval to add Adrian Espana as the Statutory Agent in the Arizona Corporation Commision**

**L. Approval of the Updated Title IX policy**

**IV. Action Items #1**

**A. Discussion and Consideration of the FY26 Proposed Budget**

M. Sandoval made a motion to approve the FY26 Proposed Budget.

A. Ballesteros seconded the motion.

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

**B. Discussion and Consideration of the FY26 Faculty Handbook**

A. Ballesteros made a motion to approve the FY26 Faculty Handbook.

M. Sandoval seconded the motion.

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

**C.**

**Discussion & Consideration of the FY26 Family Handbook, FY26 Athletic Handbook & Coaches Handbook**

A. Ballesteros made a motion to approve the FY26 Family Handbook, FY26 Athletic Handbook & Coaches Handbook.

M. Sandoval seconded the motion.

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

**D. Discussion and Consideration of Staffing Analysis and SY 25-26 Leadership**

No action taken

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:06 AM.

Respectfully Submitted,  
J. Kaprosy



# Coversheet

## Discussion and Consideration to Adopt the FY26 Budget

<b>Section:</b>	III. Action Items #1
<b>Item:</b>	A. Discussion and Consideration to Adopt the FY26 Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ADOPTED Budget FY2026.pdf

Charter school

Western School of Science and Technology

Charter name

d.b.a. (as applicable)

Instructions

FY 2026

State of Arizona

Charter School Annual Budget

Adopted

Version

Charter website link of posted budget

www.western.cfacademy.school

By the Governing Board

We hereby certify that the budget for the school year 2026 was

Proposed	June 27, 2025
Adopted	July 10, 2025
Revised	
	Date


County

Maricopa

CTDS number

078221000

1. Total budgeted revenues for fiscal year 2025

\$ 7,292,572

2. Estimated revenues by source for fiscal year 2026			
	Local	1000	\$ 125,864
	Intermediate	2000	\$
	State	3000	\$ 6,361,241
	Federal	4000	\$ 637,343
	TOTAL		\$ 7,124,448

Charter school contact employee: Adrian Espana

Telephone: 623-249-3900 Email: aespana@wsst.school

The FY 2026 budget file for the version described at left will be uploaded through the School Finance Budget System on ADE's website by July 18, 2025

Type the date as MM/DD/YYYY

School official signature

School official signature

Nancy Carbajal

School official (typed name)

Adrian Espana

School official (typed name)

Average teacher salary (A.R.S. §15-189.05)

☐ Check box if the school is new and will begin operations in FY 2026.

1. Average salary of all teachers employed in budget year 2026	\$ 62,867
2. Average salary of all teachers employed in prior year 2025	\$ 66,791
3. Increase in average teacher salary from the prior year 2025	\$ -3,924
4. Percentage increase	-5.9%

Comments on average salary calculation (optional):

Charter school	Western School of Science and Technology			County	Maricopa		CTDS number		078221000
Instructions		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ decrease
Expenses							Prior year 2025	Budget year 2026	
1000 Schoolwide Project and 1500-1999 Other Special Projects									
100 Regular education									
1000 Instruction	1.	833,674	179,506	117,772	29,776	17,293	2,152,255	1,178,021	-45.3%
Support services									
2100 Students	2.	521,980	137,405		4,115	2,032	429,660	665,532	54.9%
2200 Instruction	3.	533,190	122,634		55		279,110	655,879	135.0%
2300 General administration	4.			137,136			0	137,136	
2400 School administration	5.	790,381	181,788	282,453	52,932	20,726	1,260,844	1,328,280	5.3%
2500 Central services	6.						0	0	
2600 Operation & maintenance of plant	7.	187,467	43,117	127,107	76,801	289,723	403,886	724,215	79.3%
2900 Other support services	8.						0	0	
3000 Operation of noninstructional services	9.			41,174	287,931	50,000	0	379,105	
4000 Facilities acquisition & construction	10.						0	0	
5000 Debt service	11.					378,400	680,832	378,400	-44.4%
610 School-sponsored cocurricular activities	12.						18,000	0	-100.0%
620 School-sponsored athletics	13.						2,500	0	-100.0%
630, 700, 800, 900 Other programs	14.				24,356		0	24,356	
Subtotal (lines 1-14)	15.	2,866,692	664,450	705,642	475,966	758,174	5,227,087	5,470,924	4.7%
200 Special education									
1000 Instruction	16.	141,965	34,152	37,676	7,312		264,394	221,105	-16.4%
Support services									
2100 Students	17.						0	0	
2200 Instruction	18.						0	0	
2300 General administration	19.						0	0	
2400 School administration	20.						0	0	
2500 Central services	21.						0	0	
2600 Operation & maintenance of plant	22.						0	0	
2900 Other support services	23.						0	0	
3000 Operation of noninstructional services	24.						0	0	
4000 Facilities acquisition & construction	25.						0	0	
5000 Debt service	26.						0	0	
Subtotal (lines 16-26)	27.	141,965	34,152	37,676	7,312	0	264,394	221,105	-16.4%
400 Pupil transportation	28.			28,034	38		45,000	28,072	-37.6%
530 Dropout prevention programs	29.						0	0	
540 Joint career & technical ed. & vocational ed. center	30.						0	0	
550 K-3 Reading	31.						0	0	
Subtotal (lines 15 and 27-31)	32.	3,008,657	698,602	771,352	483,316	758,174	5,536,481	5,720,101	3.3%
1010 Classroom Site Project (from page 3, line 6)	33.	482,618	144,158	0	0		532,801	626,776	17.6%
1020 Instructional Improvement Project (from page 2, line 5)	34.						33,647	41,904	24.5%
1071 English Language Learner Project (from page 4, line 11)	35.	2,500	627	5,000	2,000	0	13,797	10,127	-26.6%
1072 Compensatory Instruction Project (from page 4, line 22)	36.	0	0	0	0	0	0	0	
1100-1499 Federal and State projects (from page 2, line 32)	37.						988,604	637,343	-35.5%
Total (lines 32-37)	38.	3,493,775	843,387	776,352	485,316	758,174	7,105,330	7,036,251	-1.0%

