

Charter school Pace Preparatory Academy, Inc.
Charter name

d.b.a. (as applicable)

FY 2025

State of Arizona

Charter School Annual Budget

Proposed

Version

By the Governing Board

We hereby certify that the budget for the school year 2025 was

Proposed June 25, 2024
Adopted _____
Revised _____

Date

William Sakelarios
Candace K. Hagan
Reg. Sullivan

President
V.P.
Secretary

Signed

Title

County Yavapai **CTDS number** 138758000

1. Total budgeted revenues for fiscal year 2024 \$ 1,314,490

2. **Estimated revenues by source for fiscal year 2025**

Local	1000	\$	<u>118,000</u>
Intermediate	2000	\$	
State	3000	\$	<u>1,160,371</u>
Federal	4000	\$	<u>45,102</u>
TOTAL		\$	<u>1,323,473</u>

Charter school contact employee: William Sakelarios
Telephone: 928-775-0719 Email: bill@paceacademy.com

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

William Sakelarios
School official signature

Type the date as MM/DD/YYYY
6/25/24
School official signature

William Sakelarios
School official (typed name)

Marc Sterling
School official (typed name)

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

Check box if the school is new and will begin operations in FY 2025.

- 1. Average salary of all teachers employed in budget year 2025 \$ 46,181
- 2. Average salary of all teachers employed in prior year 2024 \$ 44,598
- 3. Increase in average teacher salary from the prior year 2024 \$ 1,583
- 4. Percentage increase 3.5%

Comments on average salary calculation (optional):

County Yavapai

CTDS number

Charter contact information

Last name	Email address
Sakelarios	bill@paceacademy.com
Sterling	marc@sterlingaccountingandtax.com
Sterling	marc@sterlingaccountingandtax.com
Jones	heather@aspirebc.net
Sakelarios	bill@paceacademy.com
Cooper	cooper@paceacademy.com
Cooper	cooper@paceacademy.com
Cooper	cooper@paceacademy.com
Sakelarios	bill@paceacademy.com
Chapman	candimandi54@gmail.com
Sarkisian	pegsarkisian@yahoo.com
Sterling	marc@sterlingaccountingandtax.com
Sakelarios	bill@paceacademy.com

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Expenses	Instructions	Salaries 6100
1000 Schoolwide Project and 1500-1999 Other Special Projects		
100 Regular education		
1000 Instruction	1.	#ERROR!
Support services		
2100 Students	2.	#ERROR!
2200 Instruction	3.	#ERROR!
2300 General administration	4.	#ERROR!
2400 School administration	5.	#ERROR!
2500 Central services	6.	#ERROR!
2600 Operation & maintenance of plant	7.	#ERROR!
2900 Other support services	8.	#ERROR!
3000 Operation of noninstructional services	9.	#ERROR!
4000 Facilities acquisition & construction	10.	#ERROR!
5000 Debt service	11.	#ERROR!
610 School-sponsored cocurricular activities	12.	
620 School-sponsored athletics	13.	
630, 700, 800, 900 Other programs	14.	
Subtotal (lines 1-14)	15.	#ERROR!
200 Special education		
1000 Instruction	16.	#ERROR!
Support services		
2100 Students	17.	
2200 Instruction	18.	
2300 General administration	19.	
2400 School administration	20.	
2500 Central services	21.	
2600 Operation & maintenance of plant	22.	
2900 Other support services	23.	
3000 Operation of noninstructional services	24.	
4000 Facilities acquisition & construction	25.	
5000 Debt service	26.	
Subtotal (lines 16-26)	27.	#ERROR!
400 Pupil transportation	28.	#ERROR!
530 Dropout prevention programs	29.	
540 Joint career & technical ed. & vocational ed. center	30.	
550 K-3 Reading	31.	
Subtotal (lines 15 and 27-31)	32.	#ERROR!
1010 Classroom Site Project (from page 3, line 6) and object code 6850	33.	86,200
1020 Instructional Improvement Project (from page 2, line 5)	34.	
1071 English Language Learner Project (from page 4, line 11)	35.	0
1072 Compensatory Instruction Project (from page 4, line 22)	36.	0
1100-1499 Federal and State projects (from page 2, line 32)	37.	
Total (lines 32-37)	38.	#ERROR!

County

Yavapai

CTDS number

Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
				Prior year 2024	Budget year 2025
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
29,194	0	0		#ERROR!	115,394
				#ERROR!	4,000
0	0	0	0	#ERROR!	0
0	0	0	0	#ERROR!	0
				#ERROR!	45,101
#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!

