



Western School of Science and Technology: CFA

Meeting of the Board of Directors of Western

Date and Time

Friday August 8, 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.

Members of the Governing Board may join in person, by telephone, or by Internet Conference.

Where: Western School of Science and Technology:
A Challenge Foundation Academy
6515 W. Indian School Rd.

Phoenix, AZ 85033

Members of the Public can join telephonically or in person.

Dial by your location

- +1 719 359 4580 US
- +1 720 707 2699 US (Denver)
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 669 444 9171 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 646 558 8656 US (New York)
- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 360 209 5623 US

Meeting ID: 818 9236 0358

When: Friday, August 8, 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 | | |

| | Purpose | Presenter | Time |
|--|---|-----------------|-----------------------|
| 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. | WSST Update | | 8:38 AM |
| A. | Board Update | Discuss | Adrian Espana 5 m |
| B. | Enrollment Update | Discuss | Adrian Espana 5 m |
| C. | Staffing Update | Discuss | Adrian Espana 5 m |
| D. | Financial Update June 2025 | Discuss | Diamond Financial 5 m |
| III. | Approval of the Consent Agenda | | 8:58 AM |
| A. | Approval of July 10, 2025 Board Meeting Minutes | Approve Minutes | Jay Kaprosy |
| B. | Approval to remove Darryl Bess Jr from the Arizona Corporation Commission as one of the Directors | | |
| C. | Approval of the June 2025 Financials | | Diamond Financial 5 m |
| IV. | Action Items #1 | | 9:03 AM |

| | Purpose | Presenter | Time |
|---|---------|-------------------|----------------|
| Board Members to take action on the items listed. | | | |
| A. Discussion and Consideration on FY26 Budget Revision | Vote | Diamond Financial | 10 m |
| B. Discussion & Consideration of the FY25-26 Meeting Dates & Time | Vote | Jay Kaprosy | 5 m |
| C. Discussion and Consideration of the 2025-2030 Strategic Plan | | | 5 m |
| D. Discussion and Consideration of the Safe Zone Policy | | | |
| E. Discussion and Consideration of the 25-26 Wellness Policy | | | |
| F. Discussion and Consideration of the updated WSST Mission and Vision Statement | | | |
| V. Executive Session for Personnel Discussions | | | 9:23 AM |
| The Board may convene in executive session, pursuant to A.R.S. 38-431.03(A)(1) for discussions with its Executive Director candidate to discuss possible employment and contract terms. | | | |
| A. Approval of Executive Director contract and employment | Vote | Jay Kaprosy | 5 m |
| VI. Closing Items | | | 9:28 AM |
| A. Adjourn Meeting | Vote | | |

Coversheet

Approval of July 10, 2025 Board Meeting Minutes

| | |
|--------------------------|---|
| Section: | III. Approval of the Consent Agenda |
| Item: | A. Approval of July 10, 2025 Board Meeting Minutes |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Meeting of the Board of Directors of Western on July 10, 2025 |

APPROVED



Western School of Science and Technology: CFA

Minutes

Meeting of the Board of Directors of Western

Date and Time

星期四 七月 10, 2025 at 8:30 上午

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.

Directors Present

B. Stratford (remote), E. Yndigoyen (remote), J. Kaprosy (remote), M. Sandoval (remote)

Directors Absent

A. Ballesteros

Guests Present

A. Espana, N. Carbajal, Valeria Escobedo

I. Opening Items

A. Call the Meeting to Order

J. Kaprosy called a meeting of the board of directors of Western School of Science and Technology: CFA to order on Thursday Jul 10, 2025 at 8:05 AM.

B. Roll Call & Pledge of Allegiance

C. Public Comments

No Public Comments

D. Read Mission Statement

Jay Kaprosy read Mission Statement

II. Approval of the Consent Agenda

A. Approval of June 27, 2025 Board Meeting Minutes

J. Kaprosy made a motion to approve the minutes from Meeting of the Board of Directors of Western on 06-27-25.

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

III. Action Items #1

A.

Discussion and Consideration to Adopt the FY26 Budget

B. Stratford made a motion to Approve the FY26 Budget.

M. Sandoval seconded the motion.

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

B. Discussion and Consideration of Leadership Structure Presentation

B. Stratford made a motion to Approve the Leadership Structure as presented for Executive Director and Principal.

M. Sandoval seconded the motion.

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

C. Discussion & Consideration of the FY25-26 Meeting Dates & Time

B. Stratford made a motion to Approve August 8, 2025, as the next board meeting.

M. Sandoval seconded the motion.

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

D. Discussion and Consideration of the Safe Zone Policy and Resolution Model

B. Stratford made a motion to Approve the District policy as presented and further direct staff to include other Law Enforcement language to fit Western.

M. Sandoval seconded the motion.

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

IV. 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 9:25 上午.

Respectfully Submitted,

J. Kaprosy

Coversheet

Approval of the June 2025 Financials

| | |
|--------------------------|---|
| Section: | III. Approval of the Consent Agenda |
| Item: | C. Approval of the June 2025 Financials |
| Purpose: | |
| Submitted by: | |
| Related Material: | WSST Financials 06.30.2025.pdf |

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY

DASHBOARD REPORT

June 30, 2025

TOTAL VOUCHERS - JUNE, 2025

545,436.72

Cash Activity

| | Beginning | Receipts | Disbursements | Ending |
|-------------------------------|------------------|------------------|------------------|------------------|
| July, 2024 | 2,153,438 | 546,967 | 711,215 | 1,989,190 |
| August, 2024 | 1,989,190 | 512,055 | 889,089 | 1,612,155 |
| September, 2024 | 1,612,155 | 574,826 | 576,037 | 1,610,945 |
| October, 2024 | 1,610,945 | 586,427 | 702,321 | 1,495,051 |
| November, 2024 | 1,495,051 | 576,493 | 487,268 | 1,584,276 |
| December, 2024 | 1,584,276 | 1,156,844 | 602,529 | 2,138,590 |
| January, 2025 | 2,138,590 | 550,299 | 515,696 | 2,173,193 |
| February, 2025 | 2,173,193 | 603,414 | 538,768 | 2,237,839 |
| March, 2025 | 2,237,839 | 574,989 | 541,417 | 2,271,411 |
| April, 2025 | 2,271,411 | 558,804 | 639,486 | 2,190,730 |
| May, 2025 | 2,190,730 | 594,153 | 610,304 | 2,174,579 |
| June, 2025 | 2,174,579 | 470,947 | 618,692 | 2,026,834 |
| YTD Total - June, 2025 | 2,153,438 | 7,306,219 | 7,432,823 | 2,026,834 |
| YTD Total - 2024 | 1,875,902 | 7,477,502 | 7,199,967 | 2,153,438 |
| YTD Total - 2025 (June 2025) | 2,153,438 | 7,306,219 | 7,432,823 | 2,026,834 |
| Increase (Decrease) | 277,535 | (171,283) | 232,856 | (126,604) |

Budget

| | YTD ACTUALS 2025 | YTD BUDGET 2025 | Over (Under) |
|--------------------------|------------------|-----------------|------------------|
| ADM | 517 | 520 | |
| Revenue | 7,116,596 | 7,292,572 | (175,976) |
| Expenses | 7,130,844 | 6,777,344 | 353,500 |
| Surplus (Deficit) | (14,248) | 515,228 | (529,476) |

Debt Service Coverage Ratio

0.99 *Decrease from 1.09 in May

Overage (Shortfall)

(6,279) *Decrease from 51,535 in April

NOTES:

