Charter school	ol Glendale Preparatory Academy
	Charter name
	d.b.a. (as applicable)
	FY 2025
	State of Arizona
	Charter School Annual Budget
	Adopted
	Version
	By the Governing Board
,	We hereby certify that the budget for the school year 2025 was Proposed Adopted Revised June 21, 2024 Date
	Date
	

Title

1.	Total budgeted revenues for fiscal y	ear 2024		\$	7,389,458
2	Estimated revenues by source for fis	scal year 2025			
۷.	Listillated revenues by source for the	Local Intermediate State Federal TOTAL	1000 2000 3000 4000	\$ \$ \$ \$	1,368,512 6,239,588 173,314 7,781,414
	Charter school contact employee:	Bianca Ulibarri		*	- 1 ,
	Telephone: 602-396-7571		il: bianca.uliba	ırri@gre	eathearts.org
	The FY 2025 budget file for the vers School Finance Budget System on A		July 5, 2024	ļ	ough the
	School official signature	_	School	official	signature
	5		0011001	Official	olgridiaio
	Kyle Navarette, Headmaster School official (typed name)	490.05\	Bianca Uliba	arri,Dire	ector of Govern
	Kyle Navarette, Headmaster	is new and will beging the properties of the prior year by from the prior year by from the prior year and the prior year by from the prior year and the prior year the year th	Bianca Uliba School of n operations in ar 2025 2024	arri,Dire	ector of Govern typed name)

CTDS number 078540000

County _

Maricopa

Signed

Charter school Glendale Preparatory Academy County CTDS number 078540000 Maricopa

Charter contact information

Charter Representative Charter Representative Executive Assistant to Charter Representative Business Manager **Business Consultant** AzEDS/ADM Data Coordinator SPED Data Coordinator **Poverty Coordinator** Assessments Coordinator Curriculum Coordinator

Information Technology (IT) Director Governing Board Member Governing Board Member

Governing Board Member Governing Board Member

Governing Board Member

Governing Board Member

Governing Board Member

Governing Board Member Governing Board Member

Governing Board Member

Student Information System (SIS) Vendor

Accounting Information System

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

Charter's website address

Charter management information

Management organization type Management organization details (if applicable):

Organization name

Employer Identification Number

Address 1 Address 2 City State

Zip

Charter Management Organization (CMO)

Great Hearts Arizona
20-2036133
701 N. 44th Street
Phoenix
Arizona
85008

Prefix	First name	Last name	Email address	Telephone number	Extension
	Brandon	Crowe	brandon.crowe@greathearts.org	602-438-7045	
	Bianca	Ulibarri	bianca.ulibarri@greathearts.org	602-438-7045	
	Janelle	Sanchez	janelle.sanchez@greathearts.org	602-438-7045	
	Katherine	McMillan	katherine.mcmillan@greathearts.org	602-438-7045	
	Amanda	Klahn	amanda.klahn@greathearts.org	602-438-7045	
	Tealai	Gonella	ess@greatheartsaz.org	602-438-7045	
	Melissa	Penniman	melissa.penniman@greathearts.org	602-438-7045	
	Debbie	Perrault	debbie.perrault@greathearts.org	602-438-7045	
	Diane	Bishop		602-438-7045	
	John	Thorpe		602-438-7045	
	Mona	Moore		602-438-7045	
	Cristofer	Pereyra		602-438-7045	
	Robert	Mulhern		602-438-7045	

Select from drop-down

PowerSchool (PowerSchool)

