



NOTICE OF PUBLIC MEETING

TOLLESON UNION HIGH SCHOOL DISTRICT #214 GOVERNING BOARD AGENDA FOR REGULAR MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given to the members of the Tolleson Union High School District Governing Board and the general public that the Governing Board will hold a public meeting open to the public as follows:

DATE: December 9, 2014

TIME: 6:00 p.m.

PLACE: District Administrative Center, 9801 West Van Buren Street, Tolleson, AZ 85353

The agenda for this meeting is provided below. However, the Governing Board reserves the right to change the order of items on the Agenda with the exception of public hearings set for a specific time. One or more members of the Governing Board may participate in the meeting by telephonic communication.

Pursuant to A.R.S. §38-431.03 A.3, the Governing Board may vote to convene an executive session, which will not be open to the public, for discussion or consultation for legal advice with the Governing Board's attorney on any matter listed on the Agenda.

A copy of background material for an agenda item provided to Governing Board members (with the exception of materials relating to executive sessions) is available for public inspection at the District Administrative Center, 9801 W. Van Buren Street, Tolleson, AZ 85353, at least twenty-four (24) hours prior to the Governing Board meeting. Please contact Karyn Morse Eubanks, the Governing Board's Executive Assistant, at 623-478-4001 for more information.

Persons with a disability may request reasonable accommodations by contacting Ms. Eubanks. Accommodations should be requested at least two (2) working days prior to a public meeting to allow time for the District to arrange for the accommodation.

Posted: December 4, 2014 By: Karyn Morse Eubanks, Executive Assistant to the Governing Board

A complete copy of the meeting agenda can be found on the TUHSD website: www.tuhsd.org

REGULAR MEETING

1. Call to Order and Roll Call

The meeting was called to order by _____ at _____.

Mr. Chapman Mrs. Hackett Mr. Moreno Mrs. Sornsin Mr. Villalon

2. Pledge of Allegiance

3. Approval of the Regular Agenda

Recommendation: That the Governing Board approve the Regular Agenda.

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

4. Recessing of Regular Meeting for Public Hearing

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

The Regular Meeting recessed at _____ p.m.

PUBLIC HEARING

The Governing Board has established this date and time for a public hearing on the Fiscal Year 2014-2015 Revised Budget #1 approved by the Governing Board during the November 25, 2014 meeting and properly advertised on the Tolleson Union High School District website. At this time, the public is encouraged and invited to ask questions or make comments regarding the proposed revision.

1. Fiscal Year 2014-2015 Revised Budget #1

In accordance with Arizona Revised Statutes §15-905, the Governing Board shall present the Fiscal Year 2014-2015 Revised Budget #1 for the consideration of the residents and taxpayers of the District. Following the Public Hearing, the proposed revision will be presented for adoption during the Governing Board’s Regular Meeting.

2. Adjournment of Public Hearing

Motion made by _____; seconded by _____

The Public Hearing adjourned at _____ p.m.

RECONVENING OF REGULAR MEETING – GENERAL FUNCTIONS

The Regular Meeting reconvened at _____ p.m.

5. Celebrations

A. Athletes of the Month

The Athlete of the Month Program recognizes student athletes who exhibit exemplary sportsmanship, performance, leadership, and work ethic, both in the classroom and in a competitive environment. The following November 2014 Athletes of the Month will be recognized:

Copper Canyon High School

Ashley Gonzales (Soccer) and Carlos Lopez (Soccer)

La Joya Community High School

Andrea Villalobos (Soccer) and Danielle Archie (Football)

Sierra Linda High School

Aryana Hernandez (Basketball) and Eddie Parker (Basketball)

Tolleson Union High School

Jessica Belmonte (Soccer) and Ivan Tzonev (Basketball)

Westview High School

Marie Norris (Golf) and Storme Donahue (Football)

B. Employee of the Month

Mr. Antonio Aguirre, Network and Project Manager, Information Technology Department, will be recognized as the November 2014 Employee of the Month.

C. A Heartfelt Thank You

Governing Board Members Mrs. Terri Hackett and Mrs. Sue Sornsin will be honored for their dedication to the Tolleson Union High School District. Mrs. Hackett's and Mrs. Sornsin's terms as Governing Board Members expire on December 31, 2014.

6. Public Participation

The Governing Board is committed to providing regular opportunities for the public to address the Governing Board. To that end, the public is invited to address the Governing Board on any issue within its jurisdiction, subject to reasonable time, place, and manner restrictions.

Members of the public who wish to address the Governing Board are invited to complete a public participation form and provide it to Karyn Morse Eubanks, the Governing Board's Executive Assistant, prior to the beginning of the meeting.

Governing Board members are not permitted to discuss or take legal action on matters raised during the open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Governing Board members to do the following at the conclusion of the open call to the public: (a) respond to criticism made by those who have addressed the Governing Board; (b) ask staff to review a matter; or (c) ask that a matter be put on a future agenda.

During public participation, the Governing Board shall not hear personal complaints against school personnel or any other person connected with the District. Persons with complaints/concerns regarding District matters are referred to Governing Board Policies KE, KEB, KEC, and KED.

7. Summary of Current Events

The Superintendent and/or Governing Board members may present a brief summary of current events. The Governing Board will not propose, discuss, deliberate, or take legal action at the meeting on any matter in the summary unless the specific matter is properly noticed for legal action.

8. Approval of the Consent Agenda

It is recommended that the Governing Board approve the Consent Agenda.

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

9. Discussion/Action of Item(s) _____ Previously Removed From the Consent Agenda

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

CONSENT AGENDA* ITEMS

Items marked with an asterisk (*) are designated as Consent Agenda Items. These items will be considered without discussion. Consent Agenda items may be removed for discussion by any member of the Governing Board by notifying the Governing Board President or the Superintendent twenty-four hours before the regular Governing Board meeting or by a majority of the Governing Board members present at the Governing Board meeting.

- | | <u>PDF</u>
<u>PAGE #</u> |
|---|-----------------------------|
| <p>*1. Purchasing</p> <p>A. Disposals #878 - #881</p> <p>The disposal of a refrigerator, a golf cart, two (2) blowers, an edger, and two (2) washer and dryer sets will ensure that the District continues to maintain furniture and equipment that is safe to use and in good operating condition.</p> | 7-11 |
| <p>*2. Teaching and Learning</p> <p>A. Performance Pay Portion (Bucket #2) of the Proposition 301 Plan – 2014-2015 School Year</p> <p>In accordance with A.R.S. §15-977(E), the Governing Board is asked each year to approve the District’s performance pay portion (Bucket #2) of the Proposition 301 Plan, the primary focus of which is to increase student achievement and graduation rate, and decrease the dropout rate.</p> | 12-15 |
| <p>*3. Superintendent’s Office</p> <p>A. Travel Requests</p> <p>The following travel requests were received:</p> <p><u>Copper Canyon High School</u></p> <ul style="list-style-type: none">▪ Coaches Jason Reschke, Edgar Martinez, and Hendericka Te Nuyl, and approximately twelve (12) members of the varsity girls basketball team wish to participate in the Lady Badger Classic Basketball Tournament on January 1-3, 2015 in Prescott, AZ. <p><u>University High School</u></p> <ul style="list-style-type: none">▪ Terry Caruso, English Teacher, wishes to attend Advanced Placement Program English Literature Curriculum Development and Assessment Committee meetings held eight (8) times during the year at various locations throughout the U.S. | 16-21 |
| <p>B. Resolution of Breach of Contract – Suzanne Johnstonbaugh and Lynn Hannah</p> <p>Ms. Johnstonbaugh and Ms. Hannah signed certified employment contracts for the 2014-2015 school year. Subsequent to signing a contract, they submitted a letter of resignation. Ms. Johnstonbaugh’s and Ms. Hannah’s name was listed on the October 28, 2014 Governing Board meeting agenda, under the Human Resources, Personnel listing as “Resignation/Release from Employment Contract (Pending Payment of Liquidated Damages”).</p> | 22-25 |

Ms. Johnstonbaugh and Ms. Hannah were notified in writing that they had thirty days from the date of the letter in which to make payment or their name would be taken to the Governing Board at the next scheduled meeting following the expiration of the thirty day period for breach of contract and subsequent reporting to the Arizona Department of Education. Ms. Johnstonbaugh and Ms. Hannah did not pay the liquidated damages fee within the thirty day period and have not been released from their teaching contract.

ACTION/DISCUSSION ITEMS

1. Fiscal Year 2014-2015 Revised Budget #1

26-52

The General Budget Limit has been recalculated at \$57,126,562, an increase of \$104,124 and District Additional Assistance at \$17,735,023, a decrease of \$1,369,437 from the previously approved budget.

Recommendation: That the Governing Board approve Fiscal Year 2014-2015 Revised Budget #1 with the understanding that the amounts may change during the year due to mandated requirements by the Arizona Legislature.

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

2. Student Success Funding

53

The Arizona Department of Education (ADE) will distribute approximately \$20 million to Arizona school districts during FY15. Known as Student Success Funding, the funds will be distributed based on both proficiency levels (falls far below, approaches, meets, or exceeds proficiency) and student growth as measured by state assessment (below average student growth percentage, above average student growth percentage, and the top 17% of student growth).

ADE has not provided direction on how the funds should be used other than to advise that the funds should not be spent on anything that would have to be sustained in future years. Discussion on the use of the funds took place in a certified communication council meeting, a classified communication council meeting, a principals meeting, a First Friday administrators meeting, and a budget workgroup meeting. After discussion of the various ways the funding could be allocated, members of the previously named groups felt that a one-time stipend to eligible staff members is appropriate.

Recommendation: That the Governing Board approve the use of Student Success for a one-time, eligible employee stipend.

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

3. **Minutes – November 25, 2014 Regular Meeting**

Mrs. Sue Sornsin was excused from the meeting.

Recommendation: That the Governing Board approve the November 25, 2014 Regular Meeting minutes.

Motion made by _____; seconded by _____

Mr. Chapman Mrs. Hackett Mrs. Sornsin Mr. Villalon Mr. Moreno

ADJOURNMENT

Motion made by _____; seconded by _____

The meeting was adjourned at _____.

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Disposals #878 - #881

PURPOSE:

Administration seeks Governing Board approval to dispose of a refrigerator, a golf cart, two (2) blowers, an edger, and two (2) washer and dryer sets.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

All disposals arrangement will be made in accordance with USFR guidelines and the Arizona Administrative Code, Title 7, Education/Procurement, Section: Materials Management and Disposition.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

Benefits to the District are derived from maintaining furniture and equipment that is safe to use and in good operating condition.

BUDGET IMPACT AND COSTS:

All disposals are processed during the normal course of the work day. There will be no out-of-pocket costs for the disposal of these items.

RECOMMENDATION:

It is recommended that the Governing Board approve the Request for Authorization for Disposal #878, refrigerator; #879, golf cart, two (2) blowers, and an edger; and #880 and #881, two (2) washer and dryer sets.