% Increase/ decrease	
#ERROR!	1.
#ERROR!	2.
#ERROR!	3.
#ERROR!	4.
#ERROR!	5.
#ERROR!	6.
#ERROR!	7.
#ERROR!	8.
#ERROR!	9.
#ERROR!	10.
#ERROR!	11.
#ERROR!	12.
#ERROR!	13.
#ERROR!	14.
#ERROR!	15.
#ERROR!	16.
#ERROR!	17.
#ERROR!	18.
#ERROR!	19.
#ERROR!	20.
#ERROR!	21.
#ERROR!	22.
#ERROR!	23.
#ERROR!	24.
#ERROR!	25.
#ERROR!	26.
#ERROR!	27.
#ERROR!	28.
#ERROR!	29.
#ERROR!	30.
#ERROR!	31.
#ERROR!	32.
#ERROR!	33.
#ERROR!	34.
#ERROR!	35.
#ERROR!	36.
#ERROR!	37.
#ERROR!	38.

Federal and State projects

Instructions		Prior year 2024	Budget year 2025	
1100-1399 Federal projects				
1.	1100-1130 ESEA Title I-Helping Disadvantaged Children	#ERROR!	19,974	1.
2.	1140-1150 ESEA Title II-Prof. Dev. And Technology	#ERROR!		2.
3.	1160 ESEA Title IV-21st Century Schools	#ERROR!		3.
4.	1170-1180 ESEA Title V-Promote Informed Parent Choice	#ERROR!		4.
5.	1190 ESEA Title III-Limited Eng. & Immigrant Students	#ERROR!		5.
6.	1200 ESEA Title VII-Indian Education	#ERROR!		6.
7.	1210 ESEA Title VI-Flexibility and Accountability	#ERROR!		7.
8.	1220 IDEA, Part B	#ERROR!	13,944	8.
9.	1230 Johnson-O'Malley	#ERROR!		9.
10.	1240 Workforce Investment Act	#ERROR!		10.
11.	1250 AEA-Adult Education	#ERROR!		11.
12.	1260-1270 Vocational Education-Basic Grants	#ERROR!		12.
13.	1280 ESEA Title X-Homeless Education	#ERROR!		13.
14.	1290 Medicaid Reimbursement	#ERROR!		14.
15.	1300 Charter School Implementation Proj. (Stimulus)	#ERROR!		15.
16.	13__ Impact Aid	#ERROR!		16.
17.	<u>1310-1399 Other Federal Projects</u>	#ERROR!	11,183	17.
18.	Total federal projects (lines 1-17)	#ERROR!	45,101	18.
1400-1499 State projects				
19.	1400 Vocational Education	#ERROR!		19.
20.	1410 Early Childhood Block Grant	#ERROR!		20.
21.	1420 Extended School Year-Pupils with Disabilities	#ERROR!		21.
22.	1425 Adult Basic Education	#ERROR!		22.
23.	1430 Chemical Abuse Prevention Programs	#ERROR!		23.
24.	1435 Academic Contests	#ERROR!		24.
25.	1450 Gifted Education	#ERROR!		25.
26.	<u>1456 College Credit Exam Incentives</u>	#REF!		26.
27.	1460 Environmental Special Plate	#ERROR!		27.
28.	1465 Charter School Stimulus Fund	#ERROR!		28.
29.	<u>14__ Arizona Industry Credentials Incentive</u>	#REF!		29.
30.	<u>Other State Projects</u>	#ERROR!		30.
31.	Total State projects (lines 19-30)	#ERROR!	0	31.
32.	Total federal and State projects (lines 18 and 31)	#ERROR!	45,101	32.

Capital acquisitions

	Prior year 2024	Budget year 2025	
1.	0181 Intangible assets	#ERROR!	0 1.
2.	0191 Land and land improvements	#ERROR!	0 2.
3.	0192 Site improvements	#ERROR!	0 3.
4.	0194 Buildings and building improvements	#ERROR!	0 4.
5.	0196 Equipment	#ERROR!	0 5.
6.	0198 Construction in progress	#ERROR!	0 6.
7.	Total capital acquisitions (lines 1-6)	#ERROR!	0 7.
8.	Total capital acquisitions, if any, budgeted on lines 1-6 above for	#ERROR!	0 8.

Special education programs by type

1. Total all disability classifications	Program 200 prior year 2024
2. Gifted education	#REF!
3. ELL incremental costs	#ERROR!
4. ELL compensatory instruction	#ERROR!
5. Remedial education	#ERROR!
6. Vocational and technical ed.	#ERROR!
7. Career education	#ERROR!
8. Total (lines 1-7)	#REF!
9. Expenses budgeted for transporting students with disabilities (as defined in A.R. S. §15-761) unique to the IEP	#ERROR!

Instructional Improvement Project

Indicate amounts budgeted in Project 1020 for the following:

1. Teacher compensation increases	Prior year 2024
2. Class size reduction	#ERROR!
3. Dropout prevention programs	#ERROR!
4. Instructional improvement programs	#ERROR!
5. Total Instructional Improvement (lines 1-4)	#ERROR!

Proposed ratios for special education

Teacher-pupil	1 to <u>18.0</u>
Staff-pupil	1 to <u>10.0</u>

Selected expenses

(Must be included o

Audit services
Classroom instruction

State equalization assistance budgeted for food service expenses

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

Debt service

- Interest 6850
- Redemption of principal

138758000

Program 200

budget year
2025

#ERROR!	1.
	2.
	3.
	4.
	5.
	6.
	7.
#ERROR!	8. #ERROR!