Charter school Western School of Science and Technology

County Maricopa CTDS number 078221000

Federal and State projects		
	Prior year 2025	Budget year 2026
<b>1100-1399 Federal projects</b>		
1. 1100-1130 ESEA Title I-Helping Disadvantaged Children	274,509	210,284
2. 1140-1150 ESEA Title II-Prof. Dev. And Technology	0	19,758
3. 1160 ESEA Title IV-21st Century Schools	0	15,249
4. 1170-1180 ESEA Title V-Promote Informed Parent Choice	0	
5. 1190 ESEA Title III-Limited Eng. & Immigrant Students	10,878	10,127
6. 1200 ESEA Title VII-Indian Education	0	
7. 1210 ESEA Title VI-Flexibility and Accountability	0	
8. 1220 IDEA, Part B	84,255	68,873
9. 1230 Johnson-O'Malley	0	
10. 1240 Workforce Investment Act	0	
11. 1250 AEA-Adult Education	0	
12. 1260-1270 Vocational Education-Basic Grants	0	
13. 1280 ESEA Title X-Homeless Education	0	
14. 1290 Medicaid Reimbursement	0	
15. 1300 Charter School Implementation Proj. (Stimulus)	0	
16. 13 Impact Aid	0	
17. 1310-1399 Other Federal Projects	440,000	313,052
18. Total federal projects (lines 1-17)	809,642	637,343
<b>1400-1499 State projects</b>		
19. 1400 Vocational Education	0	
20. 1410 Early Childhood Block Grant	0	
21. 1420 Extended School Year-Pupils with Disabilities	0	
22. 1425 Adult Basic Education	0	
23. 1430 Chemical Abuse Prevention Programs	0	
24. 1435 Academic Contests	0	
25. 1450 Gifted Education	0	
26. 1456 College Credit Exam Incentives	0	
27. 1460 Environmental Special Plate	0	
28. 1465 Charter School Stimulus Fund	0	
29. 14 Arizona Industry Credentials Incentive	0	
30. Other State Projects	178,962	
31. Total State projects (lines 19-30)	178,962	0
32. Total federal and State projects (lines 18 and 31)	988,604	637,343
<b>Capital acquisitions</b>		
	Prior year 2025	Budget year 2026
1. 0181 Intangible assets	0	
2. 0191 Land and land improvements	0	
3. 0192 Site improvements	0	
4. 0194 Buildings and building improvements	6,100	
5. 0196 Equipment	20,000	
6. 0198 Construction in progress	0	
7. Total capital acquisitions (lines 1-6)	26,100	0
8. Total capital acquisitions, if any, budgeted on lines 1-6	0	0

Special education programs by type		
	Program 200 prior year 2025	Program 200 budget year 2026
1. Total all disability classifications	264,394	221,105
2. Gifted education	0	
3. ELL incremental costs	0	
4. ELL compensatory instruction	0	
5. Remedial education	0	
6. Vocational and technical ed.	0	
7. Career education	0	
8. Total (lines 1-7)	264,394	221,105
9. Expenses budgeted for transporting students with disabilities (as defined in A.R.S. §15-761) unique to the IEP	0	

Instructional Improvement Project		
Indicate amounts budgeted in Project 1020 for the following:		
	Prior year 2025	Budget year 2026
1. Teacher compensation increases	33,647	41,904
2. Class size reduction	0	
3. Dropout prevention programs	0	
4. Instructional improvement programs	0	
5. Total Instructional Improvement (lines 1-4)	33,647	41,904

Proposed ratios for special education		Selected expenses by type (Must be included on page 1)	
Teacher-pupil	1 to 17.0	Audit services	15,500
Staff-pupil	1 to 16.0	Classroom instruction	5,692,029

State equalization assistance budgeted for food service expenses	
Enter the amount of State equalization assistance budgeted for food service, function 3100:	
	288,161