Submitted by: Cheryl Burt Date: 12/3/14
Approved by: Lexi Cunningham Date: 12-3-14

TOLLESON UNION HIGH SCHOOL DISTRICT #214 REQUEST FOR AUTHORIZATION FOR DISPOSAL

878

- | | | |
|---|--|---|
| <input type="checkbox"/> Equipment | <input type="checkbox"/> Non-Equipment | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> General Fixed Asset (GFA) | <input checked="" type="checkbox"/> Stewardship List | <input type="checkbox"/> Instructional Material |
| | | <input type="checkbox"/> Other (explain below) |

Part I – Disposal Site

School/Department Initiating Request Westview High School/CTE/Culinary Arts	Phone No. 623-478-4600 x. 80709 or 87708
Person to Contact (Name/Title) Tim Johns/Maintenance, Nanette Ramirez/ teacher	E-Mail Address Nanette.ramirez@tuhsd.org

Part II – Disposal Method

<input type="checkbox"/> State Surplus <input type="checkbox"/> Competitive Sealed Bid <input type="checkbox"/> Public Auction <input type="checkbox"/> Established Market	<input type="checkbox"/> Trade-In (Provide explanation below) <input type="checkbox"/> Posted Price <input type="checkbox"/> Donation to non-profit (Instructional Materials only) <input type="checkbox"/> Loss (Explanation below)	<input type="checkbox"/> Unusual Circumstance: <input type="checkbox"/> Appraisal <input type="checkbox"/> Barter <input type="checkbox"/> Salvage (List disposal costs below) <input type="checkbox"/> Other (Explanation below)
Detailed Explanation:		

Part III – Items for Disposal

Qty	Item Description (include Model #)	Serial #	Fixed Asset Tag #	Purchase Price	Current Estimated Value	Reason for Disposal
1	True Refrigerator Model T-49	1-4050423	none found	unknown	unknown	no longer works-over 15 years old

Part IV – Requester Signature

<i>Nanette Ramirez</i>	10/23/14		
Requester	Date	Site Administrator	Date

Part V – Governing Board Approval

Submitted for Governing Board Meeting Date	
Governing Board Approval	Date

Part VI – Administrative Action

Disposal Date	Final method of disposal	Compensation/(expenditure)				
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border-bottom: 1px solid black;">Disposal Performed By:</td> <td style="width: 20%; border-bottom: 1px solid black;">Date</td> <td style="width: 30%; border-bottom: 1px solid black;">Purchasing/GFA Administrator</td> <td style="width: 20%; border-bottom: 1px solid black;">Date</td> </tr> </table>			Disposal Performed By:	Date	Purchasing/GFA Administrator	Date
Disposal Performed By:	Date	Purchasing/GFA Administrator	Date			

TOLLESON UNION HIGH SCHOOL DISTRICT #214 REQUEST FOR AUTHORIZATION FOR DISPOSAL

879

- Equipment Non-Equipment Technology
 General Fixed Asset (GFA) Stewardship List Instructional Material Other (explain below)

Part I - Disposal Site	
School/Department Initiating Request <i>LA JOYA HS / MAINT. DEPT.</i>	Phone No. <i>623-478-4462</i>
Person to Contact (Name/Title) <i>RAY MORIN / PLANT MANAGER</i>	E-Mail Address <i>ray.morin@tuhsd.org</i>

Part II - Disposal Method		
<input type="checkbox"/> State Surplus <input type="checkbox"/> Competitive Sealed Bid <input checked="" type="checkbox"/> Public Auction <input type="checkbox"/> Established Market	<input type="checkbox"/> Trade-In (Provide explanation below) <input type="checkbox"/> Posted Price <input type="checkbox"/> Donation to non-profit (Instructional Materials only) <input type="checkbox"/> Loss (Explanation below)	<input type="checkbox"/> Unusual Circumstance: <input type="checkbox"/> Appraisal <input type="checkbox"/> Barter <input type="checkbox"/> Salvage (List disposal costs below) <input type="checkbox"/> Other (Explanation below)
Detailed Explanation:		

Part III - Items for Disposal						
Qty	Item Description (Include Model #)	Serial #	Fixed Asset Tag #	Purchase Price	Current Estimated Value	Reason for Disposal
1	Club CAR	REGG13-610772			\$200.00	NOT REPAIRABLE
1	BACK PACK BLOWER	mod.# PB 500T			\$25.00	TO EXPENSIVE TO REPAIR
1	Billy Goat Blower	mod# Q B554HC			\$50.00	BAD MOTOR
1	Tru-cut Edger				\$50.00	WEAK MOTOR
						ALL ITEMS REPLACED WITH NEW

Part IV - Requester Signature			
<i>Ray Morin</i> Requester	<i>11/21/14</i> Date	<i>Ray Morin</i> Site Administrator	<i>11/21/14</i> Date

Part V - Governing Board Approval	
Submitted for Governing Board Meeting Date	Date
_____	_____
Governing Board Approval	Date

Part VI - Administrative Action			
Disposal Date	Final method of disposal	Compensation/(expenditure)	
_____	_____	_____	
Disposal Performed By:	Date	Purchasing/GFA Administrator	Date
_____	_____	_____	_____

TOLLESON UNION HIGH SCHOOL DISTRICT #214 REQUEST FOR AUTHORIZATION FOR DISPOSAL

880

- Equipment
 Non-Equipment
 Technology
 General Fixed Asset (GFA)
 Stewardship List
 Instructional Material
 Other (explain below)

Part I – Disposal Site

School/Department Initiating Request Tolleson/Food Services	Phone No. 623 478-4236
Person to Contact (Name/Title) Lorre Vega – Cafeteria Manager	E-Mail Address Lorre.vega@tuhsd.org

Part II – Disposal Method

State Surplus
 Trade-In (Provide explanation below)
 Unusual Circumstance:
 Competitive Sealed Bid
 Posted Price
 Appraisal
 Public Auction
 Donation to non-profit (Instructional Materials only)
 Barter
 Established Market
 Loss (Explanation below)
 Salvage (List disposal costs below)
 Other (Explanation below)

Detailed Explanation:

Part III – Items for Disposal

Qty	Item Description (Include Model #)	Serial #	Fixed Asset Tag #	Purchase Price	Current Estimated Value	Reason for Disposal
1	Washer: Admiral MOD AAV7000AWW	SER27724585JR		N/A		Load size reset knob (water level) doesn't work causing it to overflow.
1	Dryer: Admiral MOD NOADE7005AYW	SER NO11734865JR		N/A		10 year old dryer – Being replaced.

Part IV – Requester Signature

_____ Requester
 _____ Date **11.5.14**
 _____ Site Administrator
 _____ Date **11.5.14**

Part V – Governing Board Approval

Submitted for Governing Board Meeting Date _____

_____ Governing Board Approval
 _____ Date

Part VI – Administrative Action

Disposal Date	Final method of disposal	Compensation/(expenditure)

_____ Disposal Performed By:
 _____ Date
 _____ Purchasing/GFA Administrator
 _____ Date

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Performance Pay Portion (Bucket #2) of the Proposition 301 Plan - 2014-2015 School Year

PURPOSE:

Administration seeks Governing Board approval of the District's performance pay portion (Bucket #2) of the Proposition 301 Plan for the 2014-2015 school year.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

In accordance with A.R.S. §15-977(E), the Governing Board is asked each year to approve the District's performance pay portion (Bucket #2) of the Proposition 301 Plan.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The focus of the performance pay portion (Bucket #2) of the Proposition 301 Plan is to increase student achievement and graduation rate, and decrease the dropout rate.

BUDGET IMPACT AND COSTS:

In accordance with A.R.S. §15-977, the District will use Fund 12 to compensate all eligible staff based on the criteria established by the Governing Board. The budget impact to Fund 12 cannot be determined until all criteria and information from the Arizona Department of Education is received. In 2009, the District changed the compensation payment from projected revenue to actual revenue received. This change in practice protects the District from over spending classroom site fund revenues. The District will not spend more than the cash it has on hand.

RECOMMENDATION:

It is recommended that the Governing Board approve the District's performance pay portion (Bucket #2) of the Proposition 301 Plan for the 2014-2015 school year.

Submitted by: John Speer / KME Date: 12-3-14

Approved by: Lexi Cunningham Date: 12-3-14



Tolleson Union High School District

To: All Certificated Personnel – CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS,
and WHS
From: Superintendent’s Office
Date: December 9, 2014
Subject: 2014-2015 Proposition 301 Monies

Total TUHSD Classroom Site Fund Allocation

The total Proposition 301 allocations to TUHSD eligible certificated employees will be based upon actual sales tax collections that occur throughout the fiscal year.

1) **Bucket 1 – 20% for “teacher base salary increases and employment related expenses”**

The existing agreement is to use these funds to increase the “base salary” by 20% of actual sales tax collections that occur throughout the fiscal year per 1.0 FTE. This payment is made in June 2015 as a combined check with Bucket 3 (all Components if earned).

Specifically

- Each teacher will receive an amount, if earned, based upon actual sales tax collections that occur throughout the fiscal year per their FTE status, as determined by dividing the total amount of dollars remaining in the fund by the total number of FTE teachers as of the first day of the school year.
- Certified personnel who are placed on a *Plan of Improvement* are not eligible to receive 301 funds from Bucket 2 – 40% allocated for *site* performance.
- **The stipend, if earned, and contingent upon funds being available, will be paid to those qualifying by June 2015. Payment for the achievement portion of the Proposition 301 funds may be delayed due to achievement results availability.**

2) **Bucket 2 – 40% allocated for “site” performance**

- The allocation of these funds will be based on performance in stated areas at each school site.
- Money will be allocated for each performance component attained at each school site.

Teacher Performance

33% of the 40% of the 301 funds received will be allocated based on individual teacher performance as measured by the teacher’s performance classification pursuant to ARS section 15-203, subsection A, paragraph 38.

7% of the 40% of the 301 funds received will be allocated proportionately to CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS, and WHS based upon the respective site achieving the following criteria:

Annual Measurable Objective or AZ LEARNS A-F Grade

3% of the 40% of the 301 funds received will be allocated proportionately to CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS, and WHS based upon the respective site achieving:

- Achieve Annual Measurable Objective (AMO) for the 2014-2015 school year as calculated by ADE.

or

- Achieve A-F Grade of A, B or C for the 2014-2015 school year as calculated by ADE.

Graduation Rate or Dropout Rate

2% of the 40% of the 301 funds received will be allocated proportionately to based CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS, and WHS upon the respective site achieving a 90% graduation rate or better **or** improve from the year before **or** the dropout rate will be at 6% or less **or** improve from the previous year.

Parent/Student Satisfaction Survey

1% of the 40% of the 301 funds received will be allocated proportionately to CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS, and WHS based upon the respective site achieving an increased level of overall satisfaction as indicated by the Parent/Student Satisfaction Survey given during the 2014-2015 school year, when compared to the survey results of 2014-2015 (baseline data), or achieve 90% or better overall satisfaction on the Parent Survey and 85% or better overall satisfaction on the Student Survey.

Absence Rate

1% of the 40% of the 301 funds received will be allocated proportionately to CEA/LA, CCHS, LJCHS, SLHS, TUHS, UHS, and WHS based upon the respective site achieving an absence rate of 8% or less **or** improve from the year before.

Specifically

- Each teacher will receive an amount, if earned, based upon actual sales tax collections that occur throughout the fiscal year per their FTE status, as determined by dividing the total amount of dollars remaining in the fund by the total number of FTE teachers as of the first day of the school year.
- Certified personnel who are placed on a *Plan of Improvement* are not eligible to receive 301 funds from Bucket 2 – 40% allocated for *site* performance.
- **The stipend, if earned, and contingent upon funds being available, will be paid to those qualifying by June 2015. Payment for the achievement portion of the Proposition 301 funds may be delayed due to achievement results availability.**

3) **Bucket 3 – 40% allocated “for specific classroom based programs” (*Menu*)**

The Proposition 301 Classroom Site Fund (Bucket 3) is comprised of three components of 40%, 40%, and 20%.

Component 1 (*First semester hours earned*)

40% of the 40% of each employee's total allocation of Proposition 301 Bucket 3 monies, if earned, is paid out in June 2015 (Buckets 1 and 3, Components 2 and 3 monies may be a combined check) pending the employee's completion and accurate documentation of 15 hours of additional duties per the 301: Bucket 3 Activities Menu and Hourly Tracking Sheet. Hours must be accumulated August through December.

Component 2 (*Second semester hours earned*)

40% of the 40% of each employee's total allocation of Proposition 301 Bucket 3 monies, if earned, is paid out in June 2015 (as a combined check with Buckets 1 and 3, Components 1 and 3 monies) pending the employee's completion and accurate documentation of 15 hours of additional duties per the 301: Bucket 3 Activities Menu and Hourly Tracking Sheet. Hours must be accumulated January through May.

Component 3 (*School Continuous Improvement Plan*)

20% of the 40% of each employee's total allocation of Proposition 301 Bucket 3 monies, if earned, is paid out in June 2015 (as a combined check with Buckets 1 and 3, Components 1 and 2 monies) following receipt by the District of evidence documenting that the employee's school has met the criteria of its current School Continuous Improvement Plan.

Specifically

- Each teacher will receive an amount, if earned, based upon actual sales tax collections that occur throughout the fiscal year per their FTE as determined by dividing the total amount of dollars remaining in the fund by the total number of FTE teachers as of the first day of the school year.
- Certified personnel who are placed on a *Plan of Improvement* are not eligible to receive 301 funds from Bucket 3 – 40% allocated for *site* performance.
- **The stipend, if earned, and contingent upon funds being available, will be paid to those qualifying by June 2015. Payment for the achievement portion of the Proposition 301 funds may be delayed due to achievement results availability.**

Teacher acknowledges that behavior in violation of state or federal law and/or District policies to the extent that teacher is terminated or resigns in lieu of a recommendation that teacher be terminated shall, in and of itself, be deemed to be a failure of teacher to comply with the performance plan and, therefore, result in teacher being entitled to no portion of the Classroom Site Fund performance pay.

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Travel Requests

PURPOSE:

Administration seeks Governing Board approval of travel requests.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Governing Board is responsible for approving out-of-state (staff and students) and in-state overnight (student) travel.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

As described on attachment.

