

WORK SHEET A

FY 2014 BASE SUPPORT LEVEL WEIGHTS [A.R.S. §§15-184(A) and 15-943(1)]

K-12 STUDENT COUNT	K-8	9-12
Non-Arizona Online Instruction (AOI) Student Count	400	
Full-time AOI Student Count	+	+
Part-time AOI Student Count	+	+
Total Student Count	= 400	= 0

SUPPORT LEVEL WEIGHTS TO BE USED FOR:	K-8	9-12
Student Count 0.001-99.999		
Support Level Weight	1.399	1.559
Student Count 100.000-499.999		
Student Count Constant	500.000	500.000
Student Count	- 400	- 0
Difference	= 100.000	= 0.000
Weight Adjustment Factor	X 0.0003	X 0.0004
Support Level Weight Increase	= 0.03	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight	= 1.308	= 0
Student Count 500.000-599.999		
Student Count Constant	600.000	600.000
Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	X 0.0012	X 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight	= 0	= 0
Student Count 600.000 or More		
Support Level Weight	1.158	1.268

WORK SHEET B
FY 2014 WEIGHTED STUDENT COUNT [A.R.S. §§15-943(2) and 15-808]

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

Student Count	X	Support Level Weight (from W.S. A)	=	Weighted Student Count
400.000	X	1.308	=	523.200
0.000	X	0.000	=	0.000
400.000				523.200

B. **Student Count Add-Ons**

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

	X	4.771	=	0.000
160.000	X	0.060	=	9.600
160.000	X	0.040	=	6.400
77.000	X	0.115	=	8.855
	X	6.024	=	0.000
	X	5.833	=	0.000
	X	7.947	=	0.000
	X	3.158	=	0.000
	X	6.773	=	0.000
36.000	X	0.003	=	0.108
	X	4.822	=	0.000
	X	4.421	=	0.000
	X	4.806	=	0.000
433.000				24.963

- II. Total Non-AOI Weighted Student Count (I.A.3 + I.B.14)

548.163

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

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

548.163

NOTES:

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

WORK SHEET B.2

FY 2014 WEIGHTED STUDENT COUNT: AOI Students [A.R.S. §§15-943(2) and 15-808]
 (To be completed by schools who offer AOI. Otherwise, leave blank.)

Full-time (FT) AOI Students

I. A. Full-time AOI Weighted Student Count

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

Student Count		Support Level Weight (from W.S. A)		Weighted Student Count
0.000	X	1.308	=	0.000
0.000	X	0.000	=	0.000
0.000				0.000

B. **Student Count Add-Ons**

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

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

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

Part-time (PT) AOI Students

III. A. Part-time AOI Weighted Student Count

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

Student Count		Support Level Weight (from W.S. A)		Weighted Student Count
0.000	X	1.308	=	0.000
0.000	X	0.000	=	0.000
0.000				0.000

B. **Student Count Add-Ons**

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

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

IV. Total PT AOI Weighted Student Count (III.A.3 + III.B.14) 0.000

NOTE:

(1) See Worksheet B for applicable notes.

WORK SHEET C

**FY 2014 BASE SUPPORT LEVEL (BSL)
[A.R.S. § 15-943(3) and 15-901(B)(2)]**

I. Base Level Amount		\$	<u>3,326.54</u>
II. Increase for 200 Days of Instruction		+ \$	<u> </u>
III. Adjusted Base Level Amount		= \$	<u>3,326.54</u>
IV. Total Weighted Student Count (from Work Sheet B, line V)		X	<u>548.163</u>
V. BSL (1)		= \$	<u>1,823,486</u>
VI. Decrease for Federal and State Monies Received for M&O Purposes		- \$	<u> </u>
VII. FY 2012 Non-Federal Audit Service Actual Expense (2)	\$ <u>10,700</u> X 1.00 =	+ \$	<u>10,700</u>
VIII. Adjusted BSL (to Work Sheet E, line I)		= \$	<u>1,834,186</u>

NOTE:

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

		\$	<u>31,935</u>
K-3			
K-3 Reading		\$	<u>21,290</u>

(2) A.R.S. §15-914(F) allows schools to increase their BSL if audit costs will be incurred for the budget year. The amount expended for audit services in FY 2012 from non-federal monies is reported on line VII. Below is the amount expended for audit services in FY 2012 from federal monies.