Debt service	
Interest 6850	284,723
Redemption of principal	378,400

		Instructions							
Expenses		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Totals		% Increase/ decrease	
						Prior year 2025	Budget year 2026		
Classroom Site Project 1010									
1000 Instruction	1.	482,618	144,158			532,801	626,776	17.6%	
2100 Support services—students	2.					0	0		
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)		482,618	144,158	0	0	532,801	626,776	17.6%	

Classroom Site Project 1010 budgeted property payments	
Property disbursements	
Interest 6850	
Redemption of principal	

Charter School      Western School of Science and Technology      County Maricopa      CTDS number 078221000

Instructions 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 2025	Budget year 2026	
English Language Learner Project - 1071											
260 Special education—ELL incremental costs											
1000 Instruction	1.	0.25		2,500	627		1,000		13,797	4,127	-70.1%
Support services											
2100 Students	2.	0.00					1,000		0	1,000	
2200 Instruction	3.	0.00				5,000			0	5,000	
2300 General administration	4.	0.00							0	0	
2400 School administration	5.	0.00							0	0	
2500 Central services	6.	0.00							0	0	
2600 Operation & maintenance of plant	7.	0.00							0	0	
2900 Other support services	8.	0.00							0	0	
Program 260 subtotal (lines 1-8)	9.	0.25	0.00	2,500	627	5,000	2,000	0	13,797	10,127	-26.6%
430 Pupil Transportation—ELL incremental costs											
Support services											
2700 Student transportation	10.	0.00							0	0	
Total expenses (lines 9 and 10)	11.	0.25	0.00	2,500	627	5,000	2,000	0	13,797	10,127	-26.6%

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 2025	Budget year 2026	
Compensatory Instruction Project - 1072										
265 Special education—ELL compensatory instruction										
1000 Instruction	12.	0.00						0	0	
Support services										
2100 Students	13.	0.00						0	0	
2200 Instruction	14.	0.00						0	0	
2300 General administration	15.	0.00						0	0	
2400 School administration	16.	0.00						0	0	
2500 Central services	17.	0.00						0	0	
2600 Operation & maintenance of plant	18.	0.00						0	0	
2900 Other support services	19.	0.00						0	0	
Program 265 subtotal (lines 12-19)	20.	0.00	0.00	0	0	0	0	0	0	
435 Pupil transportation—ELL compensatory instruction										
Support services										
2700 Student transportation	21.	0.00						0	0	
Total expenses (lines 20 and 21)	22.	0.00	0.00	0	0	0	0	0	0	

FY 2026 Summary of charter school revised budget

CTDS number 078221000

1000 Schoolwide Project	Totals		%
	Prior year 2025	Budget year 2026	
100 Regular education			
1000 Instruction	2,152,255	1,178,021	-45.3%
Support services			
2100 Students	429,660	665,532	54.9%
2200 Instruction	279,110	655,879	135.0%
2300 General administration	0	137,136	
2400 School administration	1,260,844	1,328,280	5.3%
2500 Central services	0	0	
2600 Operation & maintenance of plant	403,886	724,215	79.3%
2900 Other support services	0	0	
3000 Operation of noninstructional services	0	379,105	
4000 Facilities acquisition & construction	0	0	
5000 Debt service	680,832	378,400	-44.4%
610 School-sponsored cocurricular activities	18,000	0	-100.0%
620 School-sponsored athletics	2,500	0	-100.0%
630, 700, 800, 900 Other programs	0	24,356	
Regular education subtotal	5,227,087	5,470,924	4.7%
200 Special education			
1000 Instruction	264,394	221,105	-16.4%
Support services			
2100 Students	0	0	
2200 Instruction	0	0	
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	264,394	221,105	-16.4%
400 Pupil transportation	45,000	28,072	-37.6%
530 Dropout prevention programs	0	0	
540 Joint career & tech. ed. & voc. ed. center	0	0	
550 K-3 Reading	0	0	
Total	5,536,481	5,720,101	3.3%

The budget of Western School of Science and Technology for fiscal year 2026 was officially proposed by the Governing Board on June 27, 2025. The complete budget may be reviewed by contacting Adrian Espana at 6232493900 or aespana@wsst.school.

Special education programs	Totals		%
	Prior year 2025	Budget year 2026	
Total all disability classifications	264,394	221,105	-16.4%
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	264,394	221,105	-16.4%

Expenses by project			
	Totals		%
	Prior year 2025	Budget year 2026	
Schoolwide	5,536,481	5,720,101	3.3%
Classroom Site Project	532,801	626,776	17.6%
Instructional Improvement	33,647	41,904	24.5%
English Language Learner	13,797	10,127	-26.6%
ELL Compensatory Instruction	0	0	
Federal projects	809,642	637,343	-21.3%
State projects	178,962	0	-100.0%
Capital acquisitions	26,100	0	-100.0%
Total expenses	7,131,430	7,036,251	-1.3%

Average teacher salary	
Average salary of all teachers employed in the budget year 2026	62,867
Average salary of all teachers employed in the prior year 2025	66,791
Increase in average teacher salary from the prior year 2025	(3,924)
Percentage increase	-5.9%
Comments on average salary calculation (optional):	

Charter school Western School of Science and Technology

County Maricopa

CTDS number 078221000

This tab presents information on the amount and planned use of the Charter's project balances to increase transparency and provide decision-makers, other stakeholders, and the public more complete financial information. Other than the FY 2024 ending project balance amounts, all amounts included on this tab are estimates.