BUDGET IMPACT AND COSTS:

As described on attachment.

RECOMMENDATION:

It is recommended that the Governing Board approve the travel requests from Copper Canyon High School and University High School.

Submitted by: Karyn Moore Eubanks Date: 12-3-14
Approved by: Lexi Cunningham Date: 12-3-14

TRAVEL REQUESTS

December 9, 2014

SCHOOL/DO	WHO	WHAT/WHEN/ WHERE	PURPOSE	TRAVEL EXPENSES PAID BY	SUBSTITUTE COVERAGE
Copper Canyon	Coaches Jason Reschke, Edgar Martinez, and Hendericka Te Nuyl and approximately twelve (12) members of the varsity girls basketball team	Lady Badger Classic Basketball Tournament 01/01/15 – 01/03/15 Prescott, AZ	Build cohesion and team spirit; compete against other teams	Girls Basketball Club	No
University	Terry Caruso, Teacher	Advanced Placement Program English Literature Curriculum Development and Assessment Committee Meetings Eight (8) dates to be determined Various locations throughout the U.S.	Ms. Caruso is one of six secondary and/or postsecondary teachers selected to serve on the Committee who will work with the College Board to develop AP exam questions and new AP curriculum.	College Board	Yes



COPPER CANYON HIGH SCHOOL

Aztecs Aspire. Aztecs Achieve.

9126 West Camelback Road
Glendale, Arizona 85305

Phone: 623-478-4800
Fax: 623-478-4802
coppercanyon.tuhsd.org

TO: Superintendent, Dr. Cunningham & Governing Board Members
FROM: Mindy Marsit, Principal
RE: Travel Request
DATE: November 20, 2014

The Copper Canyon High School Varsity Girls Basketball team members have been given the opportunity to participate in the Prescott Lady Badger Classic Basketball Tournament located in Prescott, AZ January 1-3, 2015. I respectfully request your approval for Coach Jason Reschke, Edgar Martinez, and Hendericka Te Nuyl along with 12 members of the team to participate in the tournament.

This is an excellent opportunity for players to travel outside of the Phoenix area, compete with new schools not encountered during the traditional season, as well as, gain a positive and memorable experience. The Girls Basketball Club account will cover the tournament fee of \$350.00, lodging costs of \$841.92, and transportation costs of \$297.48.

I support the participation of our coaches and team members in this tournament. Please contact Coach Reschke, Assistant Principal Mike Abbas, or me, if you require further information regarding this request.

Respectfully,

Mindy Marsit

APPROVED:

Dr. Lexi Cunningham, Superintendent

DATE: 11-21-14



COPPER CANYON HIGH SCHOOL

Aztecs Aspire. Aztecs Achieve.

9126 West Camelback Road
Glendale, Arizona 85305

Phone: 623-478-4800
Fax: 623-478-4802
coppercanyon.tuhd.org

Travel Proposal

- Date:** January 1-3, 2015
- Who:** Copper Canyon Varsity Girls Basketball Team: 12 Players and Coach Jason Reschke, Coach Edger Martinez, and Coach Te Nuyl
- What:** Prescott Lady Badger Classic Basketball Tournament
- Where:** Prescott High School - 1050 Ruth Street, Prescott, AZ 86301
- Cost:** Tournament Registration Fee: \$350
- Rationale:** This is an amazing opportunity for players to meet new people and learn new things. Players will have an opportunity to participate in a tournament against teams we don't normally play. This tournament experience will be a great opportunity for our ladies to develop camaraderie, which will certainly lead to later season success.
- Transportation:** White Bus with 12 players/3 coaches (\$297.48)
- Lodging:** La Quinta Inn and Suites Conference Center
4469 East State Route 69
Prescott, AZ 86301
- The estimated total for 6 rooms (2 queens beds per room) for January 1-3, 2015 is \$841.92 (\$140.32 per room)
- Sponsor:** Jason Reschke-Head Varsity Girls Basketball Coach, Edger Martinez-Assistant Varsity Coach, and Hendericka Te Nuyl-Assistant Varsity Coach

All COSTS including registration fee, hotel cost and transportation will be paid for by the Copper Canyon Girls Basketball club account.

PRESCOTT HIGH SCHOOL

Lady Badgers Basketball Winter Classic, January 2-3, 2015

Format: Eight schools, traditional tournament format with Championship Bracket and Consolation Bracket. All schools will play three games. All games will be played per AIA rules and regulations (32 minutes) for a regular season game.

Awards: Consolation Winner- 5th Place Trophy, Third Place Trophy, Runner-Up Trophy, Championship Trophy, All Tournament Team- 5 players, and Most Outstanding Player.

2015 Winter Classic T-shirts will be provided for each player and team coaches.

Hospitality Room will be provided for all coaches and officials.

Cost: \$350 per team

2015 Lady Badgers Winter Classic Schedule

Friday, January 2, 2015

10:00 AM..... Game # 1 - School A vs. School B
11:30 AM..... Game # 2 - School C vs. School D
1:00PM..... Game # 3 - School E vs. School F
2:30 PM.... Game # 4 - School G vs. School H
4:00 PM..... Game # 5 - Loser Game # 1 vs. Loser Game # 2
5:30 PM..... Game # 6 - Loser Game # 3 vs. Loser Game # 4
7:00 PM..... Game # 7 - Winner Game # 1 vs. Winner Game # 2
8:30 PM..... Game # 8 - Winner Game # 3 vs. Winner Game # 4

Saturday, January 3, 2015

10:00 AM..... Game # 9 - Loser Game # 5 vs. Loser Game # 6..... 7th & 8th Place
11:30 AM..... Game # 10- Winner Game # 5 vs. Winner Game # 6... 5th & 6th Place
1:00 PM..... Game # 11- Loser Game # 7 vs. Loser Game # 8..... 3rd & 4th Place
2:30 PM..... Game # 12 - Winner Game # 7 vs. Winner Game # 8...**Championship**

*For additional information and details contact Head Coach Chuck Schmitt,
12cschmitt@gmail.com 330-903-5622*



UNIVERSITY HIGH SCHOOL

9419 West Van Buren Tolleson, AZ 85353 623.478.4212

What: Advanced Placement Program English Literature Curriculum Development and Assessment Committee Meetings

Why: Ms. Caruso is one of six secondary and/or post-secondary teachers selected to serve on this committee. She and the committee will work with the College Board to develop AP exam questions and develop new AP Curriculum.

Who: National College Board

Where: Various locations in United States – determined by airfare rates

When: Various dates – between 4 to 8 sessions (Session is one travel day and one work day) The goal is less than 6 session

How: College Board will pay all expenses. University High will provide the substitute coverage

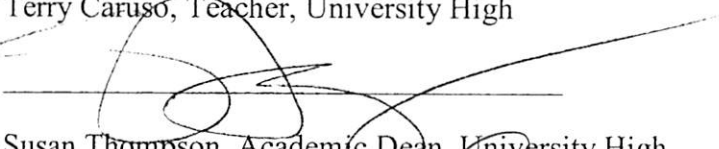
APPROVED:



Terry Caruso, Teacher, University High

11/21/2014

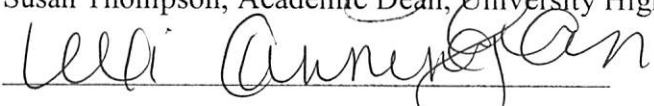
Date



Susan Thompson, Academic Dean, University High

11-20-14

Date



Dr. Lexi, Cunningham, Superintendent

11-21-14

Date

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Resolution of Breach of Contract – Suzanne Johnstonbaugh and Lynn Hannah

PURPOSE:

Administration seeks a Governing Board approved resolution for the unethical behavior of Copper Canyon High School teacher Suzanne Johnstonbaugh and Westview High School teacher Lynn Hannah.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Ms. Johnstonbaugh and Ms. Hannah signed a certified employment contract for the 2014-2015 school year. Subsequent to signing a contract, both submitted a letter of resignation.

Paragraph 17 of the Teacher's Employment Contract states, "Teacher recognizes that the District will incur expenses of securing a replacement and possibly costs for a substitute in the event that Teacher does not fulfill the obligations under this Contract. Teacher and District agree that these expenses, added to the emotional expense to the students who will not have the stability of a single teacher are difficult to determine, and therefore that it is appropriate to assess an amount certain as liquidated damages. Teacher and District agree for the purposes of this paragraph "resigning" and "resignation" shall include Teacher retiring during the school year unless the retired teacher remains in the classroom under ESI, smartschoolsplus or a similar "return to teaching plan" which serves to retain Teacher in the classroom for the balance of the school year. Teacher and District agree that the liquidated damages which may be assessed against Teacher for resigning, with Board approval, during the term of this Contract shall be in the amount of **One Thousand dollars (\$1,000.00).**"

When the Governing Board approved the 2014-2015 teacher's employment contract language, it was agreed that the existence of one or more of three extenuating circumstances would preclude a teacher from having to pay the liquidated damages – (1) a promotional opportunity (e.g., from a teaching position to an administrative position); (2) a teacher's health issue(s) that would not allow him/her to fulfill the duties as a teacher; and (3) the relocation of a spouse – and that specific and verifiable information would be included in the teacher's resignation letter.

Ms. Johnstonbaugh's and Ms. Hannah's name was listed on the October 28, 2014 Governing Board meeting agenda, under the Human Resources, Personnel listing, as "Resignation/Release from Employment Contract (Pending Payment of Liquidated Damages)". Following the October 28 Governing Board meeting, a letter of notification was sent to Ms. Johnstonbaugh and Ms. Hannah stating that the Governing Board had accepted their resignation **pending the payment of liquidated damages**, and that they had thirty days from the date of the letter in which to make payment or their name would be taken to the Governing Board at the next scheduled meeting following the expiration of the thirty day period for breach of contract and subsequent reporting to the Arizona Department of Education. Ms. Johnstonbaugh and Ms. Hannah did not pay the liquidated damages fee within the thirty day period and have not been released from their teaching contract.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The teacher's employment contract language was drafted by the District's attorney and is a legal and binding document. Both the District and the teacher have an obligation to follow the requirements of the document.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the resolutions for breach of contract by Ms. Suzanne Johnstonbaugh and Ms. Lynn Hannah and that said resolutions are sent to the Arizona Department of Education.

Submitted by: Lakyn Marie Eubank Date: 12-3-14
Approved by: Wendi Cunningham Date: 12-3-14



**GOVERNING BOARD
TOLLESON UNION HIGH SCHOOL DISTRICT #214
MARICOPA COUNTY, ARIZONA**

**RESOLUTION
BREACH OF CONTRACT – SUZANNE JOHNSTONBAUGH, TEACHER**

WHEREAS, the 2014-2015 Tolleson Union High School District Teacher’s Employment Contract contains language requiring the payment of liquidated damages in the amount of \$1,000 and payable to Tolleson Union High School District in the event that a teacher signs a contract and subsequently resigns during the term of the contract.

WHEREAS, the existence of one or more of three extenuating circumstances would preclude a teacher from having to pay the liquidated damages – (1) a promotional opportunity (2) a teacher’s health issue(s) that would not allow him/her to fulfill the duties as a teacher; and (3) the relocation of a spouse – and that specific and verifiable information would be included in the teacher’s resignation letter. Said employee would be released from the District pending Governing Board approval.

WHEREAS, a teacher who resigns subsequent to signing said contract and does not meet one of the three exceptions will not be released from the Tolleson Union High School District until such time as the Governing Board has approved the resignation of said teacher and payment of liquidated damages has been made by said teacher within a specified thirty day period.

WHEREAS, if said employee does not pay the liquidated damages fee within the specified thirty day period, the employee’s name will be taken to the Governing Board at the next scheduled meeting following the expiration of the thirty day period for breach of contract and subsequent reporting to the Arizona Department of Education.

NOW, THEREFORE, BE IT RESOLVED, Ms. Suzanne Johnstonbaugh has not paid the liquidated damages fee within the specific thirty day period, has not been released from her teaching contract with the Tolleson Union High School District, and will be reported to the Arizona Department of Education for breach of contract.

This resolution was moved, seconded, and passed at a meeting of the Tolleson Union High School District #214 Governing Board on December 9, 2014.

GOVERNING BOARD
TOLLESON UNION HIGH SCHOOL DISTRICT #214
OF MARICOPA COUNTY, ARIZONA

Steven Chapman, Member

Terri Hackett, Member

Vincent Moreno, Member

Sue Sornsin, Member

Freddie Villalon, Member



**GOVERNING BOARD
TOLLESON UNION HIGH SCHOOL DISTRICT #214
MARICOPA COUNTY, ARIZONA**

**RESOLUTION
BREACH OF CONTRACT – LYNN HANNAH, TEACHER**

WHEREAS, the 2014-2015 Tolleson Union High School District Teacher’s Employment Contract contains language requiring the payment of liquidated damages in the amount of \$1,000 and payable to Tolleson Union High School District in the event that a teacher signs a contract and subsequently resigns during the term of the contract.