\$

WORK SHEET D
FY 2014 CHARTER ADDITIONAL ASSISTANCE [A.R.S. §15-185(B)(4)]

		K-8	
I. Total Student Count		<u>400.000</u>	
II. Charter Additional Assistance per Student Count	x \$	<u>1,684.19</u>	x \$
III. Charter Additional Assistance	= \$	<u>673,676</u>	= \$
IV. Adjustment to Charter Additional Assistance			
V. Charter Adjusted Additional Assistance	= \$	<u>673,676</u>	= \$
VI. Total Charter Additional Assistance [V (K-8) + V (9-12)] (to Work Sheet E, line II)			\$ <u><u>673,676</u></u>

WORK SHEET E
FY 2014 EQUALIZATION BASE AND ASSISTANCE [A.R.S. §15-185(B)(4)]

I. Adjusted BSL (from Work Sheet C, line VIII)	\$ <u>1,834,186</u>
II. Charter Additional Assistance (from Work Sheet D, line VI)	\$ <u>673,676</u>
III. Total Equalization Base/Assistance	\$ <u><u>2,507,862</u></u>

WORK SHEET F
ADJUSTMENT FOR FY 2013 200th-DAY ADM (A.R.S. §15-902.04)

(To be completed by schools who offered 200 days of instruction during FY 2013, otherwise leav

I. Total Actual FY 2013 Equalization Base/Assistance	\$
II. Total Estimated FY 2013 Equalization Base/Assistance	\$
III. Adjustment (I - II)	\$
IV. Total Equalization Base/Assistance (from Work Sheet E, line III)	\$
V. Adjusted Equalization Base/Assistance (III + IV)	\$

078701000

9-12
<u>0.000</u>
<u>1,962.90</u>
<u>0</u>
<u>0</u>
<u><u>0</u></u>

e blank)

<u> </u>
<u> </u>
<u> </u>
<u> </u>
<u><u> </u></u>

Work Sheet

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[A, C, F](#)

[A](#)

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[B and B.2](#)

Reference

General

CTDS Number

General

Student Count

General

Student Count

Instruction

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

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

In accordance with A.R.S. §15-902.04, charter schools electing to provide 200 days of instruction during FY 2014 must receive approval from ADE prior to July 1, 2013. Please contact the school's ADE School Finance account analyst for specific instructions and the form to request approval. A list of account analysts is available at: www.azed.gov/Administrators/SF/Lists/LEAAccountAnalysts/AllItems.aspx.

Student Count must be estimated student counts based on actual registration of students. Actual registration of kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 2014 report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day should be used. Schools approved to provide 200 days of instruction will adjust their FY 2015 budget for discrepancies between the FY 2014 100th-day and 200th-day student counts. (Total K-UE and/or A.R.S. §15-808(F)(1) requires full time (FT) Arizona Online Instruction (AOI) students be funded at 95% of the base support level that would be calculated if that school does not participate in AOI. Likewise, paragraph 2 of the same section requires part time (PT) AOI students be funded at 85% of the base support level that would be calculated if that school does not participate in AOI. These limitations apply only when calculating the school's base support level; therefore, the student count used to determine support level weights (Work Sheet A) and Charter Additional Assistance (Work Sheet D), should include AOI pupils at their unadjusted amounts.

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

All Student Counts should be entered on Work Sheet A.

Work Sheet

B and B.2

Reference

Student Count Add-Ons

Instruction

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

K-3 and K-3 Reading

Recalculated State Aid ADM Counts (ADMS 46-1)

ELL

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

Children with Disabilities

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

C

Line II

A.R.S. §15-902.04 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter \$166.33 (\$3,326.54 x 5%) on line II. To be eligible for this increase in funding, the school must be approved for 200 days of instruction by ADE and its sponsor.

C

Line V

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

Work Sheet

C

Reference

Line VI

Instruction

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

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

1. Indian School Equalization Program entitlements received for:

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

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

2. Administrative Cost Grant entitlements received.

In addition, the reduction in A.R.S. §15-185(D) applies to a charter school that was a district school in FY 2013 and the Auditor General and ADE have determined that the charter school is operated for or by the same district. The reduction to the base support level of the charter school is equal to the sum of the base support level and the charter additional assistance received for FY 2014 for pupils who were enrolled in the district school in FY 2013-and are enrolled in the charter school in FY 2014.

C

Line VII

Schools must include audit costs for FY 2014 under "Selected Expenses By Type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2012 from non-federal monies on line VII and multiply that amount by the statutorily prescribed growth rate to obtain the allowable increase in BSL for the budget year. Enter the amount expended for audit services in FY 2012 from federal monies in Note 2. Do not include the costs of consulting or other services paid to audit firms in the non-federal or federal audit services actual expenses line.

Work Sheet**Reference****Instruction**

D	Line I	Total student count from Work Sheet A for K-8 and 9-12.
D	Line IV	Laws 2013, 1st Special Session, Chapter 3, §54 requires ADE to reduce charter additional assistance for all charter schools for FY 2014. For budget adoption, schools may use the estimated reduction of approximately 6.2% calculated by ADE. However, the actual amount will vary and ADE will notify schools of the final amounts. Enter the adjustments as negative numbers.
E	Line I	Amount may be negative as a result of the adjustment on Work Sheet C, line VI.
E	Line III	If amount is less than zero, enter zero.
F	Line I	Enter amount from FY 2013 Budget Work Sheet E, line III based on 200 th -day student count.
F	Line II	Enter amount from the most recent CHAR-55 report for FY 2013 or as notified by ADE.