Instructions

Estimated FY 2025 project balances and planned uses in FY 2026 and thereafter

	All Projects
1. FY 2024 final ending project balance	2,917,012
If the final ending project balance does not agree with the submitted FY 2024 AFR, revise the AFR and resubmit to ADE	
2. FY 2025 activity, year-to-date and estimated through June 30	
(a) FY 2025 revenues	6,968,378
(b) FY 2025 expenses, indirect costs, reversions, capital acquisitions, and redemption of principal	7,205,721
3. Estimated FY 2025 ending project balance	2,679,669
(a) With donor restrictions/Restricted	0
(b) Without donor restrictions/Unrestricted	2,679,669
(c) Total (must agree to line 3 above)	2,679,669
4. Estimated FY 2025 ending project balance and planned uses	
(a) Deficit balance	0
(b) Planned to be spent in FY 2026	0
(c) Planned to be spent in FY 2026 to support operations of other school sites within the same charter management organization	0
(d) Maintained for spending after FY 2026	2,679,669
(e) Total project balance (should agree to amount on line 3)	2,679,669
5. Comments (optional)	



Charter school Western School of Science and Technology County Maricopa CTDS number 078221000

Charter information

Select from drop-down

Edupoint (Synergy)

1. Student Information System (SIS) Vendor

2. Accounting Information System

Quickbooks

3. Is the Charter exempt from the Uniform System of Financial Records for Charter Schools (USFRCS)?

Yes

4. Select the type of organization from the drop down menu and report the management organization details (if applicable):

Charter Management Organization (CMO) - A non-profit organization that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.

Education Management Organization (EMO) - A for-profit entity that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.

Single Management (non-profit) - A non-profit organization that is not a CMO or EMO and that provides management services to one charter school.

Single Management (for-profit) - A for-profit entity that is not a CMO or EMO and that provides management services to one charter school.

Please contact ADE's School Finance Budget Team with questions about completing this section.

4. a Management organization type

Single Management (non-profit)

Management organization details (if applicable):

4. b Organization name

4. c Employer Identification Number

4. d Address 1

4. e Address 2

4. f City

4. g State

4. h Zip

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](mailto: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 type="checkbox"/>	The governing body of your charter holder has identical membership to another charter holder in this State	No additional information required
<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 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 2026 ADM20 should be used, available via ADE Connect, AzEDS Portal. Schools approved to provide at least 200 days of instruction will adjust their FY 2027 budget for discrepancies between the FY 2026 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		170.0000	350.0000
Full-time AOI student count		+	+
Part-time AOI student count		+	+
Total student count	= 0.0000	170.0000	= 350.0000

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	= 0.0000	= 0.0000	= 0.0000

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

ELL: English Learners (ELL) Students Served in Programs Under A.R.S. §15-754, ELL20

Children with Disabilities: SPED20

	Non-AOI student count	AOI full-time student count	AOI part-time student count
1. English Learners (ELL)	95.4240		
2. K-3			
3. K-3 Reading			
4. Hearing Impairment (HI)			
5. MD-R, A-R, and SID-R (1)	6.8200		
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, MIID, SLD, SLI, and OHI (3)	48.2681		
12. Emotional Disability (Private)			
13. Moderate Intellectual Disability (MOID)			
14. Visual Impairment (VI)			
15. Free and Reduced-Price Lunch (FRPL) (4)	517.8160		
16. Educational Programs for Gifted Pupils (G) (5)			
17. Total weighted student count (lines 1 through 16)	668.3281	0.0000	0.0000
(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), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)			
(4) Schools may use ADE's FRPL20-summary ADM report and/or FRPL30-site summary ADM report in AzEDS to estimate FY 2026 eligible student counts. This weight applies to all students with community ely eligibility.			
(5) Schools may use ADE's GIFT20-summary ADM report in AzEDS to estimate FY 2026 eligible student counts.			

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

☒ Check box if the school has been approved to provide at least 200 days of instruction by ADE.

A.R.S. §15-902.04 allows schools that provide at least 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 2026 prior to June 1, 2025. Please contact ADE's School Finance account analyst team by email with questions concerning at least 200 days of instruction at [SFAlystTeam@azed.gov](mailto:SFAlystTeam@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 2024 nonfederal audit service actual expense

Schools must include audit costs for FY 2026 under "Selected expenses by type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2024 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 2024 federal audit service actual expense

Enter the amount expended for audit services in FY 2024 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]

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 perage 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.