WHEREAS, the existence of one or more of three extenuating circumstances would preclude a teacher from having to pay the liquidated damages – (1) a promotional opportunity (2) a teacher’s health issue(s) that would not allow him/her to fulfill the duties as a teacher; and (3) the relocation of a spouse – and that specific and verifiable information would be included in the teacher’s resignation letter. Said employee would be released from the District pending Governing Board approval.

WHEREAS, a teacher who resigns subsequent to signing said contract and does not meet one of the three exceptions will not be released from the Tolleson Union High School District until such time as the Governing Board has approved the resignation of said teacher and payment of liquidated damages has been made by said teacher within a specified thirty day period.

WHEREAS, if said employee does not pay the liquidated damages fee within the specified thirty day period, the employee’s name will be taken to the Governing Board at the next scheduled meeting following the expiration of the thirty day period for breach of contract and subsequent reporting to the Arizona Department of Education.

NOW, THEREFORE, BE IT RESOLVED, Ms. Lynn Hannah has not paid the liquidated damages fee within the specific thirty day period, has not been released from her teaching contract with the Tolleson Union High School District, and will be reported to the Arizona Department of Education for breach of contract.

This resolution was moved, seconded, and passed at a meeting of the Tolleson Union High School District #214 Governing Board on December 9, 2014.

GOVERNING BOARD
TOLLESON UNION HIGH SCHOOL DISTRICT #214
OF MARICOPA COUNTY, ARIZONA

Steven Chapman, Member

Terri Hackett, Member

Vincent Moreno, Member

Sue Sornsins, Member

Freddie Villalon, Member

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014

TO: Dr. Lexi Cunningham and Governing Board Members

SUBJECT: Fiscal Year 2014-2015 Revised Budget #1

PURPOSE:

Administration seeks Governing Board approval of Fiscal Year 2014-2015 Revised Budget #1.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

A.R.S. §15-905(A) requires the governing board of a school district to prepare and furnish to the Superintendent of Public Instruction and County Superintendent's Office a revised budget by December 15, 2014. Governing Board policy DB; Annual Budget states, "The Superintendent is directed to formulate the annual budget, considering at all times that resources must be utilized to produce the most positive effect on the student's opportunity to gain an education."

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

The revised budget will allow the District to operate day-to-day as required by statute.

BUDGET IMPACT AND COSTS:

The General Budget Limit has been recalculated at \$57,126,562, an increase of \$104,124 and District Additional Assistance at \$17,735,023, a decrease of \$1,369,437 from the previously approved budget.

RECOMMENDATION:

It is recommended that the Governing Board approve Fiscal Year 2014-2015 Revised Budget #1 with the understanding that the amounts may change during the year due to mandated requirements by the Arizona Legislature.

Submitted by: _____

Malcolm

Date: _____

12/3/14

Approved by: _____

Lexi Cunningham

Date: _____

12-3-14

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY						Prior FY 2014	Budget FY 2015	
100 Regular Education										
1000 Instruction	1.	399.70	17,359,733	6,345,657	536,472	234,103	5,575	23,299,464	24,481,540	5.1%
2000 Support Services										
2100 Students	2.	23.12	839,826	260,346	3,750	12,750	0	1,078,138	1,116,672	3.6%
2200 Instructional Staff	3.	15.60	1,131,242	350,685	58,000	30,000	8,800	1,596,828	1,578,727	-1.1%
2300 General Administration	4.	2.00	212,686	65,933	192,000	12,050	29,000	445,372	511,669	14.9%
2400 School Administration	5.	39.00	2,472,518	741,755	149,838	18,085	168,401	3,293,975	3,550,597	7.8%
2500 Central Services	6.	36.80	1,900,442	570,133	468,451	127,800	1,725,219	3,328,387	4,792,045	44.0%
2600 Operation & Maintenance of Plant	7.	57.25	1,707,498	512,249	2,936,296	2,631,429	700	7,992,057	7,788,172	-2.6%
2900 Other	8.	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	9.	5.00	206,347	61,904	0	0	700	343,891	268,951	-21.8%
610 School-Sponsored Cocurricular Activities	10.	0.00	74,168	22,250	23,200	0	0	87,326	119,618	37.0%
620 School-Sponsored Athletics	11.	13.00	1,456,151	436,845	56,873	148,194	0	1,989,458	2,098,063	5.5%
630, 700, 800, 900 Other Programs	12.	0.00	56,027	16,808	0	0	0	67,054	72,835	8.6%
Regular Education Subsection Subtotal (lines 1-12)	13.	591.47	27,416,638	9,384,565	4,424,880	3,214,411	1,938,395	43,521,950	46,378,889	6.6%
200 Special Education										
1000 Instruction	14.	86.00	2,927,277	878,183	2,000,000	75,000	0	5,313,463	5,880,460	10.7%
2000 Support Services										
2100 Students	15.	12.00	540,614	162,184	57,905	1,000	0	1,179,051	761,703	-35.4%
2200 Instructional Staff	16.	0.00	98,030	29,409	41,568	0	0	194,984	169,007	-13.3%
2300 General Administration	17.	0.00	0	0	0	0	0	0	0	0.0%
2400 School Administration	18.	3.00	162,961	48,888	0	0	0	198,868	211,849	6.5%
2500 Central Services	19.	0.00	0	0	0	0	0	0	0	0.0%
2600 Operation & Maintenance of Plant	20.	0.00	0	0	0	0	0	0	0	0.0%
2900 Other	21.	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	22.	0.00	0	0	0	0	0	0	0	0.0%
Subtotal (lines 14-22)	23.	101.00	3,728,882	1,118,664	2,099,473	76,000	0	6,886,366	7,023,019	2.0%
400 Pupil Transportation	24.	101.70	1,953,777	586,133	300,000	700,000	5,000	3,307,230	3,544,910	7.2%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	25.	0.00	0	0	0	0	0	0	0	0.0%
520 Special K-3 Program Override (from Supplement, page 1, line 10)	26.	0.00	0	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	27.	3.00	144,978	34,766	0	0	0	179,744	179,744	0.0%
540 Joint Career and Technical Education and Vocational Education Center (from Supplement, page 1, line 20)	28.	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	29.	0.00	0	0	0	0	0	0	0	0.0%
Total Expenditures (lines 13, and 23-29) (Cannot exceed page 7, line 10)	30.	797.17	33,244,275	11,124,128	6,824,353	3,990,411	1,943,395	53,895,290	57,126,562	6.0%

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Program 200)

(A.R.S. §§15-761 and 15-903)

	Prior FY	Budget FY	
1. Autism	329,123	333,400	1.
2. Emotional Disability	536,082	527,980	2.
3. Hearing Impairment	11,196	11,196	3.
4. Other Health Impairments	81,261	81,261	4.
5. Specific Learning Disability	2,967,436	3,000,000	5.
6. Mild, Moderate or Severe Intellectual Disability	1,371,236	1,500,000	6.
7. Multiple Disabilities	160,242	162,242	7.
8. Multiple Disabilities with Severe Sensory Impairment	17,391	19,650	8.
9. Orthopedic Impairment	8,696	10,000	9.
10. Developmental Delay	0		10.
11. Preschool Severe Delay	0		11.
12. Speech/Language Impairment	319,913	319,913	12.
13. Traumatic Brain Injury	6,522	7,500	13.
14. Visual Impairment	96,601	10,200	14.
15. Subtotal (lines 1 through 14)	5,905,699	5,983,342	15.
16. Gifted Education	53,158	53,158	16.
17. Remedial Education	0		17.
18. ELL Incremental Costs	750,160	758,660	18.
19. ELL Compensatory Instruction	0		19.
20. Vocational and Technological Education	177,349	227,859	20.
21. Career Education	0		21.
22. Total (lines 15 through 21. Must equal total of line 23, page 1)	6,886,366	7,023,019	22.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 12
 Staff-Pupil 1 to 11

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

Prior FY	Budget FY
487.00	535.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	\$	30,000
All Funds - Federal	6330		5,000

FY 2015 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component \$ -
 Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Average Daily Membership

A. FY 2014 Average Daily Membership:	Resident	<u>10,491.252</u>	Attending	<u>4.040</u>
B. FY 2013 Average Daily Membership:	Resident	<u>9,932.780</u>	Attending	<u>2.850</u>

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 70,000

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Estimated Transportation Revenues for FY 2015

Estimated transportation revenues (object code 1400) to be received _____

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 (1)	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
						Prior FY 2014	Budget FY 2015	
Classroom Site Fund 011 - Base Salary								
100 Regular Education								
1000 Instruction	1. 443,059	97,030				636,813	540,089	-15.2%
2100 Support Services - Students	2. 661	145				959	806	-16.0%
2200 Support Services - Instructional Staff	3. 21,531	4,755				30,898	26,286	-14.9%
Program 100 Subtotal (lines 1-3)	4. 465,251	101,930				668,670	567,181	-15.2%
200 Special Education								
1000 Instruction	5. 66,128	14,482				95,901	80,610	-15.9%
2100 Support Services - Students	6. 0	0				0	0	0.0%
2200 Support Services - Instructional Staff	7. 8,310	1,824				10,134	10,134	0.0%
Program 200 Subtotal (lines 5-7)	8. 74,438	16,306				106,035	90,744	-14.4%
Other Programs (Specify)								
1000 Instruction	9. 2,752	604				3,356	3,356	0.0%
2100 Support Services - Students	10. 0	0				0	0	0.0%
2200 Support Services - Instructional Staff	11. 0	0				0	0	0.0%
Other Programs Subtotal (lines 9-11)	12. 2,752	604				3,356	3,356	0.0%
Total Expenditures (lines 4, 8, and 12)	13. 542,441	118,840				778,061	661,281	-15.0%
Classroom Site Fund 012 - Performance Pay								
100 Regular Education								
1000 Instruction	14. 1,002,705	223,048				1,272,124	1,225,753	-3.6%
2100 Support Services - Students	15. 1,497	328				2,045	1,825	-10.8%
2200 Support Services - Instructional Staff	16. 48,728	10,672				61,369	59,400	-3.2%
Program 100 Subtotal (lines 14-16)	17. 1,052,930	234,048				1,335,538	1,286,978	-3.6%
200 Special Education								
1000 Instruction	18. 149,657	32,775				192,312	182,432	-5.1%
2100 Support Services - Students	19. 0	0				0	0	0.0%
2200 Support Services - Instructional Staff	20. 16,896	3,700				21,433	20,596	-3.9%
Program 200 Subtotal (lines 18-20)	21. 166,553	36,475				213,745	203,028	-5.0%
Other Programs (Specify)								
1000 Instruction	22. 5,388	1,180				6,839	6,568	-4.0%
2100 Support Services - Students	23. 0	0				0	0	0.0%
2200 Support Services - Instructional Staff	24. 0	0				0	0	0.0%
Other Programs Subtotal (lines 22-24)	25. 5,388	1,180				6,839	6,568	-4.0%
Total Expenditures (lines 17, 21, and 25)	26. 1,224,871	271,703				1,556,122	1,496,574	-3.8%
Classroom Site Fund 013 - Other								
100 Regular Education								
1000 Instruction	27. 872,333	191,041				1,290,845	1,063,374	-17.6%
2100 Support Services - Students	28. 4,309	285				14,977	4,594	-69.3%
2200 Support Services - Instructional Staff	29. 42,393	9,284				54,546	51,677	-5.3%
Program 100 Subtotal (lines 27-29)	30. 919,035	200,610	0	0		1,360,368	1,119,645	-17.7%
200 Special Education								
1000 Instruction	31. 130,199	28,514				172,891	158,713	-8.2%
2100 Support Services - Students	32. 0	0				0	0	0.0%
2200 Support Services - Instructional Staff	33. 14,699	3,219				18,025	17,918	-0.6%
Program 200 Subtotal (lines 31-33)	34. 144,898	31,733	0	0		190,916	176,631	-7.5%
530 Dropout Prevention Programs								
1000 Instruction	35. 0	0				0	0	0.0%
Other Programs (Specify)								
1000 Instruction	36. 4,687	1,026				4,836	5,713	18.1%
2100, 2200 Support Serv. Students & Instructional Staff	37. 0	0				0	0	0.0%
Other Programs Subtotal (lines 36-37)	38. 4,687	1,026	0	0		4,836	5,713	18.1%
Total Expenditures (lines 30, 34, 35, and 38)	39. 1,068,620	233,369	0	0		1,556,120	1,301,989	-16.3%
Total Classroom Site Funds (lines 13, 26, and 39)	40. 2,835,932	623,912	0	0	0	3,890,303	3,459,844	-11.1%

(1) For FY 2015, the district has budgeted \$ 0 in Fund 010, object code 6590 for Classroom Site Fund pass-through payments to district-sponsored charter schools. This amount is not included in the amounts reported for Fund 013.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2014	Budget FY 2015	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.	0	65,748	11,118,987				5,974,740	11,184,735	87.2%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.		1,500	10,000				267,954	11,500	-95.7%
2300, 2400, 2500, 2900 Administration	4.			3,679,952				8,008,038	3,679,952	-54.0%
2600 Operation & Maintenance of Plant	5.			5,000				298,650	5,000	-98.3%
2700 Student Transportation	6.							547,516	0	-100.0%
3000 Operation of Noninstructional Services (5)	7.							0	0	0.0%
4000 Facilities Acquisition and Construction	8.						1,895,525	2,329,836	1,895,525	-18.6%
5000 Debt Service	9.					236,289		236,289	236,289	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	67,248	14,813,939	0	236,289	1,895,525	17,663,023	17,013,001	-3.7%

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

\$ -

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 1,500
6642 Textbooks	0
6643 Instructional Aids	65,748
6731 Furniture and Equipment	10,000
6734 Vehicles	0
6737 Tech Hardware & Software	3,007,700

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

\$ -

(3) Includes principal on Capital Equity Fund loans of \$ - , principal on capital leases of \$ 236,289 , and principal on bonds of \$ - .