0 9.

Budget year
2025

	1.
	2.
	3.
4,000	4.
4,000	5.

by type

(on page 1)

15,000
564,312

Expenses	Instructions
Classroom Site Project 1010	
1000 Instruction	1.
2100 Support services—students	2.
2200 Support services—instruction	3.
2300 Support Services - General Administration	4.
3300 Community services operations	5.
Total Classroom Site Project (lines 1-5)	6.

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

County Yavapai

Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Tot
				Prior year 2024
86,200	29,194			#ERROR!
				#ERROR!
				#ERROR!
				#ERROR!
86,200	29,194	0	0	#ERROR!

CTDS number 138758000

als		
Budget year 2025	% Increase/ decrease	
115,394	#ERROR!	1.
0	#ERROR!	2.
0	#ERROR!	3.
0	#ERROR!	4.
0	#ERROR!	5.
115,394	#ERROR!	6.

Expenses	Instructions	Number of personnel		Salaries 6100
		Prior year	Budget year	
English Language Learner Project - 1071				
260 Special education—ELL incremental costs				
1000 Instruction	1.	#ERROR!		
Support services				
2100 Students	2.	#ERROR!		
2200 Instruction	3.	#ERROR!		
2300 General administration	4.	#ERROR!		
2400 School administration	5.	#ERROR!		
2500 Central services	6.	#ERROR!		
2600 Operation & maintenance of plant	7.	#ERROR!		
2900 Other support services	8.	#ERROR!		
Program 260 subtotal (lines 1-8)	9.	#ERROR!	0.00	0
430 Pupil Transportation—ELL incremental costs				
Support services				
2700 Student transportation	10.	#ERROR!		
Total expenses (lines 9 and 10)	11.	#ERROR!	0.00	0

Expenses		Number of personnel		Salaries 6100
		Prior year	Budget year	
Compensatory Instruction Project - 1072				
265 Special education—ELL compensatory instruction				
1000 Instruction	12.	#ERROR!		
Support services				
2100 Students	13.	#ERROR!		
2200 Instruction	14.	#ERROR!		
2300 General administration	15.	#ERROR!		
2400 School administration	16.	#ERROR!		
2500 Central services	17.	#ERROR!		
2600 Operation & maintenance of plant	18.	#ERROR!		
2900 Other support services	19.	#ERROR!		
Program 265 subtotal (lines 12-19)	20.	#ERROR!	0.00	0
435 Pupil transportation—ELL compensatory instruction				
Support services				
2700 Student transportation	21.	#ERROR!		
Total expenses (lines 20 and 21)	22.	#ERROR!	0.00	0

Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
				Prior year 2024	Budget year 2025
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
0	0	0	0	#ERROR!	0
				#ERROR!	0
0	0	0	0	#ERROR!	0

Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
				Prior year 2024	Budget year 2025
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
				#ERROR!	0
0	0	0	0	#ERROR!	0
				#ERROR!	0
0	0	0	0	#ERROR!	0

% Increase/ decrease	
#ERROR!	1.
#ERROR!	2.
#ERROR!	3.
#ERROR!	4.
#ERROR!	5.
#ERROR!	6.
#ERROR!	7.
#ERROR!	8.
#ERROR!	9.
#ERROR!	10.
#ERROR!	11.

% Increase/ decrease	
#ERROR!	12.
#ERROR!	13.
#ERROR!	14.
#ERROR!	15.
#ERROR!	16.
#ERROR!	17.
#ERROR!	18.
#ERROR!	19.
#ERROR!	20.
#ERROR!	21.
#ERROR!	22.