Blackbaud

No

www.greatheartsaz.org

Charter school Glendale Preparatory Academy				County	Mario	copa		CTDS number	07854000
				Purchased			Tot		
Expenses			Employee	services			Prior	Budget	%
		Salaries	benefits	6300, 6400,	Supplies	Other	year	year	Increase/
1000 Schoolwide Project and 1500-1999 Other Special Projects		6100	6200	6500	6600	6800	2024	2025	decrease
100 Regular education									
1000 Instruction	1.	1,792,662	593,735	14,034	356,650	0	2,359,067	2,757,081	16.9%
Support services									
2100 Students	2.	150,666	44,798	95,090	26,873	125	310,817	317,552	2.2%
2200 Instruction	3.	0	0	193,090	0	0	168,496	193,090	14.6%
2300 General administration	4.						0	0	
2400 School administration	5.	533,813	112,914	37,522	16,500	40,036	666,236	740,785	11.2%
2500 Central services	6.	0	0	623,959	0	0	573,084	623,959	8.9%
2600 Operation & maintenance of plant	7.	0	0	1,165,392	15,600	0	1,177,677	1,180,992	0.3%
2900 Other support services	8.						0	0	
3000 Operation of noninstructional services	9.						0	0	
4000 Facilities acquisition & construction	10.						0	0	
5000 Debt service	11.						0	0	
310 School-sponsored cocurricular activities	12.	12,274	939	0	0	0	13,213	13,213	0.0%
20 School-sponsored athletics	13.	232,360	36,202	99,760	105,250	0	538,111	473,572	-12.0%
30, 700, 800, 900 Other programs	14.						0	0	
Subtotal (lines 1-14)	15.	2,721,775	788,588	2,228,847	520,873	40,161	5,806,701	6,300,244	8.5%
00 Special education									
1000 Instruction	16.	236,928	92,965	26,290	7,350	0	424,383	363,533	-14.3%
Support services									
2100 Students	17.						0	0	
2200 Instruction	18.						0	0	
2300 General administration	19.						0	0	
2400 School administration	20.						0	0	
2500 Central services	21.						0	0	
2600 Operation & maintenance of plant	22.						0	0	
2900 Other support services	23.						0	0	
3000 Operation of noninstructional services	24.						0	0	
4000 Facilities acquisition & construction	25.						0	0	
5000 Debt service	26.						0	0	
Subtotal (lines 16-26)	27.	236,928	92,965	26,290	7,350	0	424,383	363,533	-14.3%
00 Pupil transportation	28.						0	0	
30 Dropout prevention programs	29.						0	0	
40 Joint career & technical ed. & vocational ed. center	30.						0	0	
50 K-3 Reading	31.						0	0	
Subtotal (lines 15 and 27-31)	32.	2,958,703	881,553	2,255,137	528,223	40,161	6,231,084	6,663,777	6.9%
010 Classroom Site Project (from page 3, line 6) and object code 6850	33.	601,442	0	0	0	0	536,044	601,442	12.2%
020 Instructional Improvement Project (from page 2, line 5)	34.						25,696	48,906	90.3%
071 English Language Learner Project (from page 4, line 11)	35.	0	0	0	0	0	0	0	
072 Compensatory Instruction Project (from page 4, line 22)	36.	0	0	0	0	0	0	0	
100-1499 Federal and State projects (from page 2, line 32)	37.						381,165	173,314	-54.5%
Total (lines 32-37)	38.	3,560,145	881,553	2,255,137	528,223	40,161	7,173,989	7,487,439	4.4%

Capital acquisitions	Prior year 2024	Budget year 2025
0181 Intangible assets	0	
0191 Land and land improvements	0	
0192 Site improvements	0	
0194 Buildings and building improvements	0	577,000
0196 Equipment	37,361	51,877
0198 Construction in progress	0	
Total capital acquisitions (lines 1-6)	37,361	628,877

0

0

0

0

0

146,000

146,000

381,165

26.

27.

28.

29.

30.

0 31.

173,314 32.

	County_	Maricopa	_	CTDS number	078540000	_
	Specia	al education progran	ns by typ	oe .		
				Program 200 prior year 2024	Program 200 budget year 2025	
1.	Total all disability classifications			424,384	363,533	1.
	Gifted education			0		2.
3.	ELL incremental costs			0		3.
	ELL compensatory instruction			0		4.
	Remedial education			0		5.
	Vocational and technical ed.			0		6.
	Career education			0	000 500	7.
8.	Total (lines 1-7)			424,384	363,533	8.
a	Expenses budgeted for transporting stud	dents with disabilities (a	s defined	0		9.
٥.	in A.R.S. §15-761) unique to the IEP	acito with disabilities (a	3 delined	0		J o.
1.	Instructional Improv Indicate amounts budgeted in Project Teacher compensation increases		ng:	Prior year 2024 0	Budget year 2025] 1.
	Class size reduction			12,848	24,453	2.
	Dropout prevention programs			0		3.
	Instructional improvement programs			12,848	24,453	4.
5.	Total Instructional Improvement (line	es 1-4)		25,696	48,906	5.
	Proposed ratios for special education Teacher-pupil Staff-pupil	1 to	(Mu Audit se	lected expense ust be included or rvices om instruction]
					, ,	•
	State equalization assistance bud for food service expenses Enter the amount of State equalization budgeted for food service, function 3	on assistance]
					· · · · · · · · · · · · · · · · · · ·	
	Debt service					1
	Interest 6850					4
	Redemption of principal					