(4) Includes interest on Capital Equity Fund loans of \$ - , interest on capital leases of \$ - , and interest on bonds of \$ - .

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES	
		Fund 610		Fund 630		Fund 695	
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY
Total Fund Expenditures	1.	17,663,023	17,013,001	2,732,537	1,528,700	0	
Select Object Codes Detail (1)							
6150 Classified Salaries	2.	0	0	0		0	
6200 Employee Benefits	3.	0	0	0		0	
6450 Construction Services	4.	9,513,949	1,895,525	0	1,528,700	0	
6710 Land and Improvements	5.	0	0	0		0	
6720 Buildings and Improvements	6.	0	0	2,192,537		0	
6731 Furniture and Equipment	7.	116,367	11,128,987	0		0	
6734 Vehicles	8.	544,774	0	540,000		0	
6737 Technology Hardware & Software	9.	477,202	3,007,700	0		0	
6831, 6832 Redemption of Principal	10.						
6841, 6842, 6850 Interest	11.						
Total amounts reported on lines 2-11 above for:							
Renovation	12.	0		2,192,537	1,528,700		
New Construction	13.	0		0		0	
Other	14.	13,547,793	16,032,212	540,000		0	
Total (lines 12-14)	15.	13,547,793	16,032,212	2,732,537	1,528,700	0	0

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

SPECIAL PROJECTS

FEDERAL PROJECTS

1. 100-130 ESEA Title I - Helping Disadvantaged Children
2. 140-150 ESEA Title II - Prof. Dev. and Technology
3. 160 ESEA Title IV - 21st Century Schools
4. 170-180 ESEA Title V - Promote Informed Parent Choice
5. 190 ESEA Title III - Limited Eng. & Immigrant Students
6. 200 ESEA Title VII - Indian Education
7. 210 ESEA Title VI - Flexibility and Accountability
8. 220 IDEA Part B
9. 230 Johnson-O'Malley
10. 240 Workforce Investment Act
11. 250 AEA - Adult Education
12. 260-270 Vocational Education - Basic Grants
13. 280 ESEA Title X - Homeless Education
14. 290 Medicaid Reimbursement
15. 374 E-Rate
16. 378 Impact Aid
17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)
18. Total Federal Project Funds (lines 1-17)

STATE PROJECTS

19. 400 Vocational Education
20. 410 Early Childhood Block Grant
21. 420 Ext. School Yr. - Pupils with Disabilities
22. 425 Adult Basic Education
23. 430 Chemical Abuse Prevention Programs
24. 435 Academic Contests
25. 450 Gifted Education
26. 460 Environmental Special Plate
27. 465-499 Other State Projects
28. Total State Project Funds (lines 19-27)
29. Total Special Projects (lines 18 and 28)

INSTRUCTIONAL IMPROVEMENT FUND (020)

1. Teacher Compensation Increases
2. Class Size Reduction
3. Dropout Prevention Programs (M&O purposes)
4. Instructional Improvement Programs (M&O purposes)
5. Total Instructional Improvement Fund (lines 1-4)

	FTE		TOTAL ALL FUNCTIONS	
	Prior FY	Budget FY	Prior FY	Budget FY
6000	30.63	30.63	2,648,765	2,648,765
6000	1.00	1.00	248,492	248,492
6000	3.00	3.00	482,189	482,189
6000	0.00		0	
6000	0.00		39,892	39,892
6000	0.00		8,643	8,643
6000	0.00		0	
6000	26.88	26.88	1,917,150	1,917,150
6000	0.00	0.00	2,455	2,455
6000	0.00		0	
6000	0.00		0	
6000	1.00	1.00	723,753	723,753
6000	0.00	0.00	36,270	36,270
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	1.68	1.68	16,619	16,619
6000	64.19	64.19	6,124,228	6,124,228
6000	0.90	0.90	202,978	202,978
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	0.00		0	
6000	0.90	0.90	202,978	202,978
6000	65.09	65.09	6,327,206	6,327,206

	Prior FY	Budget FY
6000	0	
6000	150,000	150,000
6000	150,000	150,000
6000	0	
6000	300,000	300,000

OTHER FUNDS (DO NOT Add to Aggregate)

1. 050 County, City, and Town Grants
2. 071 Structured English Immersion (1)
3. 072 Compensatory Instruction (1)
4. 080 Student Success
5. 500 School Plant (Lease over 1 year) (2)
6. 505 School Plant (Lease 1 year or less)
7. 506 School Plant (Sale)
8. 510 Food Service
9. 515 Civic Center
10. 520 Community School
11. 525 Auxiliary Operations
12. 526 Extracurricular Activities Fees Tax Credit
13. 530 Gifts and Donations
14. 535 Career & Tech. Ed. & Voc. Ed. Projects
15. 540 Fingerprint
16. 545 School Opening
17. 550 Insurance Proceeds
18. 555 Textbooks
19. 565 Litigation Recovery
20. 570 Indirect Costs
21. 575 Unemployment Insurance
22. 580 Teacherage
23. 585 Insurance Refund
24. 590 Grants and Gifts to Teachers
25. 595 Advertisement
26. 596 Joint Technical Education
27. 620 Adjacent Ways
28. 639 Impact Aid Revenue Bond Building
29. 640 School Plant - Special Construction
30. 650 Gifts and Donations-Capital
31. 660 Condemnation
32. 665 Energy and Water Savings
33. 686 Emergency Deficiencies Correction
34. 691 Building Renewal Grant
35. 700 Debt Service
36. 720 Impact Aid Revenue Bond Debt Service
37. Other

INTERNAL SERVICE FUNDS 950-989

1. 9__ Self-Insurance
2. 955 Intergovernmental Agreements
3. 9__ OPEB
4. 9__

	Prior FY	Budget FY
6000	0	
6000	0	0
6000	0	0
6000		
6000	0	48,954
6000	0	23,663
6000	0	186,575
6000	4,500,000	4,900,000
6000	235,000	493,171
6000	162,000	182,232
6000	765,000	1,176,695
6000	72,000	245,650
6000	126,000	378,163
6000	0	
6000	2,400	2,686
6000	0	
6000	0	237,695
6000	0	27,898
6000	0	29,959
6000	120,000	2,199,346
6000	0	
6000	0	
6000	0	4,541
6000	0	202
6000	0	43,288
6000	3,500,000	3,000,000
6000	0	
6000	0	
6000	0	1,518
6000	0	
6000	0	17,179
6000	0	
6000	0	
6000	25,086,690	31,016,441
6000	0	
6000	0	
6000	0	
6000	0	

(1) From Supplement, page 3, line 10 and line 20, respectively.

(2) Indicate amount budgeted in Fund 500 for M&O purposes

**CALCULATION OF FY 2015 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)**

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
1. (a) FY 2015 Revenue Control Limit (RCL) (from Work Sheet E, line VIII, or Work Sheet F, line III)	\$ 51,505,048		
* (b) Plus Adjustment for Growth (1)			
* (c) Increase or (Decrease) in 03 District High School Tuition Payments (A.R.S. §15-905.J) (1)			
(d) Adjusted RCL	\$ 51,505,048	\$ 47,643,799	\$ 3,861,249
2. (a) FY 2015 District Additional Assistance (DAA) (from Work Sheet H, lines VII.E.1 and VII.F.1)	\$ 6,090,871		
* (b) DAA Reduction for State Budget Adjustments (from Work Sheet H, lines VII.E.2 and VII.F.2)	3,766,902		
(c) Adjusted DAA	\$ 2,323,969		2,323,969
3. FY 2015 Override Authorization (A.R.S. §§15-481 and 15-482)			
* (a) Maintenance and Operation		7,250,461	
* (b) Unrestricted Capital Outlay			
* (c) Special Program			
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (If phase-down applies, see Work Sheets K and K2)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824)			
Local			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts			
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools (not to exceed Work Sheet S, line II.B.5) (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)			
* (b) Tuition Out Debt Service (from Work Sheet O, line 7) (A.R.S. §15-910.L)		0	
* (c) Budget Balance Carryforward (from Work Sheet M, line 12) (A.R.S. §15-943.01)		2,052,558	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		179,744	
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2013 (A.R.S. §15-910.M)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2014 Career Ladder Unexpended Budget Carryforward (from Work Sheet M, line 6.f) (A.R.S. §15-918.04.C)		0	
* (h) FY 2014 Optional Performance Incentive Program Unexpended Budget Carryforward (from Work Sheet M, line 6.g) (A.R.S. §15-919.04)		0	
* (i) FY 2014 Performance Pay Unexpended Budget Carryforward (from Work Sheet M, line 6.h) (A.R.S. §15-920)		0	
(j) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (k) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15- 915) (Do not use this line as a subtotal) (2)		0	
10. FY 2015 General Budget Limit (column A, lines 1 through 9) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 57,126,562	
11. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 8) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ 6,185,218

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

- (1) For budget adoption, this line should be left blank.
- (2) This line can be used to adjust the FY 2015 GBL for any of the following: (1) reductions for (a) exceeding the prior year(s) GBL, (b) exceeding the prior year(s) M&O section of the Budget, or (2) reductions or increases due to (a) ADM Audit Adjustment, (b) Noncompliance Adjustment, (c) transfers to/from the EWS Fund, (d) JTED Reduction, or (e) other adjustments as notified by ADE.

Use the table below to calculate the amounts for Page 8, section B. These calculations need not be printed as an official part of the budget forms.

	Fund 011	Fund 012	Fund 013	Payments to Charter Schools	Total Fund 010
1. FY 2014 Classroom Site Fund Budget Limit (from FY 2014 latest revised Budget, page 8, line 7 of the table)	1,036,727	2,818,993	1,890,233	0	5,745,953
2. FY 2014 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	496,205	1,191,783	936,921	0	2,624,909
3. Unexpended Budget Balance (line 1 minus 2)	540,522	1,627,210	953,312	0	3,121,044
4. Interest Earned in FY 2014	765	1,531	1,531	0	3,827
5. FY 2015 Classroom Site Fund Allocation (provided by ADE, based on \$295) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	849,789	1,699,577	1,699,577	0	4,248,943
6. Adjustments to FY 2015 Classroom Site Fund Budget Limit *	0	0	0	0	0
7. FY 2015 Classroom Site Fund Budget Limit (Sum of lines 3 through 6) **	1,391,076	3,328,318	2,654,420	0	7,373,814

* This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

** The amounts budgeted on page 3, lines 13, 26, 39, and footnote (1) should not exceed the amounts on this line.



**BUDGET WORK SHEETS
 FOR FISCAL YEAR 2015**

	WORK SHEET TITLE	PAGE
A.	Adjustment for Tuition Loss and Student Revenue Loss Phase-Down (Optional).	1
B.	Support Level Weights and PSD-12 Weighted Student Counts.	2
C.	Base Support Level and Base Revenue Control Limit	3
C2.	Weighted Student Count: AOI Students	4
D.	Transportation Support Level and Transportation Revenue Control Limit	5
E.	District Support Level and Revenue Control Limit	6
F.	Consolidation/Unification Assistance.	6
G.	District Additional Assistance High School Student Count (Type 03)	6
H.	District Additional Assistance	7
J.	Equalization Base and Assistance	8
K.	Small School Adjustment Phase Down Limit	9
K2.	Maximum Small School Adjustment Override	10
L.	Impact Aid Fund (ESEA, Title VIII)	11
M.	Maintenance and Operation Fund Budget Balance Carryforward	12
O.	Tuition Out for High School Students	13
R.	Student Success Fund	14
S.	Equalization Assistance for an Accommodation School	15

A. WORK SHEET FOR ADJUSTMENT FOR TUITION LOSS and STUDENT REVENUE LOSS PHASE-DOWN (OPTIONAL)
(A.R.S. §§15-954 and 15-902.01)

NOTE 1: Only complete this section if the district receives less tuition from a district which is inside or outside of this state because the district of residence began to offer instruction in one or more high school grade levels not previously offered. If the district of residence is a joint unified district that phases instruction in over more than 1 year, complete a separate Work Sheet for each phase.