1000 Schoolwide Project	Totals		%
	Prior year 2024	Budget year 2025	Increase/ decrease
100 Regular education	#ERROR!	#ERROR!	#ERROR!
1000 Instruction	#ERROR!	#ERROR!	#ERROR!
Support services			
2100 Students	#ERROR!	#ERROR!	#ERROR!
2200 Instruction	#ERROR!	#ERROR!	#ERROR!
2300 General administration	#ERROR!	#ERROR!	#ERROR!
2400 School administration	#ERROR!	#ERROR!	#ERROR!
2500 Central services	#ERROR!	#ERROR!	#ERROR!
2600 Operation & maintenance of plant	#ERROR!	#ERROR!	#ERROR!
2900 Other support services	#ERROR!	#ERROR!	#ERROR!
3000 Operation of noninstructional services	#ERROR!	#ERROR!	#ERROR!
4000 Facilities acquisition & construction	#ERROR!	#ERROR!	#ERROR!
5000 Debt service	#ERROR!	#ERROR!	#ERROR!
610 School-sponsored cocurricular activities	#ERROR!	0	#ERROR!
620 School-sponsored athletics	#ERROR!	0	#ERROR!
630, 700, 800, 900 Other programs	#ERROR!	0	#ERROR!
Regular education subtotal	#ERROR!	#ERROR!	#ERROR!
200 Special education	#ERROR!	#ERROR!	#ERROR!
1000 Instruction	#ERROR!	#ERROR!	#ERROR!
Support services			
2100 Students	#ERROR!	0	#ERROR!
2200 Instruction	#ERROR!	0	#ERROR!
2300 General administration	#ERROR!	0	#ERROR!
2400 School administration	#ERROR!	0	#ERROR!
2500 Central services	#ERROR!	0	#ERROR!
2600 Operation & maintenance of plant	#ERROR!	0	#ERROR!
2900 Other support services	#ERROR!	0	#ERROR!
3000 Operation of noninstructional services	#ERROR!	0	#ERROR!
4000 Facilities acquisition & construction	#ERROR!	0	#ERROR!
5000 Debt service	#ERROR!	0	#ERROR!
Special education subtotal	#ERROR!	#ERROR!	#ERROR!
400 Pupil transportation	#ERROR!	#ERROR!	#ERROR!
530 Dropout prevention programs	#ERROR!	0	#ERROR!
540 Joint career & tech. ed. & voc. ed. center	#ERROR!	0	#ERROR!
550 K-3 Reading	#ERROR!	0	#ERROR!
Total	#ERROR!	#ERROR!	#ERROR!

The budget of Pace Preparatory Academy, Inc. for fiscal year 2025 was officially proposed by the Board on June 25, 2024. The complete budget may be reviewed by contacting William Sakela 9287750719 or bill@paceacademy.com.

Special education programs	Totals	
	Prior year 2024	Budget year 2025
Total all disability classifications	#REF!	#ERROR!
Gifted education	#ERROR!	
ELL incremental costs	#ERROR!	
ELL compensatory instruction	#ERROR!	
Remedial education	#ERROR!	
Vocational and technical ed.	#ERROR!	
Career education	#ERROR!	
Total	#REF!	#ERROR!

Expenses by project			
	Totals		% Increase/decrease
	Prior year 2024	Budget year 2025	
Schoolwide	#ERROR!	#ERROR!	#ERROR!
Classroom Site Project	#ERROR!	115,394	#ERROR!
Instructional Improvement	#ERROR!	4,000	#ERROR!
English Language Learner	#ERROR!	0	#ERROR!
ELL Compensatory Instruction	#ERROR!	0	#ERROR!
Federal projects	#ERROR!	45,101	#ERROR!
State projects	#ERROR!	0	#ERROR!
Capital acquisitions	#ERROR!	0	#ERROR!
Total expenses	#ERROR!	#ERROR!	#ERROR!

Average teacher salary	
Average salary of all teachers employed in the budget year 2025	46,181
Average salary of all teachers employed in the prior year 2024	44,598
Increase in average teacher salary from the prior year 2024	1,583
Percentage increase	3.5%
Comments on average salary calculation (optional):	

Governing
rios at

%
Increase/ decrease
#REF!
#ERROR!
#ERROR!
#ERROR!
#ERROR!
#ERROR!
#ERROR!
#REF!

Charter school

**This tab presents
amounts included**

Estimated FY 202

1.

2.

3.

4.

5.

The School doesn't

Information on the amount and planned use of the Charter's project balances to increase transparency and provide details on this tab are estimates.

4 project balances and planned uses in FY 2025 and thereafter

FY 2023 final ending project balance

If the final ending project balance does not agree with the submitted FY 2023 AFR, revise the AFR and resubmit to ADE

FY 2024 activity, year-to-date and estimated through June 30

(a) FY 2024 revenues

(b) FY 2024 expenses, indirect costs, reversions, capital acquisitions, and redemption of principal

Estimated FY 2024 ending project balance

(a) With donor restrictions/Restricted

(b) Without donor restrictions/Unrestricted

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

Estimated FY 2024 ending project balance and planned uses

(a) Deficit balance

(b) Planned to be spent in FY 2025

(c) Planned to be spent in FY 2025 to support operations of other school sites within the same charter management organization

(d) Maintained for spending after FY 2025

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

Comments (optional)

It has plans to spend the excess reserve and will plan to use this for future needs.

138758000

: balance amounts, all

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 and no weight adjustment does not apply to the school.

For any boxes that are checked, please provide the required additional information described. Failure to do so 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 Support Unit at charter@ade.state.gov.

	The organizational structure or management agreement of your charter holder requires your charter holder or charter school to contract with a specific management company.
	The governing body of your charter holder has identical membership to another charter holder in this State.
	Your charter holder is a subsidiary of a corporation that has other subsidiaries that are charter holders in this State.
	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 based on actual registration of PSD and kindergarten students should be divided by 2 to get estimated student count. For FY 2025 ADM20 should be used, available via ADE Connect, AzEDS Portal. Schools approved to provide a service to other schools should indicate the number of schools served. (The Total K-UE report is available via ADE Connect, AzEDS Portal.)