8. Total capital acquisitions, if any, budgeted on lines 1-6 above

26. 1456 College Credit Exam Incentives

27. 1460 Environmental Special Plate

31. Total State projects (lines 19-30)

30. Other State Projects

28. 1465 Charter School Stimulus Fund

29. 14 Arizona Industry Credentials Incentive

32. Total federal and State projects (lines 18 and 31)

Charter school C	Glendale Preparatory Academy	County	Maricopa	CTDS number	078540000
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		Employee	Purchased		Tot	als	%
Expenses	Salaries	benefits	services	Supplies	Prior year	Budget year	Increase/
	6100	6200	6300, 6400, 6500	6600	2024	2025	decrease
Classroom Site Project 1010							
1000 Instruction	1. 601,442				536,044	601,442	12.2% 1
2100 Support services—students	2.				0	0	2
2200 Support services—instruction	3.				0	0	3
2300 Support services—general administration	4.				0	0	4
3300 Community services operations	5.				0	0	5
Total Classroom Site Project (lines 1-5)	6. 601,442	0	0	0	536,044	601,442	12.2% 6

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

		Numl	ber of			Purchased			Tot	tals	
		pers	onnel		Employee	services					%
Expenses		Prior	Budget	Salaries	benefits	6300, 6400,	Supplies	Other	Prior year	Budget year	Increase/
		year	year	6100	6200	6500	6600	6800	2024	2025	decrease
English Language Learner Project - 1071											
260 Special education—ELL incremental costs											
1000 Instruction	1.	0.00							0	0	•
Support services											
2100 Students	2.	0.00							0	0	2
2200 Instruction	3.	0.00							0	0	
2300 General administration	4.	0.00							0	0	4
2400 School administration	5.	0.00							0	0	į
2500 Central services	6.	0.00							0	0	6
2600 Operation & maintenance of plant	7.	0.00							0	0	7
2900 Other support services	8.	0.00							0	0	8
Program 260 subtotal (lines 1-8)	9.	0.00	0.00	0	0	0	0	0	0	0	Ç
430 Pupil Transportation—ELL incremental costs											
Support services											
2700 Student transportation	10.	0.00							0	0	•
Total expenses (lines 9 and 10)	11.	0.00	0.00	0	0	0	0	0	0	0	•

		Num	ber of			Purchased			Tot	als	
		pers	onnel		Employee	services					%
Expenses		Prior	Budget	Salaries	benefits	6300, 6400,	Supplies	Other	Prior year	Budget year	Increase/
		year	year	6100	6200	6500	6600	6800	2024	2025	decrease
Compensatory Instruction Project - 1072											
265 Special education—ELL compensatory instru	ıction										
1000 Instruction	12.	0.00							0	0	
Support services											
2100 Students	13.	0.00							0	0	
2200 Instruction	14.	0.00							0	0	
2300 General administration	15.	0.00							0	0	
2400 School administration	16.	0.00							0	0	
2500 Central services	17.	0.00							0	0	
2600 Operation & maintenance of plant	18.	0.00							0	0	
2900 Other support services	19.	0.00							0	0	
Program 265 subtotal (lines 12-19)	20.	0.00	0.00	0	0	0	0	0	0	0	
435 Pupil transportation—ELL compensatory inst	ruction										
Support services											
2700 Student transportation	21.	0.00							0	0	
Total expenses (lines 20 and 21)	22.	0.00	0.00	0	0	0	0	0	0	0	

\cap	TDS.	number	078540000

	ZUZU Guillillai y		<u>-</u>
1000 Schoolwide Project	Totals		%
	Prior year	Budget year	Increase/
100 Regular education	2024	2025	decrease
1000 Instruction	2,359,067	2,757,081	16.9%
Support services			
2100 Students	310,817	317,552	2.2%
2200 Instruction	168,496	193,090	14.6%
2300 General administration	0	0	
2400 School administration	666,236	740,785	11.2%
2500 Central services	573,084	623,959	8.9%
2600 Operation & maintenance of plant	1,177,677	1,180,992	0.3%
2900 Other support services	0	0	
3000 Operation of noninstructional services	0	0	
4000 Facilities acquisition & construction	0	0	
5000 Debt service	0	0	
610 School-sponsored cocurricular activities	13,213	13,213	0.0%
620 School-sponsored athletics	538,111	473,572	-12.0%
630, 700, 800, 900 Other programs	0	0	
Regular education subtotal	5,806,701	6,300,244	8.5%
200 Special education			
1000 Instruction	424,383	363,533	-14.3%
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	424,383	363,533	-14.3%
400 Pupil transportation	0	0	
530 Dropout prevention programs	0	0	
540 Joint career & tech. ed. & voc. ed. center	0	0	
550 K-3 Reading	0	0	
Total	6,231,084	6,663,777	6.9%