- I. A. Base year (FY _____) Attending ADM Grades 9-12. Base year is defined as the year before the other district began to offer instruction.
- B. Factor of 5%
- C. ADM loss required to qualify (line I.A x line I.B)
- D. Number of tuitioned students lost in the year after the base year due to district of residence offering instruction in Grades 9-12 not offered previously

0.05
0.000

NOTE 2: If line I.C is greater than line I.D, do not complete the rest of this section. District does not qualify for an increase in the base support level (BSL).

- E. Tuition received in base year
- F. Tuition received in fiscal year after base year
- G. Tuition loss (line I.E - line I.F) (If less than 0, enter 0)
- H. Enter the appropriate BSL adjustment factor:
 For the first year after the base year, the BSL adjustment is .75
 For the second year after the base year, the BSL adjustment is .50
 For the third year after the base year, the BSL adjustment is .25
- I. Increase in BSL for Tuition Loss Adjustment (line I.G x line I.H) (to Work Sheet C, line X)

\$
\$
\$ 0.00
\$ 0.00

II. In addition to any adjustment for tuition loss received pursuant to A.R.S. §15-954, a district which loses students from its student count resulting from the formation of a joint unified school district (pursuant to A.R.S. §15-450) and does not receive tuition for those students for the budget year, may increase its BSL (A.R.S. §15-902.01). The applicable increase(s) for Student Revenue Loss Phase-Down should be recorded on Work Sheet C, line XI:

- A. A district which loses at least 500 students may increase the BSL:
 - 1. By \$650,000 for the first year of the loss.
 - 2. By \$600,000 for the second year following the loss.
 - 3. By \$500,000 for the third year following the loss.
 - 4. By \$300,000 for the fourth year following the loss.
 - 5. By \$100,000 for the fifth year following the loss.
- B. A union high school district may increase the BSL:
 - 1. By \$100,000 if it loses at least 50 students in the first year.
 - 2. By \$200,000 if it loses an additional 50 students in the second year.
 - 3. By \$325,000 if it loses an additional 50 students in the third year.
 - 4. By \$200,000 in the fourth year if it was eligible for the third year loss.
 - 5. By \$100,000 in the fifth year if it was eligible for the fourth year loss.

**B. WORK SHEET FOR FY 2015 SUPPORT LEVEL WEIGHTS AND PSD-12 WEIGHTED STUDENT COUNTS
(A.R.S. §15-943)**

A. Unweighted Student Count	PSD	K-8	9-12
1. FY 2015 Non-AOI Student Count			10,550.441
2. FY 2015 AOI Full-Time Student Count		+	+
3. FY 2015 AOI Part-Time Student Count		+	+
4. Subtotal (lines A.1 through A.3)	= 0.000	= 0.000	= 10,550.441
5. District Sponsored Charter School Estimated ADM	+	+	+ 0.000
6. Total Student Count	= 0.000	= 0.000	= 10,550.441

B. Use student count from line A.4 to determine weight.	SUPPORT LEVEL WEIGHTS FOR DISTRICTS			
	DESIGNATED AS ISOLATED		NOT DESIGNATED AS ISOLATED	
	K-8	9-12	K-8	9-12
Student Count 0.001-99.999 Support Level Weight	1.559	1.669	1.399	1.559
Student Count 100.000-499.999				
Student Count Constant	500.000	500.000	500.000	500.000
FY 2015 Student Count	-			
Difference	=			
Weight Adjustment Factor	x 0.0005	0.0005	0.0003	0.0004
Support Level Weight Increase	=			
Support Level Weight	+ 1.358	1.468	1.278	1.398
FY 2015 Adjusted Support Level Weight	=			
Student Count 500.000-599.999				
Student Count Constant	600.000	600.000	600.000	600.000
FY 2015 Student Count	-			
Difference	=			
Weight Adjustment Factor	x 0.0020	0.0020	0.0012	0.0013
Support Level Weight Increase	=			
Support Level Weight	+ 1.158	1.268	1.158	1.268
FY 2015 Adjusted Support Level Weight	=			
Student Count 600.00 or More			1.158	1.268
Support Level Weight				
Joint Technical Education District				
Support Level Weight (A.R.S. §15-943.02)				1.339

C. PSD-12 WEIGHTED STUDENT COUNT

	Non-AOI Student Count	AOI Full-Time Student Count	AOI Part-Time Student Count	Support Level Weight	=	Non-AOI Weighted Student Count	AOI Full-Time Weighted Student Count	AOI Part-Time Weighted Student Count
1. PSD (from line A.6)	0.000			x 1.450	=	0.000		
2. District (from line A.1, A.2, or A.3)								
a. K-8	0.000	0.000	0.000	x	=	0.000	0.000	0.000
b. 9-12	10,550.441	0.000	0.000	x 1.268	=	13,377.959	0.000	0.000
3. Charter School (from line A.5)								
a. K-8	0.000			x 1.158	=	0.000		
b. 9-12	0.000			x 1.268	=	0.000		
4. Total								
a. K-8 (C.2.a + C.3.a)	0.000	0.000	0.000			0.000	0.000	0.000
b. 9-12 (C.2.b + C.3.b)	10,550.441	0.000	0.000			13,377.959	0.000	0.000
5. Total Student Count (C.1 + C.4.a + C.4.b)	10,550.441	0.000	0.000			13,377.959	0.000	0.000

C. WORK SHEET FOR FY 2015 BASE SUPPORT LEVEL (BSL) AND BASE REVENUE CONTROL LIMIT (BRCL)
(A.R.S. §§15-808, 15-943, and 15-944.E)

WEIGHTED STUDENT COUNT

I. A. FY 2015 Non-AOI Student Count (from Work Sheet B, line C.5)

Non-AOI Student Count	Support Level Weight	=	Non-AOI Weighted Student Count
10,550.441			13,377.959

B. Student Count Add-ons (1)

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

0.000	x	4.771	=	0.000
0.000	x	0.060	=	0.000
0.000	x	0.040	=	0.000
161.817	x	0.115	=	18.609
62.491	x	6.024	=	376.446
51.050	x	5.833	=	297.775
8.000	x	7.947	=	63.576
2.000	x	3.158	=	6.316
9.975	x	6.773	=	67.561
0.000	x	3.595	=	0.000
889.445	x	0.003	=	2.668
25.725	x	4.822	=	124.046
21.032	x	4.421	=	92.982
6.755	x	4.806	=	32.465
1,238.290				1,082.444
				14,460.403
				(I.A + I.B.15, this column)

II. FY 2015 Non-AOI Weighted Student Count

III. FY 2015 AOI FT Weighted Student Count (from Work Sheet C2, line II)

IV. FY 2015 AOI PT Weighted Student Count (from Work Sheet C2, line IV)

AOI Weighted Student Count	x Funding Ratio	=	Adjusted AOI Weighted Student Count
0.000	x	95%	0.000
0.000	x	85%	0.000

CALCULATION OF FY 2015 BSL AND BRCL

V. Total Weighted Student Count (line II + III + IV)

VI. A. Base Level Amount \$3,373.11 - To include Teacher Compensation, use Base Level of \$3,415.27
For Career Ladder and Optional Performance Incentive Program districts, add increase of _____ % approved by the district governing board (A.R.S. §§15-918, 15-918.04, 15-919 and 15-919.04) (3)

B. Increase for 200 Days of Instruction (line VI.A x 5%) (A.R.S. §15-902.04)

C. Adjusted FY 2015 Base Level Amount (line VI.A + VI.B) (to Work Sheet K, line I.G and II.G)

VII. Result (line V x VI.C)

VIII. Teacher Experience Index (TEI) (If actual TEI is less than 1.0000 use 1.0000)

IX. Result (line VII x VIII)

X. Increase for Tuition Loss Adjustment (from all copies of Work Sheet A, line I.I)

XI. Increase for Student Revenue Loss Phase-Down (from Work Sheet A, line II)

XII. Increase for Career Ladder [A.R.S. §15-918.04(A)(5)] (3)

XIII. FY 2013 Nonfederal Audit Service Actual Expenditures (4) \$ 30,800.00 x 1.00 = \$ 30,800.00

XIV. Decreases for Charter School Federal and State Monies Received - \$ 0.00

XV. Decrease for Charter School Nonparticipation Adjustment - \$ 0.00

XVI. Other Reductions: (For FY 2015 this amount is zero, unless otherwise notified by ADE) - \$ 0.00

XVII. FY 2015 BSL and BRCL (sum lines IX through XIII minus lines XIV through XVI) (to Work Sheet E, line I) \$ 48,807,329.96

14,460.403
\$ 3,373.11
\$ 0.00
\$ 3,373.11
\$ 48,776,529.96
1.0000
\$ 48,776,529.96
\$ 0.00
\$ 0.00
\$ 0.00
\$ 30,800.00
-\$ 0.00
-\$ 0.00
-\$ 0.00
\$ 48,807,329.96

Portion of line IX amount from total K-3 and total K-3 Reading weighted student counts: (2)

K-3	\$ 0.00
K-3 Reading	\$ 0.00

- (1) The Non-AOI Student Count for districts with district sponsored charter schools (DSCS) includes the district student count plus the estimated charter school student count for students that did not attend a district school last year.
- (2) Districts assigned a letter grade of C, D, or F, in accordance with A.R.S. §15-241, or that have more than 10% of their pupils in grade three reading far below the third grade level according to the reading portion of the AIMS test, will receive monies for this weight only after the district's K-3 Reading Program Plan is approved by the State Board of Education. A.R.S. §15-211
- (3) In accordance with Laws 2011, Ch. 29, §32, the maximum base level increase for a career ladder and optional performance incentive programs is 1% for FY 2015.
- (4) A.R.S. §15-914.F allows districts to increase the BSL if financial and compliance audit costs will be incurred for the budget year.

Enter the FY 2013 nonfederal audit expenditures on line XIII.

Enter the FY 2013 federal audit expenditures from all funds to the right (should agree to FY 2013 AFR).

\$ _____

Enter the total FY 2013 audit expenditures from all funds to the right.

\$ _____

Do not include costs of consulting or other nonaudit services paid to audit firms (e.g., application fees paid for submission of district's reports to ASBO and GFOA for certification or for the preparation of the Meritorious Budget Award application to ASBO) in the amounts reported on Line XIII or in this footnote.

C2. WORK SHEET FOR FY 2015 WEIGHTED STUDENT COUNT: AOI STUDENTS
(A.R.S. §§15-808 and 15-943)

Note: To be completed by school districts that offer AOI instruction.