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

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. If no affiliated charter schools, leave all boxes unchecked to indicate that the charter holder has no affiliated charter schools.

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

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

Student count add-ons

to the charter school. If all boxes are unchecked, the small school
 provide complete and accurate information may result in
 school Finance payment team by email at SFPaymentTeam@azed.

	Additional information
No additional information required	
No additional information required	
No additional information required	

estimated student counts based on actual registration of students.
 counts for kindergarten. After the 100th day in session, the ADE FY
 at least 200 days of instruction will adjust their FY 2026 budget for
 used for K-8 and/or 9-12)

	9-12	
		100.0000
	+	
	+	
-	=	100.0000

l)
 schools. This table must be completed unless all boxes have been

	9-12	
	+	
	+	
-	=	-

Before the 100th day in session, schools may use estimated student counts based on actual registration may be left blank. After the 100th day in session for all schools, the student counts to determine the add 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
1. K-3 Reading	
2. K-3	
3. English Learners (ELL)	
4. Hearing Impairment (HI)	
5. MD-R, A-R, and SID-R (1)	
6. MD-SC, A-SC, and SID-SC (2)	
7. Multiple Disabilities Severe Sensory Impairment	
8. Orthopedic Impairment (Resource)	
9. Orthopedic Impairment (Self Contained)	
10. Preschool-Severe Delay (P-SD)	
11. DD, ED, MIID, SLD, SLI, and OHI (3)	15.0000
12. Emotional Disability (Private)	
13. Moderate Intellectual Disability (MOID)	
14. Visual Impairment (VI)	
15. Educational Programs for Gifted Pupils (G) (4)	
16. Free or Reduced-Price Lunch (FRPL) (5)	82.0000
17. Total weighted student count (lines 1 through 16)	97.0000

- (1) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Dis
- (2) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SID-SC (Severe
- (3) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities) Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)
- (4) For budget adoption, charters may use the prior year unweighted gifted ADM to estimate the budget for budget revisions. See ADE's School Finance Hot Topic for additional information on educational payment
- (5) Schools may use ADE's FRPL20-summary ADM report and/or FRPL30-site summary ADM report applies to all students in schools with community eligibility.

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 A.R.S. §15-902.04 allows schools that provide *at least* 200 days of instruction to increase the base 5 percent. To be eligible for this increase in funding, the school must be approved by ADE and its Schools must receive approval from ADE for FY 2025 prior to June 1, 2024. Please contact ADE's account analyst team by email with questions about this provision at SFAnalystTeam@azed.gov.
- 2. Decrease for federal and State monies received for M&O purposes

Enter the amount received from federal or State agencies for basic maintenance and operation of t (except for ESEA Title VIII). Do not include federal or State grants that are received for a specific p §15-185)

In accordance with A.R.S. §15-185(P), the Auditor General has determined that the following feder the definition of "monies intended for the basic maintenance and operations of the school" (as refer subsection), that must be used to reduce the base support level and State equalization assistance, A.R.S. §15-185(D). This list is not necessarily all-inclusive. The Auditor General may determine in t other federal or State grants meet the definition of "monies intended for the basic maintenance and 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, inter guidance costs, and pre-kindergarten costs would not be subject to the reduction.

2. Administrative cost grant entitlements received.

3. FY 2023 nonfederal audit service actual expense

Schools must include audit costs for FY 2025 under "Selected expenses by type" on Budget page : increase. Enter the amount expended for audit services in FY 2023 from nonfederal monies to obta increase in BSL for the budget year. Do not include the costs of consulting or other nonaudit servic firms (e.g., application fees paid for submission of school's reports to ASBO and GFOA for certifica preparation of the Meritorious Budget Award application to ASBO). A.R.S. §15-914(F) allows schoo their base support levels if audit costs will be incurred for the budget year.

4. FY 2023 federal audit service actual expense

Enter the amount expended for audit services in FY 2023 from federal monies. Do not include the c consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission r reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award ASBO).

5. Adjustment for remote instructional time [A.R.S. §15-901.08]

This line should be left blank for budget adoption. If a school provides instructional time in a remote the thresholds prescribed in A.R.S. §15-901.08(C)(3)(b)(i) in any school year, ADE shall calculate t percentage of remote instructional time that exceeded the threshold and fund that percentage of th level at 95 percent of the base support level that would otherwise be calculated for the school. ADE schools of the adjustment amount, if any. Enter the amount provided by ADE, if any, as a negative

Increase for allocation of additional funding [2016 Prop 123 & Laws 2015, 1st S.S., C

1. School's percent of state-wide weighted student count

Enter the school's percentage of state-wide weighted student count as reported on its most recent Project Detail Report. Classroom Site Project Detail Reports can be accessed at <https://schoolfinar.gov>. Amounts should be entered as a decimal. For example 0.0601% should be entered as 0.0006

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al monies meet
red to in that
as directed by
the future that
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nse residential

2 to receive this
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es paid to audit
tion or for the
ols to increase

\$ 15,000.00

costs of
of school's
application to

\$ _____

setting beyond
the total
e base support
E will notify
number.