The budget of Glendale Preparatory Academy for fiscal year 2025 was officially proposed by the Governing Board on June 05, 2024. The complete budget may be reviewed by contacting Bianca Ulibarri at 6023967571 or bianca.ulibarri@greathearts.org.

	Totals		%
Special education programs	Prior year	Budget year	Increase/
	2024	2025	decrease
Total all disability classifications	424,384	363,533	-14.3%
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	424,384	363,533	-14.3%

Expenses by project					
	To	otals	%		
	Prior year	Budget year	Increase/		
	2024	2025	decrease		
Schoolwide	6,231,084	6,663,777	6.9%		
Classroom Site Project	536,044	601,442	12.2%		
Instructional Improvement	25,696	48,906	90.3%		
English Language Learner	0	0			
ELL Compensatory Instruction	0	0			
Federal projects	235,165	173,314	-26.3%		
State projects	146,000	0	-100.0%		
Capital acquisitions	37,361	628,877	1583.2%		
Total expenses	7,211,350	8,116,316	12.5%		

Average teacher salary	
Average salary of all teachers employed in the budget year 2025	52,963
Average salary of all teachers employed in the prior year 2024	53,536
Increase in average teacher salary from the prior year 2024	(573)
Percentage increase	-1.1%
Comments on average salary calculation (optional):	-

Charter school Glendale Preparatory Academy County Maricopa CTDS number _____078540000 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 2023 ending project balance amounts, all amounts included on this tab are estimates. Estimated FY 2024 project balances and planned uses in FY 2025 and thereafter All projects 1. 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 2. 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) 4. Estimated FY 2024 ending project balance and planned uses (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)

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
X	The organizational structure or management agreement of your charter holder requires your charter holder or charter school to contract with a specific management company. Please enter the name of the management company.	Great Hearts Arizona
Х	The governing body of your charter holder has identical membership to another charter holder in this State. Please enter the name of any other charter holder with identical membership.	22 Other Great Hearts LEA's
	Your charter holder is a subsidiary of a corporation that has other subsidiaries that are charter holders in this State. No additional information required	
	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 2025 ADM20 should be used, available via ADE Connect, AzEDS Portal. Schools approved to provide at least 200 days of instruction will adjust their FY 2026 budget for discrepancies between the FY 2025 100th-day and 200th-day student counts. (The Total K-UE report is used for K-8 and/or 9-12)

DOD 40 4 4 4			14.0	
PSD-12 student count	PSE)	K-8	9-12
Non-AOI student count			324.0000	303.0000
Full-time AOI student count		+		+
Part-time AOI student count		+		+
Total student count	=	- =	324.0000	= 303.0000

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	= -	= -	= -

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	AOI full-time	AOI part-time
	student count	student count	student coun
1. K-3 Reading			
2. K-3	0.0000		
3. English Learners (ELL)	2.0000		
4. Hearing Impairment (HI)	0.0000		
5. MD-R, A-R, and SID-R (1)	9.0000		
6. MD-SC, A-SC, and SID-SC (2)	0.0000		
7. Multiple Disabilities Severe Sensory Impairment	0.0000		
8. Orthopedic Impairment (Resource)	0.0000		
9. Orthopedic Impairment (Self Contained)	0.0000		
10. Preschool-Severe Delay (P-SD)			
11. DD, ED, MIID, SLD, SLI, and OHI (3)	27.0000		
12. Emotional Disability (Private)	0.0000		
13. Moderate Intellectual Disability (MOID)	0.0000		
14. Visual Impairment (VI)	0.0000		
15. Educational Programs for Gifted Pupils (G) (4)			
16. Free or Reduced-Price Lunch (FRPL) (5)	43.0000		
17. Total weighted student count (lines 1 through 16)	81.0000	0.0000	0.0000

