

Charter school New Learning Ventures, Inc.
Charter name
Phoenix Modern
d.b.a. (as applicable)

County Maricopa

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 July 3, 2024
Adopted _____
Revised _____
Date

Signed Title

- 1. Total budgeted revenue
- 2. **Estimated revenues by s**

Charter school contact e
Telephone: 480-7

The FY 2025 budget file
School Finance Budget

School official sig

Andrew Collins
School official (type

Average teacher salary (

- Check box if
- 1. Average salary of all t
- 2. Average salary of all t
- 3. Increase in average te
- 4. Percentage increase

Comments on average s

Pinal County
CTDS number 078692000

Total for fiscal year 2024 \$ 1,275,525

Source for fiscal year 2025

Local	1000	\$	182,000
Intermediate	2000	\$	
State	3000	\$	1,268,218
Federal	4000	\$	47,309
TOTAL		\$	1,497,527

Employee: Andrew Collins
79-3117 Email: andrew@newlearningventures.org

The version described at left will be uploaded through the
System on ADE's website by July 5, 2024
Type the date as MM/DD/YYYY

Signature School official signature

Typed name) Charles Kaplan
School official (typed name)

(A.R.S. §15-189.05)

If the school is new and will begin operations in FY 2025.

Teachers employed in budget year 2025	\$	56,993
Teachers employed in prior year 2024	\$	55,742
Teacher salary from the prior year 2024	\$	1,251
		2.2%

Salary calculation (optional):

Charter contact

	Prefix	First name	Last name
Charter Representative	Mr.	Andrew	Collins
Charter Representative	Mr.	Charles	Kaplan
Executive Assistant to Charter Representative			
Business Manager	Mr.	Andrew	Collins
Business Consultant	Ms.	Laura	Mills
AzEDS/ADM Data Coordinator	Mr.	Charles	Kaplan
SPED Data Coordinator	Mr.	Charles	Kaplan
Poverty Coordinator	Mr.	Charles	Kaplan
Assessments Coordinator	Mr.	Andrew	Collins
Curriculum Coordinator	Mr.	Andrew	Collins
Information Technology (IT) Director	Mr.	Charles	Kaplan
Governing Board Member	Mr.	Kevin	Kemper
Governing Board Member	Ms.	Hope	Parker
Governing Board Member	Ms.	Tina	Sweis
Governing Board Member	Ms.	Eva	Shivers
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

information

Email address	Telephone number	Extension
andrew@newlearningventures.org	480-779-3117	
charles@phoenixmodern.org	480-779-3117	
andrew@newlearningventures.org	480-779-3117	
laura@aspirebc.net	602-881-2483	
charles@phoenixmodern.org	480-779-3117	
charles@phoenixmodern.org	480-779-3117	
charles@phoenixmodern.org	480-779-3117	
andrew@newlearningventures.org	480-779-3117	
andrew@newlearningventures.org	480-779-3117	
charles@phoenixmodern.org	480-779-3117	
kevin@phoenixmodern.org	480-779-3117	
hope@phoenixmodern.org	480-779-3117	
tina@phoenixmodern.org	480-779-3117	
eva@phoenixmodern.org	480-779-3117	

Charter school New Learning Ventures, Inc.

County

Expenses		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500
1000 Schoolwide Project and 1500-1999 Other Special Projects				
100 Regular education				
1000 Instruction	1.	442,298	93,719	0
Support services				
2100 Students	2.	0	0	0
2200 Instruction	3.	84,000	19,860	1,200
2300 General administration	4.	0	0	0
2400 School administration	5.	175,000	30,375	0
2500 Central services	6.	93,730	14,042	27,098
2600 Operation & maintenance of plant	7.	0	0	31,789
2900 Other support services	8.			
3000 Operation of noninstructional services	9.			
4000 Facilities acquisition & construction	10.			
5000 Debt service	11.			
610 School-sponsored cocurricular activities	12.			
620 School-sponsored athletics	13.			
630, 700, 800, 900 Other programs	14.			
Subtotal (lines 1-14)	15.	795,028	157,996	60,087
200 Special education				
1000 Instruction	16.			
Support services				
2100 Students	17.	66,282	13,220	
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.	66,282	13,220	0
400 Pupil transportation	28.			
530 Dropout prevention programs	29.			
540 Joint career & technical ed. & vocational ed. center	30.			
550 K-3 Reading	31.	10,958		
Subtotal (lines 15 and 27-31)	32.	872,268	171,216	60,087
1010 Classroom Site Project (from page 3, line 6) and object code 6850	33.	112,584	9,326	0
1020 Instructional Improvement Project (from page 2, line 5)	34.			
1071 English Language Learner Project (from page 4, line 11)	35.	0	0	0
1072 Compensatory Instruction Project (from page 4, line 22)	36.	0	0	0
1100-1499 Federal and State projects (from page 2, line 32)	37.			
Total (lines 32-37)	38.	984,852	180,542	60,087