Cash Disbursements

Western School of Science and Technology

June 1-30, 2025

| Num | Date | Vendor | Amount |
|----------|------------|--|-------------|
| Bill.com | 06/02/2025 | THE HOLMAN GROUP OF ARIZONA | (450.00) |
| Bill.com | 06/02/2025 | Lilia Trevizo | (266.00) |
| Bill.com | 06/02/2025 | Staples Advantage | (193.34) |
| Bill.com | 06/02/2025 | Arizona School Boards Association | (425.00) |
| Bill.com | 06/02/2025 | Valleywide Transportation | (2,600.00) |
| Bill.com | 06/02/2025 | Murga, Sarahi | (500.00) |
| Bill.com | 06/02/2025 | The Arizona Group | (5,521.20) |
| Bill.com | 06/02/2025 | HD Supply | (461.55) |
| Bill.com | 06/02/2025 | JAVA GROUNDS | (525.00) |
| Bill.com | 06/02/2025 | Arizona Grants Management, LLC | (871.77) |
| Bill.com | 06/02/2025 | Brady Industries | (64.14) |
| Bill.com | 06/02/2025 | Amazon Capital Services | (1,370.61) |
| Bill.com | 06/02/2025 | Senya | (227.81) |
| Bill.com | 06/02/2025 | Swing Education | (3,796.89) |
| Bill.com | 06/02/2025 | Greene, Julie | (60.00) |
| Bill.com | 06/02/2025 | Erick Fernandez | (750.00) |
| Bill.com | 06/03/2025 | SRP | (4,729.57) |
| Bill.com | 06/03/2025 | AASA, The School Superintendents Association | (6,000.00) |
| Bill.com | 06/03/2025 | Amazon Capital Services | (10.31) |
| Bill.com | 06/04/2025 | Technical Service Center | (547.20) |
| Bill.com | 06/04/2025 | Nexus Therapy | (510.00) |
| Bill.com | 06/04/2025 | HD Supply | (8.67) |
| Bill.com | 06/05/2025 | Amazon Capital Services | (103.97) |
| Bill.com | 06/06/2025 | Swing Education | (2,784.38) |
| Bill.com | 06/06/2025 | Amazon Capital Services | (69.44) |
| Bill.com | 06/09/2025 | Phoenix Police Department | (17.00) |
| Bill.com | 06/09/2025 | Brady Industries | (402.97) |
| Bill.com | 06/09/2025 | Amazon Capital Services | (86.31) |
| Bill.com | 06/09/2025 | Diamond Financial | (5,870.00) |
| Bill.com | 06/09/2025 | College Board - AP | (4,870.00) |
| Bill.com | 06/09/2025 | Valleywide Transportation | (700.00) |
| Bill.com | 06/09/2025 | Education Support Services | (906.50) |
| Bill.com | 06/09/2025 | L&M Food Management Services | (23,592.00) |
| Bill.com | 06/09/2025 | Lori Bird, Attorney at Law | (3,060.00) |
| Bill.com | 06/09/2025 | Rachel Yanof | (1,000.00) |
| Bill.com | 06/09/2025 | Swing Education | (1,012.50) |
| Bill.com | 06/09/2025 | Udall/Shumway | (3,239.50) |
| Bill.com | 06/09/2025 | American Express | (162.90) |
| Bill.com | 06/09/2025 | B and M Communications, LLC | (39.95) |
| Bill.com | 06/09/2025 | Chamberlain, Evan | (64.37) |
| Bill.com | 06/09/2025 | Challenge Foundation Group | (17,595.60) |

Cash Disbursements

Western School of Science and Technology

June 1-30, 2025

| Num | Date | Vendor | Amount |
|----------|------------|--|-------------|
| Bill.com | 06/10/2025 | Amazon Capital Services | (637.08) |
| Bill.com | 06/11/2025 | Amazon Capital Services | (927.90) |
| Bill.com | 06/11/2025 | Brady Industries | (3,457.20) |
| Bill.com | 06/13/2025 | School Nurse Supply | (261.55) |
| Bill.com | 06/13/2025 | Brady Industries | (117.27) |
| Bill.com | 06/13/2025 | Arizona Association of School Business Officials | (95.00) |
| Bill.com | 06/13/2025 | HD Supply | (43.41) |
| Bill.com | 06/13/2025 | Truly Nolen Branch 045 | (157.00) |
| Bill.com | 06/13/2025 | Technical Service Center | (330.30) |
| Bill.com | 06/13/2025 | Canyon Athletic Association. | (10.00) |
| Bill.com | 06/13/2025 | All Copy Products, Inc | (273.87) |
| Bill.com | 06/13/2025 | City of Phoenix 0858 | (3,837.39) |
| Bill.com | 06/13/2025 | Chromebooks R Us | (11,700.00) |
| Bill.com | 06/13/2025 | AFLAC | (2,777.68) |
| Bill.com | 06/13/2025 | Amazon Capital Services | (174.38) |
| Bill.com | 06/13/2025 | Staples Advantage | (193.34) |
| Bill.com | 06/13/2025 | School Operations Solutions | (2,000.00) |
| Bill.com | 06/13/2025 | Republic Services | (3,392.05) |
| Bill.com | 06/13/2025 | K2L Sky Shots | (879.60) |
| Bill.com | 06/13/2025 | Arizona School Administrators | (495.00) |
| Bill.com | 06/17/2025 | Nexus Therapy | (510.00) |
| Bill.com | 06/23/2025 | Diamond Financial | (7,400.00) |
| Bill.com | 06/23/2025 | Udall/Shumway | (447.50) |
| Bill.com | 06/23/2025 | McGraw-Hill School Ed. Holdings, LLC | (3,500.00) |
| Bill.com | 06/23/2025 | HD Supply | (43.34) |
| Bill.com | 06/23/2025 | Verizon Wireless | (206.96) |
| Bill.com | 06/23/2025 | Cox Communications 3101 | (570.76) |
| Bill.com | 06/23/2025 | ASPAA | (550.00) |
| Bill.com | 06/23/2025 | Aqua Chill, Inc. #13 | (237.82) |
| Bill.com | 06/23/2025 | Amazon Capital Services | (922.59) |
| Bill.com | 06/23/2025 | Canon Financial Services, Inc. - 879422-2 | (4,737.06) |
| Bill.com | 06/23/2025 | FASTSIGNS on Central | (157.74) |
| Bill.com | 06/27/2025 | Brady Industries | (230.72) |
| Bill.com | 06/27/2025 | Truly Nolen Branch 045 | (3,951.00) |
| Bill.com | 06/27/2025 | MidFirst Bank - Credit Card | (4,562.17) |
| Bill.com | 06/27/2025 | Escobedo, Valeria | (94.72) |
| Bill.com | 06/27/2025 | Staples Advantage | (214.83) |
| Bill.com | 06/27/2025 | HD Supply | (134.44) |
| Bill.com | 06/27/2025 | Amazon Capital Services | (350.81) |
| Bill.com | 06/27/2025 | Arizona Grants Management, LLC | (871.77) |
| Bill.com | 06/27/2025 | Strong and Courageous Apparel LLC | (110.26) |

Cash Disbursements

Western School of Science and Technology

June 1-30, 2025

| Num | Date | Vendor | Amount |
|--------------|------------|---------------------------------|---------------------|
| Bill.com | 06/27/2025 | SRP | (5,562.77) |
| Bill.com | 06/27/2025 | Truly Nolen Branch 045 | (80.00) |
| PR Debit | 6/5/2025 | Western Employees | (149,638.08) |
| PR Debit | 6/20/2025 | Western Employees | (128,736.26) |
| PR Debit | 6/5/2025 | Inova Payroll (Prev PR Experts) | (344.95) |
| PR Debit | 6/5/2025 | Inova Payroll (Prev PR Experts) | (56,238.09) |
| PR Taxes | 6/20/2025 | Inova Payroll (Prev PR Experts) | (46,587.89) |
| PR Taxes | 6/5/2025 | Inova Payroll (Prev PR Experts) | (143.33) |
| PR Taxes | 6/20/2025 | Inova Payroll (Prev PR Experts) | (143.33) |
| PR Taxes | 6/5/2025 | Support Payment Clearinghouse | (320.81) |
| PR Taxes | 6/20/2025 | Support Payment Clearinghouse | (320.81) |
| PR Taxes | 6/20/2025 | Inova Payroll (Prev PR Experts) | (83.54) |
| PR Taxes | 6/20/2025 | Inova Payroll (Prev PR Experts) | (205.90) |
| TOTAL | | | (545,436.72) |