- (1) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Disability-Resource) (2) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SID-SC (Severe Intellectual Disability-Self-Contained)
- (3) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities), MIID (Mild Intellectual Disability), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)
- (4) For budget adoption, charters may use the prior year unweighted gifted ADM to estimate the budget year gifted weight. ADE will provide budget year unweighted gifted ADM to charters for budget revisions. See ADE's School Finance Hot Topic for additional information on educational programs for gifted students at https://www.azed.gov/finance/fy-2024-gifted-add-payment
- (5) Schools may use ADE's FRPL20-summary ADM report and/or FRPL30-site summary ADM report in AzEDS to estimate FY 2025 eligible student counts. This weight 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 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 by ADE and its sponsor. Schools must receive approval from ADE for FY 2025 prior to June 1, 2024. Please contact ADE's School Finance 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 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 2023 nonfederal audit service actual expense Schools must include audit costs for FY 2025 under "Selected expenses by type" on Budget page 2 to receive this increase. Enter the amount expended for audit services in FY 2023 from nonfederal monies to obtain the allowable increase in BSL for the budget year. Do not include the costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of school's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO). A.R.S. §15-914(F) allows schools to increase their base support levels if audit costs will be incurred for the budget year.
- 4. FY 2023 federal audit service actual expense Enter the amount expended for audit services in FY 2023 from federal monies. Do not include the costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of school's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO).
- 5. Adjustment for remote instructional time [A.R.S. §15-901.08] This line should be left blank for budget adoption. If a school provides instructional time in a remote setting beyond the thresholds prescribed in A.R.S. §15-901.08(C)(3)(b)(i) in any school year, ADE shall calculate the total 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.

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

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 Classroom Site Project Detail Report. Classroom Site Project Detail Reports can be accessed at https://schoolfinancereports.azed.gov. Amounts should be entered as a decimal. For example 0.0601% should be entered as 0.000601.

\$ 11,707.00

\$	

0.000566

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	- 324.0000	303.0000
Difference	= 176.0000	197.0000
Weight adjustment factor	x 0.0003	3 x 0.0004
Support level weight increase	= 0.0528	3 = 0.0788
Support level weight constant	+ 1.2780	+ 1.3980
Support level weight	= 1.3308	3 = 1.4768
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	2 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	<u>-</u>	0.0000	- 0.0000
Difference	=	0.0000	= 0.0000
Weight adjustment factor	х	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	<u>-</u>	0.0000	- 0.0000
Difference	=	0.0000	= 0.0000
Weight adjustment factor	х	0.0012	x 0.0013
Support level weight increase	=	0.0000	= 0.0000
Support level weight constant	+	1.1580	+ 1.2680
Support level weight	=	0.0000	= 0.0000
Student count 600.000 or more			
Support level weight		1.1580	1.2680

Support level

1. Support level weight from Table 1	1.3308	1.4768
2. Support level weight from Table 2 (based on small school weight eligibility)	1.1580	1.2680
3. Support level weight (lesser of lines 1 and 2, as applicable, as shown on BSA 55-1)	1.1580	1.2680

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

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 charter schools on a pro rata basis. The estimated increase in additional funding is provided below. However, actual amounts will vary. ADE will notify schools of the final amounts. Once available, schools can access actual payment amounts at https://www.azed.gov/finance/countyappor. Schools should include these monies in their Schoolwide Project Budget. These monies may be expended for any allowable school purpose.

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

County Maricopa

CTDS number

078540000

Glendale Preparatory Academy Basic Calculations For Equalization Assistance FY 2025

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								Page 1 of 3
	Non-AOI	AOI-FT	AOI-PT	Support Level	Non-AOI Weighted Student	AOI-FT Weighted Student	AOI-PT Weighted Student	
Grade Levels	Student Count	Student Count	Student Count	Weight	Count	Count	Count	
PSD	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
K-8,UE	324.0000	0.0000	0.0000	1.1580	375.1920	0.0000	0.0000	
9-12 Regular Education Unweighted Student Count Fotal of Unweighted Student Count	303.0000 627.0000	0.0000 0.0000	0.0000 0.0000 627.0000	1.2680	384.2040	0.0000	0.0000	
Regular Education Weighted Student Count Total of Weighted Student Count					759.3960	0.0000	0.0000 759.3960	
Add Ons	Non-AOI Student Count	AOI-FT Student Count	AOI-PT Student Count	Support Level Weight	Non-AOI Weighted Student	AOI-FT Weighted Student	AOI-PT Weighted Student	
ELL	2.0000	0.0000	0.0000	0.1150	Count 0.2300	Count 0.0000	Count 0.0000	
K-3	0.0000	0.0000	0.0000	0.0600	0.2300	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	9.0000	0.0000	0.0000	6.0240	54.2160	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	27.0000	0.0000	0.0000	0.2920	7.8840	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	
G	0.0000	0.0000	0.0000	0.0070	0.0000	0.0000	0.0000	
FRPL	43.0000	0.0000	0.0000	0.0220	0.9460	0.0000	0.0000	
Group B - Add On Unweighted Student Count Fotal Unweighted Group B Add On	81.0000	0.0000	0.0000 81.0000					
Group B - Add On Weighted Student Count Fotal Weighted Group B Add On					63.2760	0.0000	0.0000 63.2760	
			Glendale Prepara	atory Academy				
			Basic Calculations For E					
			FY 20	-				
								Page 2 of 3