Maricopa

CTDS number

078692000

Supplies 6600	Other 6800	Totals		% Increase/ decrease	
		Prior year 2024	Budget year 2025		
21,953	10,450	408,335	568,420	39.2%	1.
0	0	0	0		2.
0	0	19,218	105,060	446.7%	3.
0	0	0	0		4.
500	0	121,036	205,875	70.1%	5.
9,200	1,200	196,217	145,270	-26.0%	6.
3,600	0	93,596	35,389	-62.2%	7.
		0	0		8.
		11,669	0	-100.0%	9.
		0	0		10.
	160,120	167,259	160,120	-4.3%	11.
		0	0		12.
		0	0		13.
		0	0		14.
35,253	171,770	1,017,330	1,220,134	19.9%	15.
		0	0		16.
		79,502	79,502	0.0%	17.
		0	0		18.
		0	0		19.
		0	0		20.
		0	0		21.
		0	0		22.
		0	0		23.
		0	0		24.
		0	0		25.
		0	0		26.
0	0	79,502	79,502	0.0%	27.
		0	0		28.
		0	0		29.
		0	0		30.
		10,744	10,958	2.0%	31.
35,253	171,770	1,107,576	1,310,594	18.3%	32.
0	0	116,666	121,910	4.5%	33.
		4,261	4,414	3.6%	34.
0	0	0	0		35.
0	0	0	0		36.
		46,958	45,784	-2.5%	37.
35,253	171,770	1,275,461	1,482,702	16.2%	38.

Federal and State projects

1100-1399 Federal projects

	Prior year 2024	Budget year 2025
1. 1100-1130 ESEA Title I-Helping Disadvantaged Children	14,252	13,876
2. 1140-1150 ESEA Title II-Prof. Dev. And Technology	2,946	2,748
3. 1160 ESEA Title IV-21st Century Schools	0	0
4. 1170-1180 ESEA Title V-Promote Informed Parent Choice	0	0
5. 1190 ESEA Title III-Limited Eng. & Immigrant Students	0	0
6. 1200 ESEA Title VII-Indian Education	0	0
7. 1210 ESEA Title VI-Flexibility and Accountability	0	0
8. 1220 IDEA, Part B	21,210	20,685
9. 1230 Johnson-O'Malley	0	0
10. 1240 Workforce Investment Act	0	0
11. 1250 AEA-Adult Education	0	0
12. 1260-1270 Vocational Education-Basic Grants	0	0
13. 1280 ESEA Title X-Homeless Education	0	0
14. 1290 Medicaid Reimbursement	0	0
15. 1300 Charter School Implementation Proj. (Stimulus)	0	0
16. 13__ Impact Aid	0	0
17. 1310-1399 Other Federal Projects	0	0

18. Total federal projects (lines 1-17)

38,408	37,309
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1400-1499 State projects

19. 1400 Vocational Education	0	
20. 1410 Early Childhood Block Grant	0	
21. 1420 Extended School Year-Pupils with Disabilities	0	
22. 1425 Adult Basic Education	0	
23. 1430 Chemical Abuse Prevention Programs	0	
24. 1435 Academic Contests	0	
25. 1450 Gifted Education	0	
26. 1456 College Credit Exam Incentives	0	
27. 1460 Environmental Special Plate	0	
28. 1465 Charter School Stimulus Fund	0	
29. 14__ Arizona Industry Credentials Incentive	0	
30. Other State Projects	8,550	8,475