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY
STATEMENT OF FINANCIAL POSITION
For the Period Ending June 30, 2025

| | June 30, 2025 | |
|--|----------------------|----------------|
| ASSETS | | |
| Cash | 2,026,834 | 21.71% |
| Accounts Receivable & Prepaid Expense | 403,271 | 4.32% * |
| Current Assets | 2,430,105 | 26.03% |
| Deposits | 27,702 | 0.30% |
| Fixed Assets net of Accumulated Depreciation | 6,876,515 | 73.67% |
| TOTAL ASSETS | 9,334,322 | 100.00% |
| LIABILITIES AND NET ASSETS | | |
| Accounts Payable and Accrued Expense | 457,383 | 4.90% |
| Current Liabilities | 457,383 | 4.90% |
| Mortgage Payable | 5,414,188 | |
| Total Liabilities | 5,871,571 | |
| Beginning Net Assets | 3,477,000 | 37.25% |
| Net Income (Loss) | (14,248) | -0.15% |
| Total Net Assets | 3,462,751 | 37.10% |
| TOTAL LIABILITIES AND NET ASSETS | 9,334,322 | 100.00% |

Notes

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Western School of Science and Technology**Budget vs. Actuals: 2024-2025 Adopted Budget - FY25 P&L Classes****July 2024 - June 2025**

| | Year to Date | 2025 Budget | | |
|------------------------------------|---------------------|---------------------|---------------------|----------------|
| | Actual | Budget | Remaining | % Remaining |
| Income | | | | |
| 1700 School Activities | 9,406.91 | | (9,406.91) | |
| 1920 Private Donations and Grants | 8,463.31 | 21,500.00 | 13,036.69 | 60.64% |
| 1950 Other Income | 29,144.08 | 50,000.00 | 20,855.92 | 41.71% |
| 1975 Fundraising | 34,964.55 | 25,000.00 | (9,964.55) | -39.86% |
| 3000 State | 6,235,992.16 | 6,386,430.00 | 150,437.84 | 2.36% |
| 4000 Federal | 737,299.41 | 809,642.00 | 72,342.59 | 8.94% |
| Total Income | 7,055,270.42 | 7,292,572.00 | 237,301.58 | 3.25% |
| Gross Profit | 7,055,270.42 | 7,292,572.00 | 237,301.58 | 3.25% |
| Expenses | | | | |
| 6100 Salaries and Wages | 4,276,112.71 | 4,912,102.00 | 635,989.29 | 12.95% |
| 6200 Employee Benefits | 882,762.02 | 707,322.00 | (175,440.02) | -24.80% |
| 6310 Professional Services | 208,601.61 | 118,500.00 | (90,101.61) | -76.04% |
| 6320 Outside Services | 110,645.20 | 213,175.00 | 102,529.80 | 48.10% |
| 6400 Facilities | 183,155.36 | 130,350.00 | (52,805.36) | -40.51% |
| 6500 Other Purchased Services | 257,349.87 | 178,600.00 | (78,749.87) | -44.09% |
| 6580 Travel | 63,302.75 | 2,000.00 | (61,302.75) | -3065.14% |
| 6610 Supplies | 170,065.77 | 167,000.00 | (3,065.77) | -1.84% |
| 6635 Food Service | 246,200.50 | - | (246,200.50) | |
| 6640 Books and Instructional Aids | 5,413.92 | 12,000.00 | 6,586.08 | 54.88% |
| 6650 Supplies - Technology Related | 10,010.12 | - | (10,010.12) | |
| 6740 Depreciation | 385,629.10 | - | (385,629.10) | |
| 6810 Dues and Fees | 51,515.74 | 9,000.00 | (42,515.74) | -472.40% |
| 6850 Interest and Finance Charges | 273,751.85 | 327,295.00 | 53,543.15 | 16.36% |
| 6890 Miscellaneous | 6,327.37 | - | (6,327.37) | |
| Total Expenses | 7,130,843.89 | 6,777,344.00 | (353,499.89) | -5.22% |
| Net Operating Income | (75,573.47) | 515,228.00 | 590,801.47 | 114.67% |
| Other Income | | | | |
| 1990 Interest Income | 61,325.24 | - | (61,325.24) | |
| Total Other Income | 61,325.24 | - | (61,325.24) | |
| Net Other Income | 61,325.24 | - | (61,325.24) | |
| Net Income | (14,248.23) | 515,228.00 | 529,476.23 | 102.77% |

Western School of Science and Technology
Profit and Loss by Month
July 2024 - June 2025