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	1.3990		1.5590	
Student count 100.000-499.999				
Student count constant	500.0000		500.0000	
Student count	-	170.0000	-	350.0000
Difference	=	330.0000	=	150.0000
Weight adjustment factor	x	0.0003	x	0.0004
Support level weight increase	=	0.0990	=	0.0600
Support level weight constant	+	1.2780	+	1.3980
Support level weight	=	1.3770	=	1.4580
Student count 500.000-599.999				
Student count constant	600.0000		600.0000	
Student count	-	0.0000	-	0.0000
Difference	=	0.0000	=	0.0000
Weight adjustment factor	x	0.0012	x	0.0013
Support level weight increase	=	0.0000	=	0.0000
Support level weight constant	+	1.1580	+	1.2680
Support level weight	=	0.0000	=	0.0000
Student count 600.000 or more				
Support level weight	1.1580		1.2680	

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	1.3990		1.5590	
Student count 100.000-499.999				
Student count constant	500.0000		500.0000	
Student count	-	0.0000	-	0.0000
Difference	=	0.0000	=	0.0000
Weight adjustment factor	x	0.0003	x	0.0004
Support level weight increase	=	0.0000	=	0.0000
Support level weight constant	+	1.2780	+	1.3980
Support level weight	=	0.0000	=	0.0000
Student count 500.000-599.999				
Student count constant	600.0000		600.0000	
Student count	-	0.0000	-	0.0000
Difference	=	0.0000	=	0.0000
Weight adjustment factor	x	0.0012	x	0.0013
Support level weight increase	=	0.0000	=	0.0000
Support level weight constant	+	1.1580	+	1.2680
Support level weight	=	0.0000	=	0.0000
Student count 600.000 or more				
Support level weight	1.1580		1.2680	

Support level

1. Support level weight from Table 1	1.3770	1.4580
2. Support level weight from Table 2 (based on small school weight eligibility)	0.0000	0.0000
3. Support level weight (lesser of lines 1 and 2, as applicable, as shown on BSA 55-1)	1.3770	1.4580

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 BSA 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.

Charter school Western School of Science and TechnologyCounty MaricopaCTDS number 078221000

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Grade Levels	Non-AOI Student Count	AOI-FT Student Count	AOI-PT Student Count	Support Level Weight	Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	AOI-PT Weighted Student Count
PSD	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
K-8,UE	170.0000	0.0000	0.0000	1.3770	234.0900	0.0000	0.0000
9-12	350.0000	0.0000	0.0000	1.4580	510.3000	0.0000	0.0000
Regular Education Unweighted Student Count	520.0000	0.0000	0.0000				
Total of Unweighted Student Count			520.0000				
Regular Education Weighted Student Count					744.3900	0.0000	0.0000
Total of Weighted Student Count						744.3900	744.3900
Add Ons	Non-AOI Student Count	AOI-FT Student Count	AOI-PT Student Count	Support Level Weight	Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	AOI-PT Weighted Student Count
ELL	95.4240	0.0000	0.0000	0.1150	10.9738	0.0000	0.0000
K-3	0.0000	0.0000	0.0000	0.0600	0.0000	0.0000	0.0000
K-3 (Reading)	0.0000	0.0000	0.0000	0.0400	0.0000	0.0000	0.0000
HI	0.0000	0.0000	0.0000	4.7710	0.0000	0.0000	0.0000
MD-R, A-R, SID-R	6.8200	0.0000	0.0000	6.0240	41.0837	0.0000	0.0000
MD-SC, A-SC, SID-SC	0.0000	0.0000	0.0000	5.9880	0.0000	0.0000	0.0000
MD-SSI	0.0000	0.0000	0.0000	7.9470	0.0000	0.0000	0.0000
OI-R	0.0000	0.0000	0.0000	3.1580	0.0000	0.0000	0.0000
OI-SC	0.0000	0.0000	0.0000	6.7730	0.0000	0.0000	0.0000
P-SD	0.0000	0.0000	0.0000	3.5950	0.0000	0.0000	0.0000
DD, ED, MIID, SLD, SLI, OHI	48.2681	0.0000	0.0000	0.2920	14.0943	0.0000	0.0000
ED-P	0.0000	0.0000	0.0000	4.8220	0.0000	0.0000	0.0000
MOID	0.0000	0.0000	0.0000	4.4210	0.0000	0.0000	0.0000
VI	0.0000	0.0000	0.0000	4.8060	0.0000	0.0000	0.0000
FRPL	517.8160	0.0000	0.0000	0.0220	11.3920	0.0000	0.0000
G	0.0000	0.0000	0.0000	0.0070	0.0000	0.0000	0.0000
Group B - Add On Unweighted Student Count	668.3281	0.0000	0.0000				
Total Unweighted Group B Add On			668.3281				
Group B - Add On Weighted Student Count					77.5437	0.0000	0.0000
Total Weighted Group B Add On						77.5437	77.5437

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## Calculation For Base Support Level

	Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	AOI-PT Weighted Student Count
Regular Education Weighted Student Count	744.3900	0.0000	0.0000
Group B - Add On Weighted Student Count	+ 77.5437	+ 0.0000	+ 0.0000
Total Student Count	= 821.9337	= 0.0000	= 0.0000
AOI Funding Factor	x 1.0000	x 0.9500	x 0.8500
Weighted Student Count	= 821.9337	= 0.0000	= 0.0000
<b>Total Weighted Student Count</b>			<b>821.9337</b>
<b>Base Level Amount (FY26)</b>			<b>\$5,368.92</b>
<b>Base Support Level</b>	821.9337	x \$5,368.92	<b>\$4,412,896.16</b>
<b>Base Support Level Adjustments</b>			
Audit Service Expense			<b>\$11,900.00</b>
Adjustment For Remote Instructional Time Calculated By ADE			<b>\$0.00</b>
<b>Adjusted Base Support Level</b>	\$4,412,896.16	+ \$11,900.00	<b>\$4,424,796.16</b>

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Calculation For CAA	PSD	K-8	9-12
Student Count	0.0000	170.0000	350.0000
Additional Assistance Per Student	x \$2,131.90	x \$2,131.90	x \$2,484.69
Additional Assistance	= \$0.00	= \$362,423.00	= \$869,641.50
Total Charter Additional Assistance			\$1,232,064.50
<b>Additional Assistance Adjustments</b>			
Adjusted Total Charter Additional Assistance			\$1,232,064.50
<b>Equalization Assistance</b>			
Adjusted Base Support Level	\$4,424,796.16		
Adjusted Total Charter Additional Assistance	+ \$1,232,064.50		
	= \$5,656,860.66		
Equalization Assistance			\$5,656,860.66
			\$5,656,860.66

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 2025 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 2025 budget must be saved as budget25.xlsx in the C:\CSFORMS folder. If the file is not named budget25.xlsx, the formulas will not function properly. Excel will ask the user to update information when the budget26.xlsx 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 2025 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	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.
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 or Adopted.</p> <p>All information on the cover page must be completed/updated when the proposed or adopted budget is printed out for the Governing Board to sign.</p>
Cover	Charter website link	In accordance with A.R.S. §15-185(M), schools that maintain a website must post a copy of the proposed budget or budget summary and hearing notification on the school's website. Schools should paste a clickable link on the Cover tab to their school web page where the proposed budget or budget summary was posted.
Cover	Estimated revenues	Base estimated revenues by source for FY 2026 on the best information available at the time the budget is prepared. Estimated revenues may be more or less than estimated expenses.

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.
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 or amortization expense on the budget forms. Only report purchases of capital assets including right-of-use assets acquired through finance leases (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><a href="http://www.azed.gov/mowr/">http://www.azed.gov/mowr/</a></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.
1	Employee benefits	Schools participating in the Arizona State Retirement System should budget at the rate of 12.00 percent for covered positions. For positions subject to the Alternate Contribution Rate, schools should budget at the rate of 9.75 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 32 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 within Other Federal Projects on line 17.

Page	Reference	Instruction
2	College Credit Exam Incentives	Schools that receive monies from the college credit by examination incentive program per A.R.S. §15-249.06 should deposit them in Project 1456—College Credit Exam Incentives. Schools must 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	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	Other State Projects	Budgeted expenditures related to monies remaining in Project 1457—Results-based Funding should be reported on line 28—Other State Projects, along with any other State project funds not included on lines 19 through 29 above.
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, finance lease, 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).



Page	Reference	Instruction
2	Selected expenses by type	Audit services expense should be the total audit costs to be incurred during the budget year.  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.
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 2026 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 principal payments on finance leases and other long-term debt that will be recorded as a reduction of the related liability.
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 2026, the estimated cash payment is \$842 per "Group A weighted" pupil (BSA55 Tab, Total of Non-AOI weighted student count, AOI full-time weighted student count, and AOI part-time weighted student count on row 13). The FY 2026 CSP YTD Payments Reports will be available on ADE's website beginning in August 2025 at <a href="https://schoolfinancereports.azed.gov/">https://schoolfinancereports.azed.gov/</a> . ADE uses schools' FY2026 100th day student count as reported in the schools's FY 2026 ADM20A and ADM30 reports.
3	Classroom Site Project	Expenses made from the CSP (1010) should be made in accordance with A.R.S. §15-977 and must be used to supplement, rather than supplant, existing monies. 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.  Line 4 should include expenses for teacher liability insurance premiums made from Project 1010.