31. Total State projects (lines 19-30)

8,550	8,475
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32. Total federal and State projects (lines 18 and 31)

46,958	45,784
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Capital acquisitions

	Prior year 2024	Budget year 2025
1. 0181 Intangible assets	0	0
2. 0191 Land and land improvements	0	0
3. 0192 Site improvements	0	0
4. 0194 Buildings and building improvements	0	0
5. 0196 Equipment	0	0
6. 0198 Construction in progress	0	0
7. Total capital acquisitions (lines 1-6)	0	0

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

0	0
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Special

1. **Total all disability classifications**
2. Gifted education
3. ELL incremental costs
4. ELL compensatory instruction
5. Remedial education
6. Vocational and technical ed.
7. Career education
8. Total (lines 1-7)

9. **Expenses budgeted for transporting stu A.R.S. §15-761) unique to the IEP**

Instructional Impr

Indicate amounts budgeted in Proj

1. Teacher compensation increases
2. Class size reduction
3. **Dropout prevention programs**
4. **Instructional improvement programs**
5. Total Instructional Improvement (line

Proposed ratios for special education

Teacher-pupil
Staff-pupil

State equalization assistance bu for food service expenses

Enter the amount of State equaliza budgeted for food service, function

Debt service

Interest 6850

Redemption of principal

Maricopa

CTDS number 078692000

Special education programs by type

Program 200 prior year 2024	Program 200 budget year 2025	
79,502	79,502	1.
0		2.
0		3.
0		4.
0		5.
0		6.
0		7.
79,502	79,502	8.

Students with disabilities (as defined in 9. 0 0

Improvement Project

Section 1020 for the following:

Prior year 2024	Budget year 2025	
0	0	1.
0	0	2.
0	0	3.
4,261	4,414	4.
4,261	4,414	5.

(as 1-4)

r

Selected expenses by type

(Must be included on page 1)

1 to 20.0
1 to 11.4

Audit services	15,000
Classroom instruction	729,577

Allocated

Instructional assistance 3100: 31,266

160,120
0

Expenses		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500
Classroom Site Project 1010				
1000 Instruction	1.	112,584	9,326	
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.	112,584	9,326	0

Classroom Site Project 1010 budgeted property payments	
Property disbursements	0
Interest 6850	0
Redemption of principal	0

Supplies 6600	Totals		% Increase/ decrease
	Prior year 2024	Budget year 2025	
	116,666	121,910	4.5%
	0	0	
	0	0	
	0	0	
	0	0	
0	116,666	121,910	4.5%

1.
2.
3.
4.
5.
6.

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

Expenses	Number of personnel		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600
	Prior year	Budget year				
Compensatory Instruction Project - 1072						
265 Special education—ELL compensatory instruction						
1000 Instruction	12.	0.00				
Support services						
2100 Students	13.	0.00				
2200 Instruction	14.	0.00				
2300 General administration	15.	0.00				
2400 School administration	16.	0.00				
2500 Central services	17.	0.00				
2600 Operation & maintenance of plant	18.	0.00				
2900 Other support services	19.	0.00				
Program 265 subtotal (lines 12-19)	20.	0.00	0.00	0	0	0
435 Pupil transportation—ELL compensatory instruction						
Support services						
2700 Student transportation	21.	0.00				
Total expenses (lines 20 and 21)	22.	0.00	0.00	0	0	0

CTDS number 078692000

Other 6800	Totals		% Increase/ decrease
	Prior year 2024	Budget year 2025	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
0	0	0	
	0	0	
0	0	0	

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Other 6800	Totals		% Increase/ decrease
	Prior year 2024	Budget year 2025	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
0	0	0	
	0	0	
0	0	0	