| | Jul 2024 | Aug 2024 | Sep 2024 | Oct 2024 | Nov 2024 | Dec 2024 | Jan 2025 | Feb 2025 | Mar 2025 | Apr 2025 | May 2025 | Jun-25 | Total |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| Income | | | | | | | | | | | | | |
| 1700 School Activities | | | | | | | 2,915.00 | | 6,491.91 | | | | 9,406.91 |
| 1920 Private Donations and Grants | 420.00 | 380.00 | 1,098.17 | 90.00 | 670.00 | 240.00 | 1,495.00 | 400.00 | 1,620.00 | 90.00 | 490.00 | 1,470.14 | 8,463.31 |
| 1950 Other Income | | 10,344.97 | 50.00 | 9,738.64 | 1,165.97 | | 1,813.64 | | 2,200.00 | 3,500.00 | 330.86 | | 29,144.08 |
| 1975 Fundraising | | | 2,645.72 | 10,532.27 | 1,915.00 | | 1,040.00 | | 1,790.25 | 51.66 | | 16,989.65 | 34,964.55 |
| 3000 State | 483,707.48 | 484,016.40 | 505,107.76 | 522,520.50 | 495,004.64 | 604,242.92 | 547,601.93 | 514,268.27 | 509,777.59 | 490,438.33 | 518,975.84 | 560,330.50 | 6,235,992.16 |
| 4000 Federal | 33,957.88 | 71,817.37 | 77,923.90 | 32,306.58 | 64,749.23 | 31,575.72 | 87,997.93 | 119,096.14 | 56,756.32 | 35,261.85 | 30,670.88 | 95,185.61 | 737,299.41 |
| Total Income | \$ 518,085.36 | \$ 566,558.74 | \$ 586,825.55 | \$ 575,187.99 | \$ 563,504.84 | \$ 636,058.64 | \$ 642,863.50 | \$ 633,764.41 | \$ 578,636.07 | \$ 529,341.84 | \$ 550,467.58 | \$ 673,975.90 | \$ 7,055,270.42 |
| Gross Profit | \$ 518,085.36 | \$ 566,558.74 | \$ 586,825.55 | \$ 575,187.99 | \$ 563,504.84 | \$ 636,058.64 | \$ 642,863.50 | \$ 633,764.41 | \$ 578,636.07 | \$ 529,341.84 | \$ 550,467.58 | \$ 673,975.90 | \$ 7,055,270.42 |
| Expenses | | | | | | | | | | | | | |
| 6100 Salaries and Wages | 158,913.00 | 521,709.31 | 351,555.00 | 353,195.28 | 339,036.11 | 359,491.34 | 344,116.44 | 326,745.39 | 323,902.21 | 334,700.72 | 325,254.35 | 537,493.56 | 4,276,112.71 |
| 6200 Employee Benefits | 54,732.19 | 86,099.02 | 57,253.97 | 99,807.32 | 75,435.45 | 120,251.68 | 113,998.31 | 119,276.94 | 74,242.31 | 72,034.84 | 65,935.83 | -56,305.84 | 882,762.02 |
| 6310 Professional Services | 13,971.95 | 16,437.06 | 23,595.54 | 17,008.60 | 27,914.29 | 16,960.81 | 18,197.43 | 12,317.52 | 18,411.54 | 14,519.28 | 14,570.78 | 14,696.81 | 208,601.61 |
| 6320 Outside Services | 1,310.90 | 6,045.67 | 7,285.35 | 20,170.31 | 10,926.76 | 13,767.80 | 10,918.65 | 12,522.60 | 9,555.96 | 5,688.90 | 6,404.00 | 6,048.30 | 110,645.20 |
| 6400 Facilities | 12,407.58 | 33,200.91 | 18,672.76 | 16,650.84 | 5,958.35 | 16,576.50 | 17,281.27 | -1,638.72 | 9,874.24 | 12,708.47 | 17,050.55 | 24,412.61 | 183,155.36 |
| 6500 Other Purchased Services | 94,376.94 | 19,603.28 | 17,643.33 | 14,037.50 | 16,774.90 | 10,431.06 | 23,680.30 | 9,459.36 | 5,709.55 | 13,235.84 | 15,524.67 | 16,873.14 | 257,349.87 |
| 6580 Travel | 2,900.41 | 124.62 | 7,594.92 | 5,781.18 | 5,114.76 | 5,308.68 | 11,911.29 | 4,786.04 | 9,692.28 | 5,488.86 | 4,599.71 | | 63,302.75 |
| 6610 Supplies | 23,689.05 | 26,737.83 | 7,311.95 | 20,294.35 | 16,816.54 | 10,815.25 | 6,836.49 | 12,574.61 | 10,307.93 | 7,856.45 | 19,444.37 | 7,380.95 | 170,065.77 |
| 6635 Food Service | | 31,502.50 | 29,560.00 | 27,580.00 | 21,780.00 | 16,386.00 | 23,280.00 | 23,720.00 | 17,300.00 | 27,195.00 | 23,592.00 | 4,305.00 | 246,200.50 |
| 6640 Books and Instructional Aids | 1,778.77 | 640.66 | 406.40 | | 119.76 | | | 13.50 | 13.50 | 35.40 | | 2,405.93 | 5,413.92 |
| 6650 Supplies - Technology Related | 600.83 | 2,404.96 | 1,277.94 | 65.27 | 730.17 | 125.99 | 3,370.71 | 1,201.00 | | | 49.98 | 183.27 | 10,010.12 |
| 6740 Depreciation | 32,694.72 | 32,093.51 | 32,079.24 | 32,470.72 | 32,572.07 | 32,572.07 | 32,572.07 | 32,572.07 | 31,213.51 | 31,615.54 | 31,586.79 | 31,586.79 | 385,629.10 |
| 6810 Dues and Fees | 15,489.54 | 3,567.05 | 6,925.30 | 1,908.12 | 2,254.07 | 1,189.47 | 6,213.72 | 1,591.59 | 7,847.00 | 3,013.98 | 1,137.36 | 378.54 | 51,515.74 |
| 6850 Interest and Finance Charges | 25,125.77 | 25,100.25 | 25,053.51 | 24,464.86 | 24,391.49 | 24,376.67 | 24,236.64 | 9,654.30 | 9,680.11 | 24,593.67 | 48,655.08 | 8,419.50 | 273,751.85 |
| 6890 Miscellaneous | 54.12 | 195.00 | 720.00 | 947.53 | 779.74 | 643.00 | 527.20 | 73.78 | 1,491.21 | 369.29 | 334.52 | 191.98 | 6,327.37 |
| Total Expenses | 438,045.77 | 805,461.63 | 586,935.21 | 634,381.88 | 580,604.46 | 628,896.32 | 637,140.52 | 564,869.98 | 529,241.35 | 553,056.24 | 574,139.99 | 598,070.54 | 7,130,843.89 |
| Net Operating Income | 80,039.59 | (238,902.89) | (109.66) | (59,193.89) | (17,099.62) | 7,162.32 | 5,722.98 | 68,894.43 | 49,394.72 | (23,714.40) | (23,672.41) | 75,905.36 | (75,573.47) |
| Other Income | | | | | | | | | | | | | |
| 1990 Interest Income | 6,376.63 | 5,719.41 | 4,817.45 | 4,539.24 | 4,145.43 | 5,235.50 | 5,344.36 | 4,856.66 | 5,464.31 | 5,096.27 | 5,075.07 | 4,654.91 | 61,325.24 |
| Total Other Income | 6,376.63 | 5,719.41 | 4,817.45 | 4,539.24 | 4,145.43 | 5,235.50 | 5,344.36 | 4,856.66 | 5,464.31 | 5,096.27 | 5,075.07 | \$ 4,654.91 | 61,325.24 |
| Net Other Income | 6,376.63 | 5,719.41 | 4,817.45 | 4,539.24 | 4,145.43 | 5,235.50 | 5,344.36 | 4,856.66 | 5,464.31 | 5,096.27 | 5,075.07 | \$ 4,654.91 | 61,325.24 |
| Net Income | 86,416.22 | (233,183.48) | 4,707.79 | (54,654.65) | (12,954.19) | 12,397.82 | 11,067.34 | 73,751.09 | 54,859.03 | (18,618.13) | (18,597.34) | 80,560.27 | (14,248.23) |

Coversheet

Discussion and Consideration on FY26 Budget Revision

| | |
|--------------------------|---|
| Section: | IV. Action Items #1 |
| Item: | A. Discussion and Consideration on FY26 Budget Revision |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | budget26.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

Revised #1

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 | August 8, 2025 |
| | Date |

| | |
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| | |
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| | |

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 May 18, 2026

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)