Page	Reference	Instruction
3	Classroom Site Project budgeted property payments	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 lease or other debt service payments. Budgeted interest expenses will be charged to object code 6850. Redemption of principal should include budgeted principal payments on finance leases and other long-term debt that will be recorded as a reduction of the related liability.
4	English Language Learner Project	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.
4	Compensatory Instruction Project	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.
Budget summary	General	The information on the Budget Summary is self-populating and will be automatically brought forward from the other pages of the Budget.
Project balances	Line 1	Report FY 2024 final ending project balances as reported in FY 2024 AFR. If the final ending reserve balance doesn't agree with the FY 2024 AFR, <u>revise the AFR and resubmit to ADE.</u>
Project balances	Line 2 (a)	Report FY 2025 revenues. Enter actual amounts to date plus estimated amounts for the remainder of FY 2025, including all FY 2025 amounts that the charter anticipates receiving during the encumbrance period.
Project balances	Line 2 (b)	Report FY 2025 expenses, indirect costs, reversions, capital acquisitions, and redemption of principal in all projects. Enter actual amounts to date plus estimated amounts for the remainder of FY 2025, including all FY 2025 amounts that the charter anticipates spending during the encumbrance period.
Project balances	Line 3 (a)	Report FY 2025 estimated restricted ending project balance amounts. These amounts consist of donor-restricted or legally obligated resources. For-profit charter schools may report estimated appropriated retained earnings.
Project balances	Line 3 (b)	Report FY 2025 estimated unrestricted ending project balance amounts. These are amounts available for use in general operations and not subject to donor or grantor restrictions or legal obligations. For-profit charter schools may report estimated unappropriated retained earnings.
Project balances	Line 4 (a)	For projects with a negative estimated FY 2025 ending project balance, enter the negative project balance amount on this line. These projects have deficit balances because expenses exceeded available resources from current revenues and prior year project balances and reduce the amount of resources available in future years.

Page	Reference	Instruction
Project balances	Line 4 (b)	Report FY 2025 estimated ending project balance amounts that the Charter plans to spend to support FY 2026 budgeted spending after using all available FY 2026 revenues. Any nonspendable amounts included in ending project balance such as current prepaid assets should be included in this line if the charter plans to use them in FY 2026. Otherwise, such nonspendable assets should be included on line 4(d) based on the charter's plan to use them to benefit a future year, as applicable.
Project balances	Line 4 (c)	Report FY 2025 estimated ending project balance amounts that the charter plans to spend in FY 2026 to support the operation of other school sites that operate within the same charter management organization (CMO). <u>This line only applies to charter schools that operate under the same CMO.</u> CMO detail is reported on the contact page in this form.
Project balances	Line 4 (d)	Report amounts the charter estimates it will maintain for spending after FY 2026, including amounts reserved to manage cash flows in future budget years to cover such things as revenue shortfalls, emergencies, and/or other unforeseen circumstances.
Project balances	Line 5	Section C is optional. Charter schools can use this section to include additional information about its project balances and planned spending. Charters can also use this section to list projects included in restricted and unrestricted lines.

# Coversheet

## Discussion & Consideration of the FY25-26 Meeting Dates & Time

<b>Section:</b>	III. Action Items #1
<b>Item:</b>	C. Discussion & Consideration of the FY25-26 Meeting Dates & Time
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	FY25-26 Board Meeting Dates .pdf



**Proposed  
Board Meeting Dates  
FY 25-26**

August 8, 2025

September 11, 2025

\* October 2, 2025

November 13, 2025

December 11, 2025

January 8, 2026

February 12, 2026

\* March 5, 2026

April 9, 2025

May 14, 2025

Meetings are 2nd Thursday of every month except for meetings with (\*) beside it.

# Coversheet

## Discussion and Consideration of the Safe Zone Policy and Resolution Model

<b>Section:</b>	III. Action Items #1
<b>Item:</b>	D. Discussion and Consideration of the Safe Zone Policy and Resolution
<b>Model</b>	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	sample-safe-zone-resolution-and-model-policy-web.pdf

# APPENDIX A

## Sample Safe Zone Resolution and Model Policy

It is the right of every child, regardless of immigration status, to access a free public K-12 education.

When federal immigration authorities aggressively pursue enforcement activities on or around school property and transportation routes—whether by surveillance, interviews, demands for information, arrest, detention, or any other means—it harmfully disrupts the learning environment and significantly interferes with the ability of all students, including U.S. citizen students and immigrant students legally in the country, to access a free public K-12 education.

NEA has developed a sample resolution and district policy that can be used as a template or guidance for local school districts to create their own Safe Zones resolutions. The language is closely tied to the Supreme Court case *Plyler v. Doe* which is the foundational precedent that ensures access to K-12 education for all children regardless of immigration status. The model resolution contains reassurances for students, procedures for law enforcement, and information and support for families and staff.

## FAQ: Safe Zone School Board Resolutions

### 1. What can we do to address student fear about immigration enforcement under the new Administration?

Join with your local NEA association to lobby your local school board for a SAFE ZONE resolution. It contains reassurances for students, procedures for responding to law enforcement, and information and support for families and staff. Countless school districts across the country have already passed SAFE ZONE resolutions. These districts include large urban districts like Los Angeles, to small rural districts in Colorado and New Hampshire, and everywhere in between, such as Omaha, Nebraska, and Louisville, Kentucky.