FY 2025 Summary of charter school proposed bud

	Totals		% Increase/decrease
	Prior year 2024	Budget year 2025	
1000 Schoolwide Project			
100 Regular education			
1000 Instruction	408,335	568,420	39.2%
Support services			
2100 Students	0	0	
2200 Instruction	19,218	105,060	446.7%
2300 General administration	0	0	
2400 School administration	121,036	205,875	70.1%
2500 Central services	196,217	145,270	-26.0%
2600 Operation & maintenance of plant	93,596	35,389	-62.2%
2900 Other support services	0	0	
3000 Operation of noninstructional services	11,669	0	-100.0%
4000 Facilities acquisition & construction	0	0	
5000 Debt service	167,259	160,120	-4.3%
610 School-sponsored cocurricular activities	0	0	
620 School-sponsored athletics	0	0	
630, 700, 800, 900 Other programs	0	0	
Regular education subtotal	1,017,330	1,220,134	19.9%
200 Special education			
1000 Instruction	0	0	
Support services			
2100 Students	79,502	79,502	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	79,502	79,502	0.0%
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	10,744	10,958	2.0%
Total	1,107,576	1,310,594	18.3%

get

CTDS number 078692000

The budget of New Learning Ventures, Inc. (d.b.a. Phoenix Modern) for fiscal year 2025 was officially proposed by the Governing Board on July 03, 2024. The complete budget may be reviewed by contacting Andrew Collins at 4807793117 or andrew@newlearningventures.org.

Special education programs	Totals		% Increase/decrease
	Prior year 2024	Budget year 2025	
Total all disability classifications	79,502	79,502	0.0%
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	79,502	79,502	0.0%

Expenses by project			
	Totals		% Increase/decrease
	Prior year 2024	Budget year 2025	
Schoolwide	1,107,576	1,310,594	18.3%
Classroom Site Project	116,666	121,910	4.5%
Instructional Improvement	4,261	4,414	3.6%
English Language Learner	0	0	
ELL Compensatory Instruction	0	0	
Federal projects	38,408	37,309	-2.9%
State projects	8,550	8,475	-0.9%
Capital acquisitions	0	0	
Total expenses	1,275,461	1,482,702	16.2%

Average teacher salary	
Average salary of all teachers employed in the budget year 2025	56,993
Average salary of all teachers employed in the prior year 2024	55,742
Increase in average teacher salary from the prior year 2024	1,251
Percentage increase	2.2%
Comments on average salary calculation (optional):	

Charter school

**This tab presents
balance amounts**

Estimated FY 20

1.

2.

3.

4.

5.

no comment

s information on the amount and planned use of the Charter's project balances to increase transparency and prov
s, all amounts included on this tab are estimates.

24 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 org

(d) Maintained for spending after FY 2025

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

Comments (optional)

rs, other stakeholders, and the public more complete financial information. Other than the FY 2023 e

All projects

88,013

962,544

962,544

88,013

0

0

88,013

0

88,013

0

0

88,013

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078692000

ending project

Base support level weights (Group A weights) [A.R.S. §§15-943 and 15-185]

Please uncheck each box that does not apply. Unchecking a box indicates the criteria does not apply to the charter school. If all boxes are unchecked, the small school weight adjustment does not apply to the school.

For any boxes that are checked, please provide the required additional information described. Failure to provide complete and accurate information may result in inaccurate State aid calculations and future corrections/ADM audit findings.

Charter schools not sponsored by the Arizona State Board for Charter Schools should contact ADE's School Finance payment team by email at SFPaymentTeam@azed.gov.

		Additional information
<input type="checkbox"/>	The organizational structure or management agreement of your charter holder requires your charter holder or charter school to contract with a specific management company.	No additional information required
<input type="checkbox"/>	The governing body of your charter holder has identical membership to another charter holder in this State.	No additional information required
<input type="checkbox"/>	Your charter holder is a subsidiary of a corporation that has other subsidiaries that are charter holders in this State.	No additional information required
<input type="checkbox"/>	Your charter holder holds more than 1 charter in this State.	