| | | |
|--|--|--------|
| <input type="checkbox"/> | 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 | | | | | | | Totals | | | | |
| Expenses | | | Salaries 6100 | Employee benefits 6200 | Purchased services 6300, 6400, 6500 | Supplies 6600 | Other 6800 | Prior year 2025 | Budget year 2026 | % Increase/ decrease | |
| 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% | 1. | |
| Support services | | | | | | | | | | | |
| 2100 Students | 2. | 521,980 | 137,405 | | 4,115 | 2,032 | 429,660 | 665,532 | 54.9% | 2. | |
| 2200 Instruction | 3. | 519,640 | 122,634 | | 55 | | 279,110 | 642,329 | 130.1% | 3. | |
| 2300 General administration | 4. | | | 137,136 | | | 0 | 137,136 | | 4. | |
| 2400 School administration | 5. | 790,381 | 181,788 | 282,453 | 52,932 | 20,726 | 1,260,844 | 1,328,280 | 5.3% | 5. | |
| 2500 Central services | 6. | | | | | | 0 | 0 | | 6. | |
| 2600 Operation & maintenance of plant | 7. | 187,467 | 43,117 | 127,107 | 76,801 | 289,723 | 403,886 | 724,215 | 79.3% | 7. | |
| 2900 Other support services | 8. | | | | | | 0 | 0 | | 8. | |
| 3000 Operation of noninstructional services | 9. | | | 41,174 | 287,931 | 50,000 | 0 | 379,105 | | 9. | |
| 4000 Facilities acquisition & construction | 10. | | | | | | 0 | 0 | | 10. | |
| 5000 Debt service | 11. | | | | | 378,400 | 680,832 | 378,400 | -44.4% | 11. | |
| 610 School-sponsored cocurricular activities | 12. | | | | | | 18,000 | 0 | -100.0% | 12. | |
| 620 School-sponsored athletics | 13. | | | | | | 2,500 | 0 | -100.0% | 13. | |
| 630, 700, 800, 900 Other programs | 14. | | | | 24,356 | | 0 | 24,356 | | 14. | |
| Subtotal (lines 1-14) | 15. | 2,853,142 | 664,450 | 705,642 | 475,966 | 758,174 | 5,227,087 | 5,457,374 | 4.4% | 15. | |
| 200 Special education | | | | | | | | | | | |
| 1000 Instruction | 16. | 155,515 | 34,152 | 37,676 | 7,312 | | 264,394 | 234,655 | -11.2% | 16. | |
| Support services | | | | | | | | | | | |
| 2100 Students | 17. | | | | | | 0 | 0 | | 17. | |
| 2200 Instruction | 18. | | | | | | 0 | 0 | | 18. | |
| 2300 General administration | 19. | | | | | | 0 | 0 | | 19. | |
| 2400 School administration | 20. | | | | | | 0 | 0 | | 20. | |
| 2500 Central services | 21. | | | | | | 0 | 0 | | 21. | |
| 2600 Operation & maintenance of plant | 22. | | | | | | 0 | 0 | | 22. | |
| 2900 Other support services | 23. | | | | | | 0 | 0 | | 23. | |
| 3000 Operation of noninstructional services | 24. | | | | | | 0 | 0 | | 24. | |
| 4000 Facilities acquisition & construction | 25. | | | | | | 0 | 0 | | 25. | |
| 5000 Debt service | 26. | | | | | | 0 | 0 | | 26. | |
| Subtotal (lines 16-26) | 27. | 155,515 | 34,152 | 37,676 | 7,312 | 0 | 264,394 | 234,655 | -11.2% | 27. | |
| 400 Pupil transportation | 28. | | | 28,034 | 38 | | 45,000 | 28,072 | -37.6% | 28. | |
| 530 Dropout prevention programs | 29. | | | | | | 0 | 0 | | 29. | |
| 540 Joint career & technical ed. & vocational ed. center | 30. | | | | | | 0 | 0 | | 30. | |
| 550 K-3 Reading | 31. | | | | | | 0 | 0 | | 31. | |
| Subtotal (lines 15 and 27-31) | 32. | 3,008,657 | 698,602 | 771,352 | 483,316 | 758,174 | 5,536,481 | 5,720,101 | 3.3% | 32. | |
| 1010 Classroom Site Project (from page 3, line 6) | 33. | 482,618 | 144,158 | 0 | 0 | | 532,801 | 626,776 | 17.6% | 33. | |
| 1020 Instructional Improvement Project (from page 2, line 5) | 34. | | | | | | 33,647 | 41,904 | 24.5% | 34. | |
| 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% | 35. | |
| 1072 Compensatory Instruction Project (from page 4, line 22) | 36. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 36. | |
| 1100-1499 Federal and State projects (from page 2, line 32) | 37. | | | | | | 988,604 | 637,343 | -35.5% | 37. | |
| Total (lines 32-37) | 38. | 3,493,775 | 843,387 | 776,352 | 485,316 | 758,174 | 7,105,330 | 7,036,251 | -1.0% | 38. | |

Charter school Western School of Science and Technology

County Maricopa

CTDS number 078221000

| Federal and State projects | | |
|--|--------------------|---------------------|
| | Prior year 2025 | Budget year 2026 |
| 1100-1399 Federal projects | | |
| 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 |
| 1400-1499 State projects | | |
| 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 |
| Capital acquisitions | | |
| | 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 above | 0 | 0 |

| Special education programs by type | | |
|--|--------------------------------|------------------------------------|
| | Program 200 prior year 2025 | Program 200 budget year 2026 |
| 1. Total all disability classifications | 264,394 | 234,655 |
| 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 | 234,655 |
| 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:

- Teacher compensation increases
- Class size reduction
- Dropout prevention programs**
- Instructional improvement programs**
- Total Instructional Improvement (lines 1-4)

| Prior year 2025 | Budget year 2026 |
|--------------------|---------------------|
| 33,647 | 41,904 |
| 0 | |
| 0 | |
| 0 | |
| 33,647 | 41,904 |

| Proposed ratios for special education | | |
|--|------|------|
| Teacher-pupil | 1 to | 17.0 |
| Staff-pupil | 1 to | 16.0 |

| Selected expenses by type (Must be included on page 1) | |
|---|-----------|
| Audit services | 15,500 |
| 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) | 6. | 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 | | 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 | |
| Expenses | | Prior year | Budget year | Salaries 6100 | Employee benefits 6200 | 6300, 6400, 6500 | Supplies 6600 | Other 6800 | Prior year 2025 | Budget year 2026 | % Increase/ decrease |
| English Language Learner Project - 1071 | | | | | | | | | | | |
| 260 Special education—ELL incremental costs | 1. | 0.25 | | 2,500 | 627 | | 1,000 | | 13,797 | 4,127 | -70.1% |
| 1000 Instruction | | | | | | | | | | | |
| 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 | 12. |
| Support services | | | | | | | | | | |
| 2100 Students | 13. | 0.00 | | | | | | 0 | 0 | 13. |
| 2200 Instruction | 14. | 0.00 | | | | | | 0 | 0 | 14. |
| 2300 General administration | 15. | 0.00 | | | | | | 0 | 0 | 15. |
| 2400 School administration | 16. | 0.00 | | | | | | 0 | 0 | 16. |
| 2500 Central services | 17. | 0.00 | | | | | | 0 | 0 | 17. |
| 2600 Operation & maintenance of plant | 18. | 0.00 | | | | | | 0 | 0 | 18. |
| 2900 Other support services | 19. | 0.00 | | | | | | 0 | 0 | 19. |
| Program 265 subtotal (lines 12-19) | 20. | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 | 20. |
| 435 Pupil transportation—ELL compensatory instruction | | | | | | | | | | |
| Support services | | | | | | | | | | |
| 2700 Student transportation | 21. | 0.00 | | | | | | 0 | 0 | 21. |
| Total expenses (lines 20 and 21) | 22. | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 | 22. |

FY 2026 Summary of charter school revised budget

CTDS number 078221000

| 1000 Schoolwide Project | Totals | | % Increase/decrease |
|--|-----------------|------------------|---------------------|
| | 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 | 642,329 | 130.1% |
| 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 | 5,457,374 | 4.4% |
| 200 Special education | | | |
| 1000 Instruction | 264,394 | 234,655 | -11.2% |
| 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 | 234,655 | -11.2% |
| 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 | | % Increase/decrease |
|--------------------------------------|-----------------|------------------|---------------------|
| | Prior year 2025 | Budget year 2026 | |
| Total all disability classifications | 264,394 | 234,655 | -11.2% |
| 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 | 234,655 | -11.2% |

| Expenses by project | | | |
|------------------------------|-----------------|------------------|---------------------|
| | Totals | | % Increase/decrease |
| | 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.

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

Instructions

All Projects

1. FY 2024 final ending project balance

If the final ending project balance does not agree with the submitted FY 2024 AFR, revise the AFR and resubmit to ADE

2,917,012

2. FY 2025 activity, year-to-date and estimated through June 30

(a) FY 2025 revenues

(b) FY 2025 expenses, indirect costs, reversions, capital acquisitions, and redemption of principal

6,968,378

7,205,721

3. Estimated FY 2025 ending project balance

(a) With donor restrictions/Restricted

(b) Without donor restrictions/Unrestricted

(c) Total (must agree to line 3 above)

2,679,669

0

2,679,669

2,679,669

4. Estimated FY 2025 ending project balance and planned uses

(a) Deficit balance

(b) Planned to be spent in FY 2026

(c) Planned to be spent in FY 2026 to support operations of other school sites within the same charter management organization

(d) Maintained for spending after FY 2026

(e) Total project balance (should agree to amount on line 3)

0

0

0

2,679,669

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

1. Student Information System (SIS) Vendor

Edupoint (Synergy)

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.

| | | | 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, MID, SLD, SLI, and OHI (3) | 48.2681 | | |
| 12. Emotional Disability (Private) | | | |
| 13. Moderate Intellectual Disability (MOD) | | | |
| 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), MID (Mid 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 in schools with community 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]

1. ☒ 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 SFPaymentTeam@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 SSI 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.