\$ _____

h.1, §6]

Classroom Site
ncereports.azed.
01.

0.000134

Increase for onetime charter additional assistance (CAA) supplement [

1. School's onetime CAA supplement

For FY 2025, Laws 2022, Ch. 313, §128, as amended by Laws 2024, Ch.209, §4, provides a total CAA supplement of \$5,858,000. ADE will allocate and distribute the supplement on a proportional basis based on the CAA funding that each charter in this State receives in FY 2025. ADE will calculate the supplement amount for each charter and notify charters when complete. This line should be left blank for budget adoption. Charters may revise their budget after notification.

Increase for onetime FRPL Group B weight supplement [Laws 2022, C

1. School's onetime FRPL supplement

For FY 2025, Laws 2022, Ch. 313, §128, as amended by Laws 2024, Ch.209, §4, provides a total Group B weight supplement of \$37,000,000. ADE will allocate and distribute the supplement on a proportional basis based on the weighted student count for FRPL students for each school district and charter school pursuant to §15-943. ADE will calculate the supplement amount for each school district and charter school and notify them when complete. This line should be left blank for budget adoption. Charters may revise their budget after notification.

Laws 2022, Ch.313, §128, as amended by Laws 2024, Ch.209, §4]

\$ _____

onetime CAA
based on the
t amount for
Charters may

Ch.313, §128, as amended by Laws 2024, Ch.209, §4]

\$ _____

onetime FRPL
pro rata basis
suant to A.R.S.
notify them
t after

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:	
Student count 0.001-99.999 Support level weight	
Student count 100.000-499.999 Student count constant	
Student count	-
Difference	=
Weight adjustment factor	x
Support level weight increase	=
Support level weight constant	+
Support level weight	=
Student count 500.000-599.999 Student count constant	
Student count	-
Difference	=
Weight adjustment factor	x
Support level weight increase	=
Support level weight constant	+
Support level weight	=
Student count 600.000 or more Support level weight	

Table 2 - Charter Holder Total Charter School Counts (only calculated if one or more criteria are ch	
Support level weights to be used for:	
Student Count 0.001-99.999 Support level weight	
Student count 100.000-499.999 Student count constant	
Student count	-
Difference	=
Weight adjustment factor	x
Support level weight increase	=
Support level weight constant	+
Support level weight	=
Student count 500.000-599.999 Student count constant	
Student count	-
Difference	=

K-8		9-12	
1.3990			1.5590
500.0000			500.0000
0.0000	-		100.0000
0.0000	=		400.0000
0.0003	x		0.0004
0.0000	=		0.1600
1.2780	+		1.3980
0.0000	=		1.5580
600.0000			600.0000
0.0000	-		0.0000
0.0000	=		0.0000
0.0012	x		0.0013
0.0000	=		0.0000
1.1580	+		1.2680
0.0000	=		0.0000
1.1580			1.2680

Checked on the Data Entry Tab)

K-8		9-12	
1.3990			1.5590
500.0000			500.0000
0.0000	-		0.0000
0.0000	=		0.0000
0.0003	x		0.0004
0.0000	=		0.0000
1.2780	+		1.3980
0.0000	=		0.0000
600.0000			600.0000
0.0000	-		0.0000
0.0000	=		0.0000

Weight adjustment factor	x
Support level weight increase	=
Support level weight constant	+
Support level weight	=
Student count 600.000 or more	
Support level weight	

Support level

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

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 pupils in kindergarten through 2nd grade. The plan must include a budget for spending monies from both the K-3 and K-3 Reading support level weight. Reading weight only on instructional purposes intended to improve reading proficiency for pupils in kindergarten through 2nd grade. The K-3 Reading weight will only be included in the School's BSA 55-1 approved by the State Board of Education. Contact ADE's Move on When Reading program area with questions at <http://www.azed.gov/moveonwhenreading>

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

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

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

2016 Prop 123 and Laws 2015, 1st S.S., Ch.1, §6, provides total additional funding of \$75 million to districts and counties. An increase in additional funding is provided below. However, actual amounts will vary. ADE will notify schools of the actual payment amounts at <https://www.azed.gov/finance/countyappor>. Schools should include these monies in their budgets and expend for any allowable school purpose.