Calculation For Base Support Level

Regular Education Weighted Student Count Group B - Add On Weighted Student Count Total Student Count AOI Funding Factor Weighted Student Count	Non-AOI Weighted Student Count 759.3960 + 63.2760 = 822.6720 x 1.0000 = 822.6720	AOI-FT Weighted Student Count 0.0000 + 0.0000 = 0.0000 x 0.9500 = 0.0000	AOI-PT Weighted Student Count 0.0000 + 0.0000 = 0.0000 x 0.8500 = 0.0000
Total Weighted Student Count Base Level Amount (FY25) Base Support Level	822.6720	x \$5,013.00	822.6720 \$5,013.00 \$4,124,054.74
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			\$11,707.00 \$0.00 \$0.00 \$0.00
Adjusted Base Support Level	\$4,124,054.74	+ \$11,707.00	\$4,135,761.74

Glendale Preparatory Academy
Basic Calculations For Equalization Assistance
FY 2025

Calculation For CAA PSD K-8 9-12

Page 3 of 3

Student Count	0.0000	324.0000	303.0000	
Additional Assistance Per Student	x \$2,090.10	x \$2,090.10	x \$2,435.97	
Additional Assistance	= \$0.00	= \$677,192.40	= \$738,098.91	
Total Charter Additional Assistance				\$1,415,291.31
Additional Assistance Adjustments				
Adjusted Total Charter Additional Assistance				\$1,415,291.31
Equalization Assistance				
Adjusted Base Support Level	\$4,135,761.74			
Adjusted Total Charter Additional Assistance	+ \$1,415,291.31			
	= \$5,551,053.05			
Equalization Assistance				\$5,551,053.05
				\$5,551,053.05
				• • •

Page	Reference	Instruction
Cover	General	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.
Cover	CTDS number	This cell will only accept entries of 9 digits. Do not include any slashes, dashes, etc. Enter the school's CTD number plus 3 zeros.
Cover	Version	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.
Cover	Estimated revenues	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.

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.
Charter contact info	Charter contact info	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.
Charter management info	Charter management info	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.
1	General	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.

Page	Reference	Instruction
1	Program 550	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/
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 12.27 percent for covered positions. For positions subject to the Alternate Contribution Rate, schools should budget at the rate of 10.19 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 and COVID-19 federal relief projects within Other Federal Projects on line 17.
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.

Page	Reference	Instruction
2	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	•	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		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.
2	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	by type, line 9	Schools should budget for total transportation expenses within program 400 for transporting students whose IEPs will require transportation as necessary for the provision of free and appropriate public education (FAPE).

Page	Reference	Instruction
2	Selected expenses by type	Audit services expense should be the total audit costs to be incurred during the budget year.
		Classroom instruction expenses should be the total of expenses budgeted in function code 1000 for program codes 100, 200, and 500 for the budget year.
2	State equalization assistance budgeted for food service expenses	Schools participating in the National School Lunch Program are required to spend a portion of their State equalization assistance to support the operation of their food service program. Schools must report on their budget the amount of State equalization assistance that will be expended for their food service program during the 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.
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 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.

Page	Reference	Instruction
3	Classroom Site Project	Expenses made from the CSP (1010) should be made in accordance with A.R.S. §15-977 and must be used to supplement, rather than supplant, existing monies. Schools may establish any CSP subprojects (1011-1019) to track monies for specific allowable purposes or separately account for carryover balances and other one-time CSP monies. One total budget for all CSP monies must be reported here, in Project 1010.
		Line 4 should include expenses for teacher liability insurance premiums made from Project 1010.
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.