\$ 11,900.00

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).

\$ 6,000.00

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 percentage of remote instructional time that exceeded the threshold and fund that percentage of the base support level at 95 percent of the base support level that would otherwise be calculated for the school. ADE will notify schools of the adjustment amount, if any. Enter the amount provided by ADE, if any, as a negative number.

\$

Rev. 5/25 Arizona Department of Education and Auditor General

Data Entry

Powered by BoardOnTrack

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

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

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

A.R.S. §15-211 requires schools to submit a plan to ADE by October 1 for improving the reading proficiency of its pupils in kindergarten programs and grades 1-3. The plan must include a budget for spending monies from both the K-3 and K-3 Reading support level weights. Schools must use monies generated by the K-3 Reading weight only on instructional purposes intended to improve reading proficiency for pupils in kindergarten through 3rd grade with particular emphasis on pupils in kindergarten through 2nd grade. The K-3 Reading weight will only be included in the School's 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 Technology County Maricopa CTDS number 07822

Western School of Science and Technology
Basic Calculations For Equalization Assistance
FY 2026

| 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 | |
| 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 | |

Western School of Science and Technology
Basic Calculations For Equalization Assistance
FY 2026

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 |
| Total Weighted Student Count | | | 821.9337 |
| Base Level Amount (FY26) | | | \$5,368.92 |
| Base Support Level | 821.9337 | x \$5,368.92 | \$4,412,896.16 |
| Base Support Level Adjustments | | | |
| Audit Service Expense | | | \$11,900.00 |
| Adjustment For Remote Instructional Time Calculated By ADE | | | \$0.00 |
| Adjusted Base Support Level | \$4,412,896.16 | + \$11,900.00 | \$4,424,796.16 |

Western School of Science and Technology
Basic Calculations For Equalization Assistance
FY 2026

| 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 |
| Additional Assistance Adjustments | | | | |
| Adjusted Total Charter Additional Assistance | | | | |
| | | | | \$1,232,064.50 |
| Equalization Assistance | | | | |
| 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 |

21000

Page 1 of 3

| 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 | <p>This cell will only accept entries of 9 digits. Do not include any slashes, dashes, etc. Enter the school's CTD number plus 3 zeros.</p> |
| Cover | Version | <p>The version of the budget being submitted on the cover page is formatted with a drop-down menu. Select the appropriate choice from the menu: Proposed 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 | <p>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.</p> |
| Cover | Estimated revenues | <p>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.</p> |

| Page | Reference | Instruction |
|-------|-------------------------------------|---|
| Cover | Average teacher salary | In accordance with A.R.S. §15-189.05, a school's budget shall include the prominent display of the average salary of all teachers the school employed for the budget and prior years, and the increase in the average salary of all teachers the school employed for the budget year reported in dollars and percentage. Schools must also prominently post this information on their home page separately from its budget. The statute does not provide a definition of a teacher. Each charter should be consistent in the type of salary information included in this table from year to year. An optional comment box is available to provide any additional detail regarding the average teacher salary calculation. Schools should revise the average teacher salary information anytime it submits a revised budget to ADE. |
| 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>http://www.azed.gov/mowr/</p> |
| 1 | Federal and State projects, line 37 | Include the total of federal and State project expenses (project codes 1100 through 1499 from page 2) on line 37. Schools should not include federal and State project expenses with other Schoolwide Project expenses on lines 1 through 36. |
| 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 | <p>Audit services expense should be the total audit costs to be incurred during the budget year.</p> <p>Classroom instruction expenses should be the total of expenses budgeted in function code 1000 for program codes 100, 200, and 500 for the budget year.</p> |
| 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 https://schoolfinancereports.azed.gov/ . ADE uses schools' FY2026 100th day student count as reported in the schools's FY 2026 ADM20A and ADM30 reports. |
| 3 | Classroom Site Project | <p>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.</p> <p>Line 4 should include expenses for teacher liability insurance premiums made from Project 1010.</p> |

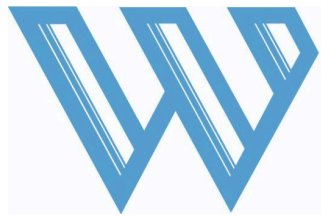
| Page | Reference | Instruction |
|------------------|---|--|
| 3 | Classroom Site Project budgeted property payments | Include allowable budgeted property disbursement, interest, and redemption of principal payments made in accordance with §15-977. Property disbursements should include budgeted payments 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

| | |
|--------------------------|---|
| Section: | IV. Action Items #1 |
| Item: | B. Discussion & Consideration of the FY25-26 Meeting Dates & Time |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Proposed FY25-26 Board Meeting Dates (3).pdf |



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

September 11, 2025

* October 2, 2025

November 13, 2025 - 4 pm

December 11, 2025

January 8, 2026

February 19, 2026*

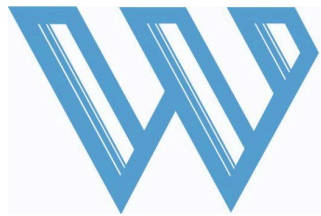
* March 5, 2026

April 9, 2026- 4 pm

May 14, 2026

June 11, 2026

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



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Board Meeting Dates

FY 25-26

3rd Wednesday of the month

September 17, 2025

October 15, 2025

November 19, 2025

***December 17, 2025**

January 21, 2026

February 18, 2026

March 18, 2026

***April 15, 2026**

May 20, 2026

June 17, 2026

August 19, 2026

Meetings are 3rd Wednesday of every month except for meetings with () *beside it*.

Coversheet

Discussion and Consideration of the 2025-2030 Strategic Plan

| | |
|--------------------------|---|
| Section: | IV. Action Items #1 |
| Item: | C. Discussion and Consideration of the 2025-2030 Strategic Plan |
| Purpose: | |
| Submitted by: | |
| Related Material: | 25-26 Updated Mission and Vision .pdf |

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Mission

Western School of Science and Technology exists to be an integral part of the Maryvale community, empowering students with access to a high-quality and inclusive education that will prepare every student with the skills to excel in a post-secondary institution and career.

Vision

"To create a community where every student is empowered to excel, embracing challenges as opportunities and achieving lifelong success through confidence, perseverance, and high standards."

Coversheet

Discussion and Consideration of the Safe Zone Policy

| | |
|--------------------------|---|
| Section: | IV. Action Items #1 |
| Item: | D. Discussion and Consideration of the Safe Zone Policy |
| Purpose: | |
| Submitted by: | |
| Related Material: | WSST Safe Zones Resolution Policy 2025.pdf |

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WSST Governing Board

Safe Zone Resolution Policy

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

WHEREAS, the school 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, State or Federal law enforcement activities not limited to immigration law enforcement activities, on or around school 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 school 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 school 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 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; Students and families will be provided the proper resources for support.

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 School Safe Zone Policy and incorporated in this Resolution, to ensure the school 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 School to be a Safe Zone for its students, meaning that the school 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;

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BE IT FURTHER RESOLVED, it continues to be the policy of the school 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 Executive Director'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 school 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 local, state, or federal law enforcement agents request any student information, the request should be referred to the Executive Director'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 School shall inform all school 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 Executive Director shall report back on compliance with this Resolution to the Board when necessary.