Pe Estimated allocation of additional Prop 123 funding

0.0012	x	0.0013
0.0000	=	0.0000
1.1580	+	1.2680
0.0000	=	0.0000
1.1580		1.2680

0.0000	1.5580
0.0000	0.0000
0.0000	1.5580

of its pupils in kindergarten programs and grades 1-3. Schools must use monies generated by the K-3 Reading Program Plan through 3rd grade with particular emphasis on pupils in grades 1-3. The School's K-3 Reading Program Plan is approved by the State Board of Education. For more information, visit <http://www.azed.gov/mowr/>

K-3	\$	<u>0.00</u>
K-3 Reading	\$	<u>0.00</u>

Charter schools on a pro rata basis. The estimated final amounts. Once available, schools can access their Schoolwide Project Budget. These monies may be

\$ 10,050.00

Grade Levels	Non-AOI Student Count
PSD	
K-8,UE	
9-12	100.0000
Regular Education Unweighted Student Count	100.0000
Total of Unweighted Student Count	
Regular Education Weighted Student Count	
Total of Weighted Student Count	

Add Ons	Non-AOI Student Count
ELL	
K-3	
K-3 (Reading)	
HI	
MD-R, A-R, SID-R	
MD-SC, A-SC, SID-SC	
MD-SSI	
OI-R	
OI-SC	
P-SD	
DD, ED, MIID, SLD, SLI, OHI	15.0000
ED-P	
MOID	
VI	
G	
FRPL	82.0000
Group B - Add On Unweighted Student Count	97.0000
Total Unweighted Group B Add On	
Group B - Add On Weighted Student Count	
Total Weighted Group B Add On	

Calculation For Base Support Level

Regular Education Weighted Student Count	
Group B - Add On Weighted Student Count	+
Total Student Count	=
AOI Funding Factor	x
Weighted Student Count	=

Total Weighted Student Count

Base Level Amount (FY25)

Base Support Level

c.

County Yavapai

Pace Preparatory Academy, Inc.
 Basic Calculations For Equalization Assistance
 FY 2025

AOI-FT Student Count	AOI-PT Student Count	Support Level Weight
0.0000	0.0000	0.0000
		0.0000
		1.5580
0.0000	0.0000	
	100.0000	

AOI-FT Student Count	AOI-PT Student Count	Support Level Weight
		0.1150
		0.0600
		0.0400
		4.7710
		6.0240
		5.9880
		7.9470
		3.1580
		6.7730
		3.5950
		0.2920
		4.8220
		4.4210
		4.8060
		0.0070
		0.0220
0.0000	0.0000	
	97.0000	

Pace Preparatory Academy, Inc.
 Basic Calculations For Equalization Assistance
 FY 2025

Non-AOI Weighted Student Count	AOI-FT Weighted Student Count
155.8000	0.0000
6.1840	+ 0.0000
161.9840	= 0.0000
1.0000	x 0.9500
161.9840	= 0.0000
161.9840	x \$5,013.00

Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	AOI-PT Weighted Student Count
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
155.8000	0.0000	0.0000
155.8000	0.0000	0.0000
		155.8000

Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	AOI-PT Weighted Student Count
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
4.3800	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
0.0000	0.0000	0.0000
1.8040	0.0000	0.0000
6.1840	0.0000	0.0000
		6.1840

AOI-PT
Weighted Student Count

0.0000
+ 0.0000
= 0.0000
x 0.8500
= 0.0000

161.9840
\$5,013.00
\$812,025.79

i8000

Page 1 of 3

Page 2 of 3

Base Support Level Adjustments

Audit Service Expense
Adjustment For Remote Instructional Time Calculated By ADE
FY25 onetime FRPL Group B weight supplement
FY25 onetime CAA supplement

Adjusted Base Support Level

Calculation For CAA

Student Count
Additional Assistance Per Student x
Additional Assistance =
Total Charter Additional Assistance

Additional Assistance Adjustments

Adjusted Total Charter Additional Assistance

Equalization Assistance

Adjusted Base Support Level
Adjusted Total Charter Additional Assistance +
=

Equalization Assistance

\$812,025.79

+ \$15,000.00

**Pace Preparatory Academy, Inc.
Basic Calculations For Equalization Assistance
FY 2025**

PSD	K-8
0.0000	0.0000
\$2,090.10	x \$2,090.10
\$0.00	= \$0.00

\$827,025.79

\$243,597.00

\$1,070,622.79

\$15,000.00

\$0.00

\$0.00

\$0.00

\$827,025.79

9-12

100.0000

x \$2,435.97

= \$243,597.00

\$243,597.00

\$243,597.00

\$1,070,622.79

\$1,070,622.79

Page**Reference**[Cover](#)

General

[Cover](#)

CTDS number

[Cover](#)

Version

[Cover](#)

Estimated revenues

[Cover](#)

Average teacher salary

[Charter contact
info](#)

Charter contact info

Instruction

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.

The cells in the prior year columns on the budget forms contain formulas that will bring forward budget amounts from the FY 2024 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 2024 budget must be saved as budget24.xlsx in the C:\CSFORMS folder. If the file is not named budget24.xlsx, the formulas will not function properly. Excel will ask the user to update information when the budget25.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 2024 budget.

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.

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.

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.

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.

Base estimated revenues by source for FY 2025 on the best information available at the time the budget is prepared. Estimated revenues may be more or less than estimated expenses.

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.