AOI FULL-TIME (FT) WEIGHTED STUDENT COUNT

AOI FT Student Count	x	Support Level Weight	=	AOI FT Weighted Student Count
I. A. FY 2015 AOI FT Student Count (from Work Sheet B, line C.5)				0.000
B. Student Count Add-ons				
1. Hearing Impairment	x	4.771	=	0.000
2. K-3	x	0.060	=	0.000
3. K-3 Reading (1)	x	0.040	=	0.000
4. English Learners (ELL)	x	0.115	=	0.000
5. MD-R, A-R, and SID-R	x	6.024	=	0.000
6. MD-SC, A-SC, and SID-SC	x	5.833	=	0.000
7. Multiple Disabilities Severe Sensory Impairment	x	7.947	=	0.000
8. Orthopedic Impairment (Resource)	x	3.158	=	0.000
9. Orthopedic Impairment (Self Contained)	x	6.773	=	0.000
10. Preschool-Severe Delay	x	3.595	=	0.000
11. DD, ED, MIID, SLD, SLI, & OHI	x	0.003	=	0.000
12. Emotional Disability (Private)	x	4.822	=	0.000
13. Moderate Intellectual Disability	x	4.421	=	0.000
14. Visual Impairment	x	4.806	=	0.000
15. Total Add-on Count (I.B.1 through I.B.14)		0.000		0.000
II. FY 2015 AOI FT Weighted Student Count				0.000
				(I.A + I.B.15, this column)

AOI PART-TIME (PT) WEIGHTED STUDENT COUNT

AOI PT Student Count	x	Support Level Weight	=	AOI PT Weighted Student Count
III. A. FY 2015 AOI PT Student Count (from Work Sheet B, line C.5)				0.000
B. Student Count Add-ons				
1. Hearing Impairment	x	4.771	=	0.000
2. K-3	x	0.060	=	0.000
3. K-3 Reading (1)	x	0.040	=	0.000
4. English Learners (ELL)	x	0.115	=	0.000
5. MD-R, A-R, and SID-R	x	6.024	=	0.000
6. MD-SC, A-SC, and SID-SC	x	5.833	=	0.000
7. Multiple Disabilities Severe Sensory Impairment	x	7.947	=	0.000
8. Orthopedic Impairment (Resource)	x	3.158	=	0.000
9. Orthopedic Impairment (Self Contained)	x	6.773	=	0.000
10. Preschool-Severe Delay	x	3.595	=	0.000
11. DD, ED, MIID, SLD, SLI, & OHI	x	0.003	=	0.000
12. Emotional Disability (Private)	x	4.822	=	0.000
13. Moderate Intellectual Disability	x	4.421	=	0.000
14. Visual Impairment	x	4.806	=	0.000
15. Total Add-on Count (III.B.1 through III.B.14)		0.000		0.000
IV. FY 2015 AOI PT Weighted Student Count				0.000
				(III.A + III.B.15, this column)

(1) Districts assigned a letter grade of C, D, or F, in accordance with A.R.S. §15-241, or that have more than 10% of their pupils in grade three reading far below the third grade level according to the reading portion of the AIMS test, will receive monies for this weight only after the district's K-3 Reading Program Plan is approved by the State Board of Education. A.R.S. §15-211

D. WORK SHEET FOR FY 2015 TRANSPORTATION SUPPORT LEVEL (TSL) (A.R.S. §§15-945, as amended by Laws 2014, Ch. 17, §6, and 15-816.01) AND TRANSPORTATION REVENUE CONTROL LIMIT (TRCL) (A.R.S. §15-946)

TABLE I

Approved Daily Route Miles per Eligible Student Transported	FY 2015 State Support Level per Route Mile
I. 0.5 or Less	2.49
II. More than 0.5, through 1.0	2.04
III. More than 1.0	2.49

TABLE II FACTORS

Approved Daily Route Miles per Eligible Students Transported	Unified or an Accommodation School that offers instruction in grades 9-12 or a Common School District Not in a High School District (Type 01, 02, or 03)	Common School District within a High School District or an Accommodation School that does not offer instruction in grades 9-12 (Type 01 or 04)	High School District (Type 05)
I. 1.0 or Less	0.15	0.10	0.25
II. More than 1.0	0.18	0.12	0.30

TSL CALCULATION

I. Approved Daily Route Miles per Eligible Student Transported		
A. FY 2014 Approved Daily Route Miles		3,909.000
B. Number of Eligible Students Transported in FY 2014		3,030.000
C. Approved Daily Route Miles per Eligible Student Transported (I.A ÷ I.B)		1.290
II. To and From School Support Level		
A. Annual Route Miles (Line I.A x 180 or 200, as applicable)	<input type="checkbox"/> Check here if approved for 200 Days of Instruction	703,620.000
B. State Support Level per Route Mile (use Table I based on I.C)		\$ 2.49
C. 1. FY 2014 Annual Expenditure for Bus Tokens		\$ 3,437.00
2. FY 2014 Annual Expenditure for Bus Passes		\$ 0.00
D. To and From School Support Level [(II.A x II.B) + II.C.1 + II.C.2]		\$ 1,755,450.80
III. Academic Education, Career and Technical Education, Vocational Education, and Athletic Trips Support Level		
A. Factor from Table II (based on I.C and district type)		0.300
B. Academic Education, Career and Technical Education, Vocational Ed., and Athletic Trips Support Level (II.A x II.B x III.A)		\$ 525,604.14
IV. Extended School Year Support Level for Pupils with Disabilities		
A. Actual Route Miles traveled in July and August 2013 to Transport Pupils w/Disabilities for Extended School Year		2,555.000
B. Estimated Route Miles Traveled in June 2014 to Transport Pupils w/Disabilities for Extended School Year		2,000.000
C. Total Extended School Year Route Miles (IV.A + IV.B)		4,555.000
D. State Support Level per Route Mile (use Table I based on I.C)		\$ 2.49
E. Extended School Year Support Level for Pupils with Disabilities (IV.C x IV.D)		\$ 11,341.95
V. FY 2015 TSL (lines II.D + III.B + IV.E) (to Work Sheet E, line III)		\$ 2,292,396.89
VI. Support Level Change		
A. FY 2014 Transportation Support Level		\$ 2,197,321.58
B. Transportation Support Level Change (If result is negative, enter 0) (V- VI.A)		\$ 95,075.31

TRCL CALCULATION

VII. FY 2014 Transportation Revenue Control Limit	\$ 2,602,642.24
VIII. FY 2015 Transportation Revenue Control Limit	
A. Preliminary FY 2015 Transportation Revenue Control Limit (VI.B + VII)	\$ 2,697,717.55
B. 120% of FY 2015 Transportation Support Level (V x 1.20)	\$ 2,750,876.27
C. Adjusted FY 2015 Transportation Revenue Control Limit (if line VIII.A is greater than line VIII.B use line VII, otherwise use line VIII.A.)	\$ 2,697,717.55
D. FY 2015 Transportation Revenue Control Limit (the greater of line V or VIII.C) (to Work Sheet E, line VII)	\$ 2,697,717.55

H. WORK SHEET FOR FY 2015 DISTRICT ADDITIONAL ASSISTANCE (DAA)

(A.R.S. §§15-183, 15-185, 15-951.C, 15-961, 15-962.01, and 15-963.B, as amended by Laws 2014, Ch. 17, §§1, 2, 12, 13, and 14)

TABLE TO CALCULATE DAA PER STUDENT COUNT

	K-8	9-12
I. FY 2015 Actual Student Count: .001 - 99.999		
DAA per Student Count	\$ 544.58	\$ 601.24
II. FY 2015 Actual Student Count: 100.000 - 499.999		
A. Student Count Constant	500.000	500.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0003	x 0.0004
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.278	+ 1.398
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
III. FY 2015 Actual Student Count: 500.000 - 599.999		
A. Student Count Constant	600.000	600.000
B. Actual Student Count (from Work Sheet B, line A.4)	- 0.000	- 0.000
C. Difference	= 0.000	= 0.000
D. Weight Adjustment Factor	x 0.0012	x 0.0013
E. Support Level Weight Increase	= 0.000	= 0.000
F. Support Level Weight	+ 1.158	+ 1.268
G. Adjusted Support Level Weight	= 0.000	= 0.000
H. Support Level Amount	x \$ 389.25	x \$ 405.59
I. DAA per Student Count	= \$ 0.00	= \$ 0.00
IV. FY 2015 Actual Student Count: 600.000 or More & JTED		
DAA per Student Count	\$ 450.76	\$ 492.94

CALCULATIONS FOR DAA

	PSD	K-8	9-12
V. District Additional Assistance Base			
A. FY 2015 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line III for type 03 districts)	0.000	0.000	10,550.441
B. DAA per Student Count (from Table above)	x \$ 450.76	x \$ 0.00	x \$ 492.94
C. DAA Base (line V.A x line V.B)	= \$ 0.00	= \$ 0.00	= \$ 5,200,734.39
VI. District Additional Assistance Growth Factor			
A. FY 2015 Student Count (from Work Sheet B, line A.4 and Work Sheet G, line II for type 03 districts)		10,550.441	
B. FY 2014 Student Count		÷ 9,956.536	
C. FY 2015 DAA Growth Factor (VI.A ÷ VI.B)		= 1.0596	
VII. Adjusted District Additional Assistance			
A. DAA Base (from line V.C)	\$ 0.00	\$ 0.00	\$ 5,200,734.39
B. Adjusted Growth Factor (if line VI.C is < or = 1.05, use 1.0, if > 1.05, use 1 plus 50% of the increase)	x 1.0298	x 1.0298	x 1.0298
C. FY 2015 DAA (VII.A x VII.B)	= \$ 0.00	= \$ 0.00	= \$ 5,355,716.27
D. DAA for High School Textbooks			
1. FY 2015 Actual 9-12 Student Count (from Work Sheet B, line A.4)			10,550.441
2. Support Level Amount for Textbooks			x \$ 69.68
3. DAA for Textbooks (VII.D.1 x VII.D.2)			= \$ 735,154.73
E. 9-12 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2015 9-12 DAA (9-12 lines VII.C + VII.D.3 + VII.G.3 + VII.H) (to Budget, page 7, line 2.a)			= \$ 6,090,871.00
2. 9-12 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 3,766,901.71
3. Adjusted FY 2015 9-12 DAA (VII.E.1-VII.E.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 2,323,969.29
F. PSD and K-8 DAA (including charter additional assistance and capital transportation adjustment from lines below)			
1. FY 2015 PSD and K-8 DAA (PSD and K-8 lines VII.C + VII.G.3 + VII.H) (to Budget, page 7, line 2.a)			= \$ 0.00
2. PSD and K-8 DAA Reduction for State Budget Adjustments (to Budget, page 7, line 2.b)			- \$ 0.00
3. Adjusted FY 2015 PSD and K-8 DAA (VII.F.1-VII.F.2) (to Work Sheet J, line III.A.1 or III.B.5)			= \$ 0.00
G. Charter Additional Assistance (CAA)	PSD	K-8	9-12
1. FY 2015 Charter School Student Count (from Work Sheet B, line A.5)	0.00	0.00	0.00
2. CAA per Student	x \$ 1,707.77	\$ 1,707.77	\$ 1,990.38
3. FY 2015 CAA (line VII.G.1 x line VII.G.2)	= \$ 0.00	\$ 0.00	\$ 0.00
H. Capital Transportation Adjustment A.R.S. §15-963.B	\$	\$	\$

J. WORK SHEET FOR EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-971.A and .B)

NOTE: Common School Districts NOT within a High School District (Type 03) should only complete Sections I and III.B.