Individual charter school counts

Enter total student counts for the charter school for PSD, K-8, and 9-12 students. Student count must be estimated student counts based on actual registration of students. Actual registration of PSD and kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 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 9-12)

PSD-12 student count	PSD	K-8	9-12
Non-AOI student count		110,3500	
Full-time AOI student count	+	+	+
Part-time AOI student count	+	+	+
Total student count	=	110,3500	+

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 student count	AOI full-time student count	AOI part-time student count
1. K-3 Reading	54,6414		
2. K-3	54,6414		
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 (PSD)			
11. DD, ED, MID, SLD, SLI, and OHI (3)	15,1989		
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-Priced Lunch (FRPL) (5)			
17. Total weighted student count (lines 1 through 16)	124,4817	0.0000	0.0000

- (1) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Disability-Self-Contained)
- (2) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SID-SC (Severe Intellectual Disability-Self-Contained)
- (3) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities), MID (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/fy2024-gifted-ades-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]

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

A.R.S. §15-902 (d) 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 SFAnalysisTeam@azed.gov.
- 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.
- FY 2023 nonfederal audit service actual expense \$ 11,500.00

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.
- 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).
- 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 55 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]

- School's percent of state-wide weighted student count 0.000113

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.

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	- 110.3500	- 0.0000
Difference	= 389.6500	= 0.0000
Weight adjustment factor	x 0.0003	x 0.0004
Support level weight increase	= 0.1169	= 0.0000
Support level weight constant	+ 1.2780	+ 1.3980
Support level weight	= 1.3949	= 0.0000
Student count 500.000-599.999		
Student count constant	600.0000	600.0000
Student count	- 0.0000	- 0.0000
Difference	= 0.0000	= 0.0000
Weight adjustment factor	x 0.0012	x 0.0013
Support level weight increase	= 0.0000	= 0.0000
Support level weight constant	+ 1.1580	+ 1.2680
Support level weight	= 0.0000	= 0.0000
Student count 600.000 or more		
Support level weight	1.1580	1.2680

Table 2 - Charter holder total charter school counts (only calculated if 1 or more criteria are checked on the Data Entry tab)

Support level weights to be used for:	K-8	9-12
Student Count 0.001-99.999		
Support level weight	1.3990	1.5590
Student count 100.000-499.999		
Student count constant	500.0000	500.0000
Student count	- 0.0000	- 0.0000
Difference	= 0.0000	= 0.0000
Weight adjustment factor	x 0.0003	x 0.0004
Support level weight increase	= 0.0000	= 0.0000
Support level weight constant	+ 1.2780	+ 1.3980
Support level weight	= 0.0000	= 0.0000
Student count 500.000-599.999		
Student count constant	600.0000	600.0000
Student count	- 0.0000	- 0.0000
Difference	= 0.0000	= 0.0000
Weight adjustment factor	x 0.0012	x 0.0013
Support level weight increase	= 0.0000	= 0.0000
Support level weight constant	+ 1.1580	+ 1.2680
Support level weight	= 0.0000	= 0.0000
Student count 600.000 or more		
Support level weight	1.1580	1.2680

Support level

1. Support level weight from Table 1	1.3949	0.0000
2. Support level weight from Table 2 (based on small school weight eligibility)	0.0000	0.0000
3. Support level weight (lesser of lines 1 and 2, as applicable, as shown on BSA 55-1)	1.3949	0.0000

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	3.278	2.186	
AOI FT*	0.000	0.000	
AOI PT*	0.000	0.000	
Total	3.278	2.186	
	K-3		\$ 16,432.61
	K-3 Reading		\$ 10,958.42

*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 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.

1. Estimated allocation of additional Prop 123 funding \$ 8,475.00

**New Learning Ventures, Inc.
Basic Calculations For Equalization Assistance
FY 2025**

Grade Levels	Non-AOI Student Count	AOI-FT Student Count	AOI-PT Student Count	Support Level Weight	Non-AOI Weighted Student Count
PSD	0.0000	0.0000	0.0000	0.0000	0.0000
K-8,UE	110.3500	0.0000	0.0000	1.3949	153.9272
9-12	0.0000	0.0000	0.0000	0.0000	0.0000
Regular Education Unweighted Student Count	110.3500	0.0000	0.0000		
Total of Unweighted Student Count			110.3500		
Regular Education Weighted Student Count					153.9272
Total of Weighted Student Count					