Fill in the contact information for all positions listed on this tab. If any of the positions do not exist at your school, please fill in the appropriate person to contact related to that topic.

Summary of significant changes

[Charter
management
info](#)

Charter management info

['Page 1'!A1](#)

General

['Page 1'!A1](#)

Program 550

['Page 1'!A1](#)

Federal and State projects, line
37

['Page 1'!A1](#)

Employee benefits

['Page 2'!A1](#)

Federal and State projects

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.

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.

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.

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.

Schools should budget for K-3 Reading Program expenses in program code 550.

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:

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

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.

Schools participating in the Arizona State Retirement System should budget at the rate of 12.27 percent for covered positions. For positions subject to the Alternate Contribution Rate, schools should budget at the rate of 10.19 percent.

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 and COVID-19 federal relief projects within Other Federal Projects on line 17.

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

Updated contribution rates.

['Page 2'!A1](#)

College Credit Exam
Incentives

['Page 2'!A1](#)

Arizona Industry Credentials
Incentive

['Page 2'!A1](#)

Other State Projects

['Page 2'!A1](#)

Capital acquisitions

['Page 2'!A1](#)

Special education programs by
type

['Page 2'!A1](#)

Special education programs by
type, line 1

['Page 2'!A1](#)

Special education programs by
type, line 9

['Page 2'!A1](#)

Selected expenses by type

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.

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.

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.

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.

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.

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.

Schools should budget total expenses for the disability classifications defined in A.R.S. §15-761.

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).

Audit services expense should be the total audit costs to be incurred during the budget year.

Classroom instruction expenses should be the total of expenses budgeted in function code 1000 for program codes 100, 200, and 500 for the budget year.

['Page 2'!A1](#) State equalization assistance
budgeted for food service
expenses

['Page 2'!A1](#) Instructional Improvement
Project

['Page 2'!A1](#) Instructional Improvement
Project, lines 3 and 4

['Page 2'!A1](#) Debt service

['Page 3'!A1](#) Classroom Site Project

['Page 3'!A1](#) Classroom Site Project

['Page 3'!A1](#) Classroom Site Project
budgeted property payments

['Page 4'!A1](#) English Language Learner
Project

['Page 4'!A1](#) Compensatory Instruction
Project

[Budget
Summary](#) General

[Project balances](#) Line 1

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 2025 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.

See USFRCS page III-B-1 for guidance on using the Instructional Improvement Project (Project 1020).

Instructional Improvement Project monies spent for dropout prevention programs and instructional improvement programs must be spent for maintenance and operation purposes only.

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.

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 2025, the estimated cash payment is \$792 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 2025 CSP YTD Payments Reports will be available on ADE's website beginning in August 2024 at <https://schoolfinancereports.azed.gov/>. ADE uses schools' FY2025 100th day student count as reported in the schools's FY 2025 ADM20A and ADM30 reports.

Expenses made from the CSP (1010) should be made in accordance with A.R.S. §15-977 and must be used to supplement, rather than supplant, existing monies. Schools may establish any CSP subprojects (1011-1019) to track monies for specific allowable purposes or separately account for carryover balances and other one-time CSP monies. One total budget for all CSP monies must be reported here, in Project 1010.

Line 4 should include expenses for teacher liability insurance premiums made from Project 1010.

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.

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.

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.

The information on the Budget Summary is self-populating and will be automatically brought forward from the other pages of the Budget.

Report FY 2023 final ending project balances as reported in FY 2023 AFR. If the final ending reserve balance doesn't agree with the FY 2023 AFR, revise the AFR and resubmit to ADE.

Updated the estimated CSP per pupil amount and ADE report guidance.-

Added Project balances tab.

Project balances	Line 2 (a)
Project balances	Line 2 (b)
Project balances	Line 3 (a)
Project balances	Line 3 (b)
Project balances	Line 4 (a)
Project balances	Line 4 (b)
Project balances	Line 4 (c)
Project balances	Line 4 (d)
Project balances	Line 5

Report FY 2024 revenues. Enter actual amounts to date plus estimated amounts for the remainder of FY 2024, including all FY 2024 amounts that the charter anticipates receiving during the encumbrance period.

Report FY 2024 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 2024, including all FY 2024 amounts that the charter anticipates spending during the encumbrance period.

Report FY 2024 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.

Report FY 2024 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.

For projects with a negative estimated FY 2024 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.

Report FY 2024 estimated ending project balance amounts that the Charter plans to spend to support FY 2025 budgeted spending after using all available FY 2025 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 2025. 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.

Report FY 2024 estimated ending project balance amounts that the charter plans to spend in FY 2025 to support the operation of other school sites that operate within the same charter management organization (CMO). This line only applies to charter schools that operate under the same CMO. CMO detail is reported on the contact page in this form.

Report amounts the charter estimates it will maintain for spending after FY 2025, including amounts reserved to manage cash flows in future budget years to cover such things as revenue shortfalls, emergencies, and/or other unforeseen circumstances.

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.

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