BE IT FURTHER RESOLVED, the Board directs the Executive Director to review School policies and practices regarding bullying and report back to the Board when necessary, 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 School 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 School 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 School shall be notified of this Resolution and required to abide by it.

ATTACH IMMIGRATION ENFORCEMENT RESPONSE PROCEDURE

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Law Enforcement Response Procedure

Overview

This document describes how Western School of Science and Technology staff should respond if any state or federal law enforcement agency attempts to carry out immigration enforcement activities on campus or at school events. Given how disruptive an enforcement action may be to the school community, it is critical that all staff are familiar with the protocols described herein and understand their part in responding. Though most staff's involvement will be limited to contacting the school immigration liaisons identified in the procedure below, employees may also be required to accompany Immigration Officials, document their actions, or contact other parties, like Western School of Science and Technology's attorney, school personnel, or impacted families.

In line with the law, Western School of Science and Technology does not collect any information regarding a student's (or their family's) legal status. Western School of Science and Technology should never ask about a student's (or their family's) status, and if staff discover information related to legal status, they should keep that information to themselves. Our job is to provide a safe, supportive, and nondiscriminatory learning environment that remains politically neutral. Western School of Science and Technology has adopted a Safe Zone Resolution, which affirms Western School of Science and Technology's commitment to being a safe and welcoming place for all students, regardless of their immigration status. If drawn into an enforcement initiative, Western School of Science and Technology will assess whether the law requires cooperation and act accordingly. This policy aligns with current legal guidance, but may be subject to change. Updates will be provided, if necessary.

If a Local, State, or Federal law enforcement including an Immigration Official, requests to conduct any action at school or related events, staff should follow the attached procedure. An "Immigration Official" is an employee of U.S. Immigration and Customs Enforcement (ICE) or an individual acting on behalf of ICE and/or on behalf of any other state or federal agency conducting immigration-related activities. If at any time an Immigration Official fails to follow directions issued by school personnel in line with the procedure below, contact Western Schools of Science and Technology's legal counsel immediately, but do not attempt to stop or interfere with the Immigration Official's actions. Document the Immigration Official's actions and accompany them while they remain on campus, if safe to do so.

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Procedure for all Staff

1. **Ask the Official for identification and to wait either off campus or in a publicly accessible area (Front Office Entrance). Clarify that they are not permitted to go anywhere else or speak with anyone.**
 - **Immediately contact the School Principal/Administrative Staff**
 - Photocopy the identification provided by the Official and separately identify the time the Official arrived.
 - If the Official asserts that there is no time to comply because of an “exigent circumstance,” allow the Immigration Official to proceed, but thoroughly document the stated basis for the exigent circumstance. Exigent circumstances include the active pursuit of a fleeing suspect, preventing harm to people, or imminent destruction of evidence.
2. **The Principal/Administrative Staff will take over the school response.**
 - Principal
 - Dean of Students
 - Executive Director
 - Senior Staff Member
3. **Follow the procedure**

School Immigration Procedure For Principal or Administration Team

1. **Ask the Immigration Official to verbally explain what they want or need.**
2. **Share with the Law Enforcement Agents, including Immigration Officials, the Safe Zone Resolution and ask if they are willing to follow its directions about making all requests directly to the Executive Director and/or carrying out their enforcement activities after school or outside of school activities because of their disruptive nature. If the Official agrees, direct the Official to the Executive Director and/or ask them to leave campus and thank them**

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for their cooperation. Follow all directions issued by the Executive Director. If the Official does not agree, proceed to the next step.

3. **ASK FOR A WARRANT OR SUBPOENA AUTHORIZING THE OFFICIAL'S ACTIONS.** If the Official does not have a valid warrant or subpoena, ask them to leave immediately.
4. **Make a copy of the warrant or subpoena and review it carefully. (Refer to the sample valid and invalid warrants and subpoenas attached to this procedure to determine if the document requires school action.)**
 - a. **If the document presented is a VALID warrant:**
 - **Inform the Official that you need to send the warrant to Western School of Science and Technology's legal counsel and ask the Official to wait. Immediately send the warrant to the appropriate counsel for review.**
 - **Ensure that the warrant *specifically* describes the person or area to be searched or seized (arrested, questioned, detained). Make only that person or area available to Officials.**
 - **Implement a schoolwide soft lockdown while Officials are on campus if needed.**
 - **If the warrant relates to a person:**
 - **Make sure that the person's name (whether student or staff) is spelled correctly or that they are otherwise identified accurately. DO NOT GUESS OR ASSUME YOU KNOW WHO THE WARRANT APPLIES TO IF THE NAME OR INFORMATION PROVIDED DOES NOT MATCH ANYONE.**
 - **If the warrant involves detaining, arresting or questioning a staff member or student:**
 - **Inform the Official that you will collect the staff member or student from their class to minimize learning disruption and bring the person to an identified area.**
 - **If related to a student, contact the student's family immediately and apprise them of the situation BEFORE**

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complying with the warrant, **unless the Official advises that it is illegal to do so.**

- If the warrant involves searching a staff member's or student's personal property:
 - Inform the staff member and the student (and their family) immediately, unless the Official advises that it is illegal to do so.
 - Wait until the student's family arrives on campus before complying with the warrant if possible.
 - Accompany the Official to the area or thing to be searched. Ensure that the Immigration Official does not access any other property or talk to anyone.
- Document all actions taken by both the Official and Western School of Science and Technology personnel.
- Inform appropriate school officials, district personnel (like the Administration), and any other school officials about the incident.

b. If the document presented is a VALID subpoena:

- Review it carefully to ensure it is a valid subpoena and the date by which the school must comply.
- Inform the Official that the school will evaluate how to respond.
- Ask the Official to leave.
- Document all aspects of the interaction.
- Send a copy of the subpoena to legal counsel to determine if compliance is mandatory. If compliance is required, inform the impacted staff member or student (and their family).
- Inform appropriate school officials, district personnel (like the Administration team), and any other school officials about the incident.

5. Confirm that the Official(s) have left campus or the school event.

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6. **Consider sending out a proactive communication to Western School of Science and Technology community members describing the incident generally and the school's response to combat any inaccurate information or rumors. DO NOT identify the impacted staff member or student.**

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Dear Western Families,

With the start of the school year, we wanted to reassure you that Western School of Science and Technology (WSST) will remain a safe and welcoming space for our Maryvale Community. We are committed to continuing to provide a high-quality education for our students and to supporting our families and community.

We understand that the current immigration decisions made by the federal government may create uncertainty and raise many questions. Please know that we fully comply with the Family Educational Rights and Privacy Act (FERPA). This law requires us to maintain the confidentiality of all personally identifiable information in student education records. We will not disclose student information to law enforcement officials without prior written consent from parents or guardians unless required to do so by a judicial order or a lawfully issued subpoena. Our School governing board has recently approved a “Safe Zone Resolution Policy”.

Additionally, WSST affirms the 1982 Supreme Court ruling, Plyler v. Doe, which ruled that states cannot deny public education to children based on their immigration status. Based on this ruling, we encourage students to maintain strong attendance as it plays a critical role in their academic success.

We want to remind you that WSST was created for our Maryvale community, and a great way for you to express what our community's needs are is by attending our school board meetings. If you have additional questions or need access to resources, please do not hesitate to reach out to us.

Vamos, Warriors!

Coversheet

Discussion and Consideration of the 25-26 Wellness Policy

| | |
|--------------------------|--|
| Section: | IV. Action Items #1 |
| Item: | E. Discussion and Consideration of the 25-26 Wellness Policy |
| Purpose: | |
| Submitted by: | |
| Related Material: | Wellness Policy 2025-2026.pdf |

Western School Science and Technology | **Local Wellness Policy**

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Western School Science and Technology | Local Wellness Policy

Introduction

Wester School Science of Technology (hereto referred to as “school,” “our school,” or “the school”) is committed to the optimal development of every student.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and improved cognitive performance (CDC). Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students (CDC). In addition, students who are physically active throughout the day tend to have better grades, attendance, cognitive performance, and behavior (CDC).