Add Ons	Non-AOI Student Count	AOI-FT Student Count	AOI-PT Student Count	Support Level Weight	Non-AOI Weighted Student Count
ELL	0.0000	0.0000	0.0000	0.1150	0.0000
K-3	54.6414	0.0000	0.0000	0.0600	3.2785
K-3 (Reading)	54.6414	0.0000	0.0000	0.0400	2.1857
HI	0.0000	0.0000	0.0000	4.7710	0.0000
MD-R, A-R, SID-R	0.0000	0.0000	0.0000	6.0240	0.0000
MD-SC, A-SC, SID-SC	0.0000	0.0000	0.0000	5.9880	0.0000
MD-SSI	0.0000	0.0000	0.0000	7.9470	0.0000
OI-R	0.0000	0.0000	0.0000	3.1580	0.0000
OI-SC	0.0000	0.0000	0.0000	6.7730	0.0000
P-SD	0.0000	0.0000	0.0000	3.5950	0.0000
DD, ED, MIID, SLD, SLI, OHI	15.1989	0.0000	0.0000	0.2920	4.4381
ED-P	0.0000	0.0000	0.0000	4.8220	0.0000
MOID	0.0000	0.0000	0.0000	4.4210	0.0000
VI	0.0000	0.0000	0.0000	4.8060	0.0000
G	0.0000	0.0000	0.0000	0.0070	0.0000
FRPL	0.0000	0.0000	0.0000	0.0220	0.0000
Group B - Add On Unweighted Student Count	124.4817	0.0000	0.0000		
Total Unweighted Group B Add On			124.4817		
Group B - Add On Weighted Student Count					9.9022
Total Weighted Group B Add On					

New Learning Ventures, Inc.
 Basic Calculations For Equalization Assistance
 FY 2025

Calculation For Base Support Level

	Non-AOI Weighted Student Count	AOI-FT Weighted Student Count	
Regular Education Weighted Student Count	153.9272	0.0000	
Group B - Add On Weighted Student Count	+ 9.9022	+ 0.0000	+
Total Student Count	= 163.8294	= 0.0000	=
AOI Funding Factor	x 1.0000	x 0.9500	x
Weighted Student Count	= 163.8294	= 0.0000	=
Total Weighted Student Count			
Base Level Amount (FY25)			
Base Support Level	163.8294	x \$5,013.00	
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	\$821,276.95	+ \$11,500.00	

New Learning Ventures, Inc.
 Basic Calculations For Equalization Assistance
 FY 2025

Calculation For CAA	PSD	K-8
Student Count	0.0000	110,3500
Additional Assistance Per Student	x \$2,090.10	x \$2,090.10
Additional Assistance	= \$0.00	= \$230,642.54
Total Charter Additional Assistance		
Additional Assistance Adjustments		
Adjusted Total Charter Additional Assistance		
Equalization Assistance		
Adjusted Base Support Level	\$832,776.95	
Adjusted Total Charter Additional Assistance	+ \$230,642.54	
Equalization Assistance	= \$1,063,419.49	

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
	153.9272

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	0.0000
0.0000	0.0000
0.0000	0.0000
	9.9022

AOI-PT	
Weighted Student Count	
0.0000	
0.0000	
0.0000	
0.8500	
0.0000	
	163.8294
	\$5,013.00
	\$821,276.95
	\$11,500.00
	\$0.00
	\$0.00
	\$0.00
	\$832,776.95

9-12	
0.0000	
<u>\$2,435.97</u>	
\$0.00	
	\$230,642.54
	\$230,642.54
	\$1,063,419.49
	\$1,063,419.49

Page

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General

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info

Charter contact info

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Charter management info

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Program 550

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1

Employee benefits

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Federal and State projects

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2	College Credit Exam Incentives
2	Arizona Industry Credentials Incentive
2	Other State Projects
2	Capital acquisitions
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2	Selected expenses by type
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2	Instructional Improvement Project

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2 Instructional Improvement
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2 Debt service

3 Classroom Site Project

3 Classroom Site Project

3 Classroom Site Project
budgeted property payments

4 English Language Learner
Project

4 Compensatory Instruction
Project

Budget
summary General

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.

Instruction

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.

Instruction

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.

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).

Instruction

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.