### 2. What needs to take place in order for our district to become a SAFE ZONE?

Your school board can take up a proposed resolution like the one attached here at its next regularly scheduled meeting. Supply your school board with sample language and be sure to comply with the board's meeting notice requirements. Through the board's normal governance procedure, it can approve and sign a SAFE ZONE resolution, including a policy that would then take effect immediately.

**3. Does a SAFE ZONE resolution require additional district expenditures, staff responsibilities, school hours, or other resources?**

No, unless you wish to add support beyond NEA's template, such as adding a counselor for extra support for immigrant students who are in crisis. The template SAFE ZONE resolution reaffirms and clarifies the constitutional right all students have, regardless of immigration status, to access a free public K-12 education. The district administration will need to take steps to ensure the resolution's requirements are being fulfilled as outlined in the district policy attached to the NEA template SAFE ZONE board resolution, but it does not add new or different job duties or hours for educators.

**4. Can I discuss immigration enforcement and student fears in my classroom?**

Yes, if your school board passes a SAFE ZONE resolution that provides for such discussion, the discussion is age appropriate and mandatory curricular subjects are also covered in a timely way. The productivity of the learning environment improves when pressing concerns of students can be addressed. In the absence of a SAFE ZONE resolution, NEA recommends you follow existing district rules on classroom teaching.

**5. Can I refuse directives from law enforcement?**

No, a SAFE ZONE resolution does not provide immunity should you decline to obey directives from law enforcement. The resolution does provide steps you must request that law enforcement follow. If law enforcement refuses to cooperate, that becomes a matter for the district legal counsel and courts to determine. You are not expected to put yourself or those around you at risk to assert these rights.

**6. Does the model SAFE ZONE resolution protect non-citizen students from the school-to-prison-to-deportation pipeline?**

No, SAFE ZONE policies like the one attached here are aimed at protecting students' rights at school but do not address disciplinary practices that criminalize misbehavior through the involvement of law enforcement. In the case of non-citizen youth, law enforcement actions can result in barriers to obtaining or maintaining legal immigration status as well as possible detention and deportation. For information regarding the harmful immigration consequences for non-citizen youth of the school-to-prison pipeline, [click here](#).



## BOARD OF EDUCATION

### RESOLUTION NO. \_\_\_\_

**WHEREAS**, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the District welcomes and supports all students;

**WHEREAS**, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education;

**WHEREAS**, federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

**WHEREAS**, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

**WHEREAS**, parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public K-12 education through District schools and programs;

**AND WHEREAS**, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

**NOW, THEREFORE, BE IT RESOLVED** that the U.S. Immigrations Enforcement Office (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws, are to follow District Policy \_\_\_\_, attached to and incorporated in this Resolution, to ensure the District meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education;

**BE IT FURTHER RESOLVED**, that the Board declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience;

**BE IT FURTHER RESOLVED**, that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency;

**BE IT FURTHER RESOLVED**, it continues to be the policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit; given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site;

**BE IT FURTHER RESOLVED**, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory;

**BE IT FURTHER RESOLVED**, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made;

**BE IT FURTHER RESOLVED**, the District shall post this Resolution at every school site and distribute it to District staff, students, and parents using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home;

**BE IT FURTHER RESOLVED**, the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting;

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to review District policies and practices regarding bullying and report back to the Board at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying-free environment for all students;

**BE IT FURTHER RESOLVED**, the Board affirms that certificated District employees have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution; and

**BE IT FURTHER RESOLVED**, after-school providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

[FOLLOWED BY SCHOOL BOARD SIGNATURE PAGE]

## DISTRICT POLICY NO. \_\_\_\_\_

### ACCESS TO EDUCATION, STUDENT PRIVACY, AND IMMIGRATION ENFORCEMENT

School personnel must not allow any third party access to a school site without permission of the site administrator. The site administrator shall not permit third party access to the school site that would cause disruption to the learning environment.

The School Board, in Resolution No. \_\_\_\_\_, based on its educational experience and as part of its deliberative process as our governing body, has found that access to a school site by immigration law enforcement agents substantially disrupts the learning environment and any such request for access should be referred to the Superintendent's Office immediately.

School personnel must contact the Superintendent's Office immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or guardians of any students involved.

The Superintendent's Office must process requests by immigration law enforcement agents to **enter a school site** or **obtain student data** as follows:

1. Request identification from the officers or agents and photocopy it;
2. Request a judicial warrant and photocopy it;
  - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the District;
3. Request and retain notes of the names of the students and the reasons for the request;
  - a. If school site personnel have not yet contacted the students' parents or guardians, do so;
  - b. Do not attempt to provide your own information or conjecture about the students, such as their schedule, for example, without legal counsel present;
4. Provide the agents with a copy of this Policy and Resolution No. \_\_\_\_\_;
5. Contact legal counsel for the District;
6. Request the agents' contact information; and
7. Advise the agents you are required to complete these steps prior to allowing them access to any school site or student data.