This policy outlines our school’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

Definitions of Key Terms

The following terms will be defined as follows when used in this document:

- School campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums, or parking lots
- School day: the time between midnight the night before to 30 minutes after the end of the instructional day

Wellness Goals

Nutrition Promotion

- Participation in meal programs is encouraged as appropriate (School Breakfast, National School Lunch).
- School meal program menus are posted on the school website and ParentSquare.

Nutrition Education

- Teachers and other staff receive training in nutrition education.
- Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.

Physical Activity

- Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.
- Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Western School Science and Technology | Local Wellness Policy

Other School-Based Activities to Promote Student Wellness

- School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.
- The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year).

Nutrition Standards and Guidelines

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams of *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of children within their calorie requirements. The school meal programs aim to improve the diet and health of children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Our school participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). We are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. Note: The school offers reimbursable school meals that meet [USDA nutrition standards](#).
- Promote healthy food and beverage choice www.fns.usda.gov/cn/smart-snacks-school including but not limited to:
 - Displaying fruit options in a location in the line of sight and reach of students.
 - Offering vegetables on all service lines.
 - When cut raw, serve healthy, low-fat dips (e.g., hummus, salsa, ranch) with vegetables.
 - Keeping milk cases and coolers stocked throughout the meal service.
 - Offering white milk in all beverage coolers.
 - Politely prompting students who do not have a full reimbursable meal to "complete their meal" (e.g., by selecting a fruit or vegetable).
 - Ensuring a reimbursable meal can be created in any service area available to students.
 - Providing a monthly meal menu to students, families, teachers, and administrators.

Additionally, our school is committed to:

Western School Science and Technology | Local Wellness Policy

- Promoting participation in federal child nutrition programs among students and families to help ensure that families know what programs are available.
- Accommodating students with special dietary needs.
- Serving lunch at a reasonable and appropriate time of day.
- Allowing reasonable time for students to eat meals.

Competitive Foods and Beverages

Our school is committed to ensuring that all foods and beverages sold to students on the school campus during the school day support healthy eating. Nutritional requirements of the foods and beverages sold outside of the school meal programs (i.e., “competitive” foods and beverages) will be determined in accordance with www.fns.usda.gov/cn/smart-snacks-school. These standards aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the www.fns.usda.gov/cn/smart-snacks-school). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

The school will encourage the use of foods and beverages that meet nutrition standards, as well as make available to parents and teachers resources suggesting healthy alternatives for the following activities, though food and beverages served in these instances are not required to meet www.fns.usda.gov/cn/smart-snacks-school.

- Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
- Classroom snacks brought by parents. The school will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
- Rewards and incentives. The school will provide teachers and other relevant school staff a [list of alternative ways to reward children](#).

Fundraising

Foods and beverages that meet or exceed the www.fns.usda.gov/cn/smart-snacks-school may be sold through fundraisers on the school campus during the school day. The school will make available to parents and teachers a list of healthy fundraising ideas and encourage the use of non-food fundraisers and those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.). Healthy fundraising ideas are available from the [Alliance for a Healthier Generation](#) and the [USDA](#).

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Foods and Beverages Marketing

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the school.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Our school is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. We strive to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the [USDA Smart Snacks in School nutrition standards](#), such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the school reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the local wellness policy. Note: Immediate replacement of school equipment (e.g., scoreboards) is not required; however, the school will replace or update equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items follow the marketing policy.

Participation, Implementation and Monitoring

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Wellness Leadership

The school will convene a Wellness Committee periodically to oversee the Wellness Policy and related decisions or actions. The committee will include (to the extent possible), but is not limited to: parents or caregivers; students; school nutrition program leaders (e.g., school nutrition director; operations manager); teachers; school administrators; school board members; health professionals; and the general public. The school leader, or a designee, is responsible for overseeing and convening the committee and serves as Wellness Coordinator.

The Wellness Committee members are included in the table below, which is updated when/if membership changes:

| Name | Title or Relationship to School | Contact Information (email and/or phone) | Role on Committee |
|----------------|---|--|----------------------------------|
| Amparo Barajas | Operations Coordinator | abarajas@wsst.school | Wellness Coordinator |
| Adrian España | Executive Director | aespana@wsst.school | Member School Executive Director |
| Nancy Carbajal | Director of Business & Financial Services | ncarbajal@wsst.school | Member |

Implementation

The school will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates actions, responsibilities, outcomes and timelines for general implementation as well as aligned to the goals set for nutrition promotion, nutrition education, physical activity, and other activities to promote wellness.

Evaluation

At least once every three years, our school will assess implementation of the Wellness Policy. The Wellness Coordinator will oversee triennial reviews by convening the Wellness Committee and any additional stakeholders to conduct the assessment and develop a report of the findings.

Triennial assessments will include the following components:

- Evaluate compliance to standards and guidelines in the Wellness Policy
- Monitor progress toward Wellness Policy goals
- Compare our Wellness Policy to the [Alliance for a Healthier Generation's model wellness policy](#)

The assessment team(s) will evaluate the school for compliance to standards/guidelines and of progress toward goals using an appropriate rubric or checklist. Additionally, the evaluation will compare the local wellness policy to the Alliance for Healthier Generation's model. The completed tools and corresponding notes or recommendations for improvement will serve as the report for each evaluation. Reports will be shared publicly via our website.

Revision

Western School Science and Technology | Local Wellness Policy

The Wellness Policy will be revised as needed, including but not limited to responding to:

- Local, state, or federal policy changes
- Needs identified by students, staff, parents/families, or other stakeholders brought to the Wellness Coordinator
- Completed triennial evaluation report reviews

Revision to the Wellness Policy will be made by convening the Wellness Committee, in whole or part, to discuss and revise the policy. Note: When revision is required as a result of local, state, or federal policy changes, Wellness Policy revisions may be made in consultation with qualified experts and in the absence of committee meetings.

The school will inform all members of the school community and public at large of revision to the Wellness Policy via our website.

Public Involvement

Our school is committed to being responsive to community input, which begins with awareness of the wellness policy. We will actively communicate ways in which members of the Wellness Committee and others can participate in the development, implementation and monitoring of the Wellness Policy. We will also inform parents/families of any substantial changes that have been made to school meal programs and compliance with school meal standards, the availability of child nutrition programs and how to apply, and other pertinent information related to wellness.

We will use electronic mechanisms, such as email and website/social media notices, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified updates to the Wellness Policy, as well as how to get involved and support the policy. We will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that we are communicating important information with parents.

The school will notify the public/community at large about the content of or any updates to the Wellness Policy at least annually, as well as the availability of the annual and triennial reports, via our website.

Resources and References

Center for Disease Control and Prevention. (2014). "Health and Academic Achievement." Retrieved from.

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Alliance for a Healthier Generation. (2018). "Alliance's Model Wellness Policy." Retrieved from https://www.healthiergeneration.org/take_action/schools/wellness_committees_policies/.

Coversheet

Discussion and Consideration of the updated WSST Mission and Vision Statement

| | |
|--------------------------|--|
| Section: | IV. Action Items #1 |
| Item: | F. Discussion and Consideration of the updated WSST Mission and Vision Statement |
| Purpose: | |
| Submitted by: | |
| Related Material: | 25-26 Updated Mission and Vision .pdf |

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Mission

Western School of Science and Technology exists to be an integral part of the Maryvale community, empowering students with access to a high-quality and inclusive education that will prepare every student with the skills to excel in a post-secondary institution and career.

Vision

"To create a community where every student is empowered to excel, embracing challenges as opportunities and achieving lifelong success through confidence, perseverance, and high standards."