	<u>PSD-8</u>	<u>9-12</u>
I. A. Total FY 2015 PSD and K-8 Weighted State Aid Student Count		
1. PSD (from Work Sheet B, line C.1)	0.000	
2. K-8 (from Work Sheet B, line C.4.a, Total Non-AOI and AOI Counts)	0.000	
B. Total FY 2015 PSD-8 and 9-12 Weighted State Aid Student Count (Total Non-AOI and AOI Counts)	0.000	13,377.959
	(I.A.1 + I.A.2)	(from Work Sheet B, line C.4.b)
C. Total FY 2015 Weighted State Aid Student Count (line I.B PSD-8 column + 9-12 column)		13,377.959
D. PSD-8 and 9-12 Factors (line I.B ÷ line I.C)	0.0000	1.0000
II. A. Lesser of District Support level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line II or III) (to Work Sheet S, line I.A)		\$ 51,099,726.85
B. DSL/RCL PSD-8 and 9-12 Allocation (line I.D x line II.A)	\$ 0.00	\$ 51,099,726.85
III. A. For ALL Districts Except Common School Districts NOT Within a High School District (Type 03)		
1. Adjusted FY 2015 District Additional Assistance (from Work Sheet H)	\$ 0.00 <small>(from Work Sheet H, line VII.F.3)</small>	\$ 2,323,969.29 <small>(from Work Sheet H, line VII.E.3)</small>
2. Total FY 2015 Equalization Base (II.B + III.A.1)	\$ 0.00	\$ 53,423,696.14
3. 2014 Primary Assessed Valuation ÷ 100	\$	\$ 8,514,810.73
4. 2014 Salt River Project (SRP) Valuation ÷ 100	\$	\$ 340,670.09
5. 2014 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$ 60,053.88
6. TOTAL Valuation (III.A.3 + III.A.4 + III.A.5)	\$ 0.00	\$ 8,915,534.70
7. Qualifying Tax Rate		x \$ 2.1265
8. Qualifying Levy (III.A.6 x III.A.7)	\$ 0.00	\$ 18,958,884.54
9. FY 2015 Equalization Assistance Before Adjustments (III.A.2 - III.A.8)	\$ 0.00	\$ 34,464,811.60
10. FY 2015 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) Unified districts use PSD-8 column only. (For FY 2015 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- \$ 0
11. Total FY 2015 Equalization Assistance (III.A.9 - III.A.10)	\$ 0.00	\$ 34,464,811.60
B. For Common School Districts NOT Within a High School District (Type 03)		
1. Lesser of District Support Level (DSL) or Revenue Control Limit (RCL) (from Work Sheet E, line IV or VIII, or Work Sheet F, line II or III)		\$ 0.00
2. Tuition Out for High School Students (from Work Sheet E, line II or VI)	- \$ 0.00	
3. Adjusted DSL/RCL (III.B.1 - III.B.2)		\$ 0.00
4. DSL/RCL PSD-8 and 9-12 Allocation	\$ 0.00 <small>(line III.B.3 x I.D)</small>	\$ 0.00 <small>{(line III.B.3 x I.D)+III.B.2}</small>
5. Adjusted FY 2015 District Additional Assistance (from Work Sheet H)	\$ 0.00 <small>(from Work Sheet H, line VII.F.3)</small>	\$ 0.00 <small>(from Work Sheet H, line VII.E.3)</small>
6. FY 2015 Equalization Base (III.B.4 + III.B.5)	\$ 0.00	\$ 0.00
7. 2014 Primary Assessed Valuation ÷ 100	\$	\$
8. 2014 Salt River Project (SRP) Valuation ÷ 100	\$	\$
9. 2014 Government Property Lease Excise Tax Assessed Valuation ÷ 100	\$	\$
10. TOTAL Valuation (III.B.7 + III.B.8 + III.B.9)	\$ 0.00	\$ 0.00
11. Qualifying Tax Rate	x \$	x \$
12. Qualifying Levy (III.B.10 x III.B.11)	\$ 0.00	\$ 0.00
13. FY 2015 Equalization Assistance Before Adjustments (III.B.6 - III.B.12)	\$ 0.00	\$ 0.00
14. FY 2015 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) (For FY 2015 this amount is zero, unless otherwise notified by ADE.)	- \$ 0	- 0
15. Total FY 2015 Equalization Assistance (III.B.13 - III.B.14)	\$ 0.00	\$ 0.00

Laws 2014, Ch. 16, §3, requires a joint technical education district (JTED) with a student count of more than 2,000 students to be funded at 95.5% of the state aid that would otherwise be provided by law and to reduce its budget limits accordingly. Therefore, the JTED's actual total equalization assistance may be less than the amount calculated on this Work Sheet. Estimated reduction to state aid \$ 0.00
This estimated reduction amount must be used to reduce the GBL on page 7, line 9 and/or the UCBL on page 8, line A.10.

K. WORK SHEET FOR FY 2015 COMPUTING SMALL SCHOOL ADJUSTMENT PHASE DOWN LIMIT
(A.R.S. §§15-481 and 15-949)

This Work Sheet applies to any district that operated under the provisions of the small school adjustment (A.R.S. §15-949.A), and exceeded the allowable student counts for the first time before FY 2000. Districts that operated under the provisions of a small school adjustment and exceeded the allowable student counts for the first time after FY 1999, should refer to Work Sheet K2.

If in FY 2015, the K-8 student count is greater than 125 but less than 154, or the 9-12 student count is greater than 100 but less than 176, the district may continue to adopt a budget using a small school adjustment on Budget, page 7, line 4 of up to \$50,000 without an election. **OR** If the district holds an override election as provided in A.R.S. §15-481, the district may include up to the amount calculated below on Budget, page 7, line 3(a).

I. A district whose student count K-8 has exceeded 125 but is less than 154 may determine the small school adjustment phase down as follows:

A. Phase down base		<u>\$ 150,000.00</u>
B. FY 2015 actual K-8 student count	<u>0.000</u>	
C. Small school student count limit	<u>- 125.000</u>	
D. Student count above the small school limit (I.B - I.C)	<u>= 0.000</u>	
E. Adjusted Support Level Weight (See Table A below to calculate)	<u>x</u>	
F. Weighted student count above small school limit (I.D x I.E)	<u>= 0.000</u>	
G. Base Level Amount (from Work Sheet C, line VI.C)	<u>x 3,373.11</u>	
H. Phase down reduction factor (I.F x I.G)		<u>- \$ 0.00</u>
I. Grades K-8 small school adjustment phase down limit (I.A - I.H)		<u>\$ 0.00</u>

II. A unified or union high school district whose student count in grades 9-12 has exceeded 100 but is less than 176 may determine the small school adjustment phase down as follows:

A. Phase down base		<u>\$ 350,000.00</u>
B. FY 2015 actual 9-12 student count	<u></u>	
C. Small school student count limit	<u>- 100.000</u>	
D. Student count above the small school limit (II.B - II.C)	<u>= 0.000</u>	
E. Adjusted Support Level Weight (See Table B below to calculate)	<u>x</u>	
F. Weighted student count above small school limit (II.D x II.E)	<u>= 0.000</u>	
G. Base Level Amount (from Work Sheet C, line VI.C)	<u>x 0.00</u>	
H. Phase down reduction factor (line II.F x II.G)		<u>- \$ 0.00</u>
I. Grades 9-12 small school adjustment phase down limit (II.A - II.H)		<u>\$ 0.00</u>

III. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).

\$

IV. Allowable Small School Adjustment, subject to an election (I.I + II.I + III)

\$ 0.00

V. 10% of the District's Total RCL

\$

VI. Maximum override, subject to an election (Greater of line IV or line V)

\$ 0.00

TABLE A: GRADES K-8

	<u>SMALL ISOLATED</u>	<u>SMALL</u>
Student Count Constant	<u>500.000</u>	<u>500.000</u>
FY 2015 Student Count (line I.B above)	<u>- 0.000</u>	<u>- 0.000</u>
Difference	<u>= 0.000</u>	<u>= 0.000</u>
Weight Adjustment Factor	<u>x 0.0005</u>	<u>x 0.0003</u>
Support Level Weight Increase	<u>= 0.000</u>	<u>= 0.000</u>
Support Level Weight	<u>+ 1.358</u>	<u>+ 1.278</u>
FY 2015 Adjusted Support Level Weight (Enter on line I.E above)	<u>= 0.000</u>	<u>= 0.000</u>

TABLE B: GRADES 9-12

Student Count Constant	<u>500.000</u>	<u>500.000</u>
FY 2015 Student Count (line II.B above)	<u>- 0.000</u>	<u>- 0.000</u>
Difference	<u>= 0.000</u>	<u>= 0.000</u>
Weight Adjustment Factor	<u>x 0.0005</u>	<u>x 0.0004</u>
Support Level Weight Increase	<u>= 0.000</u>	<u>= 0.000</u>
Support Level Weight	<u>+ 1.468</u>	<u>+ 1.398</u>
FY 2015 Adjusted Support Level Weight (Enter on line II.E above)	<u>= 0.000</u>	<u>= 0.000</u>

K2. WORK SHEET FOR FY 2015 COMPUTING MAXIMUM SMALL SCHOOL ADJUSTMENT OVERRIDE
(A.R.S. §§15-481 and 15-949)

This Work Sheet applies to any district that operated under the provisions of a small school adjustment (A.R.S. §15-949.A) and exceeded the allowable student counts for the first time after FY 1999. Districts that operated under the provisions of the small school adjustment and exceeded the allowable student counts for the first time before FY 2000, should refer to Work Sheet K.

If in FY 2015, the K-8 student count is greater than 125 but less than 181, or the 9-12 student count is greater than 100 but less than 185, the district may hold an override election as provided in A.R.S. §15-481. The maximum amount the district may budget on Budget, page 7, line 3(a), subject to an override election, is the amount calculated below.

I. A district whose K-8 student count has exceeded 125, but is less than 181 may determine the maximum small school adjustment override as follows:

A. FY 2015 K-8 student count			
B. Small school student count limit	-	<u>125.000</u>	
C. Student count above the small school limit (I.A - I.B)	=	<u>0.000</u>	
D. Phase-down factor	x	<u>0.0045</u>	
E. Result (Line I.C x I.D)	=	<u>0.0000</u>	
F. Maximum Percent Increase to apply to RCL (.35 - Line I.E)		<u>0.0000</u>	
G. K-8 Revenue Control Limit	x		
H. K-8 small school budget override limit (I.F x I.G) (If less than zero, enter zero)			\$ <u>0.00</u>

II. A district whose 9-12 student count has exceeded 100, but is less than 185 may determine the maximum small school adjustment override as follows:

A. FY 2015 9-12 student count			
B. Small school student count limit	-	<u>100.000</u>	
C. Student count above the small school limit (II.A - II.B)	=	<u>0.000</u>	
D. Phase-down factor	x	<u>0.0065</u>	
E. Result (Line II.C x II.D)	=	<u>0.0000</u>	
F. Maximum Percent Increase to apply to RCL (.65 - Line II.E)		<u>0.0000</u>	
G. 9-12 Revenue Control Limit	x		
H. 9-12 small school budget override limit (II.F x II.G) (If less than zero, enter zero)			\$ <u>0.00</u>

III. For unified districts that qualified for a phase down limit for K-8 or 9-12 but not both, enter 10% of the RCL attributable to the nonqualifying K-8 or 9-12 weighted student count as provided in A.R.S. §15-971(B)(2)(a).

IV. Allowable Small School Adjustment, subject to an election (I.H + II.H + III)	\$ <u>0.00</u>
V. 10% of the District's Total RCL	\$ _____
VI. Maximum override, subject to an election (Greater of Line IV or Line V)	\$ <u>0.00</u>

**L. WORK SHEET FOR FY 2015 IMPACT AID FUND (ESEA, TITLE VIII)
 (A.R.S. §15-905.R)
 (For school districts that receive ESEA, Title VIII monies.)**

I. FY 2015 Impact Aid revenue		\$	<u> </u>
II. Impact Aid revenue deposited in FY 2015 to the Impact Aid Revenue Bond Debt Service Fund for principal and interest payments		-	\$ <u> </u>
III. A. TRCL/TSL Difference (from Work Sheet D, line VIII.D - line V)	\$ 405,321		<u> </u>
B. Impact Aid revenue transferred in FY 2015 to the M&O Fund to provide cash for the TRCL/TSL difference calculated on line III.A		-	\$ <u> </u>
IV. Impact Aid revenue transferred in FY 2015 to the M&O Fund to reduce or eliminate taxes		-	\$ <u> </u>
V. FY 2014 Ending Cash Balance in the Impact Aid Fund		+	\$ <u> </u>
VI. FY 2015 Amount Available to be Spent in the Impact Aid Fund (line I - lines II through IV + line V) (on Budget, page 6, line 16)		=	\$ <u> 0</u>

**M. WORK SHEET FOR CALCULATION OF THE FY 2015 MAINTENANCE AND OPERATION (M&O) FUND
BUDGET BALANCE CARRYFORWARD (A.R.S. §15-943.01)**

1.	a.	General Budget Limit (GBL) (from FY 2014 latest revised Budget, page 7, line 10)	\$ 53,895,290.00
	b.	Adjustments to the GBL from FY 2014 BUDG75	\$ (41,793.00)
	c.	Adjusted GBL	<u>\$ 53,853,497.00</u>
2.	a.	Budgeted M&O expenditures (from FY 2014 latest revised Budget, page 1, line 30, Total Budget Year Column)	\$ 53,895,290.00
	b.	Adjustments to the GBL (from line 1.b)	\$ (41,793.00)
	c.	Adjusted Budgeted Expenditures	<u>\$ 53,853,497.00</u>
3.		Lesser of the Adjusted GBL (line 1.c) or the Adjusted Budgeted Expenditures (line 2.c)	\$ 53,853,497.00
4.		M&O actual expenditures	<u>\$ 51,842,732.00</u>
5.		Budget Balance (line 3 minus line 4) (If negative, enter zero. The district does not have any budget balance to carry forward. Do not complete the remainder of this work sheet.)	<u>\$ 2,010,765.00</u>

Note: For lines 6.a through 6.h deduct the FY 2014 actual expenditures from the budget amount. If the result is negative, enter zero.

		FY 2014 Budget	-	Actual	=	Unexpended Budget
6.	a.	\$ 0.00	-	\$	=	\$ 0.00
	b.	\$ 0.00	-	\$	=	\$ 0.00
	c.	\$ 0.00	-	\$	=	\$ 0.00
	d.	\$ 179,744.00	-	\$ 120,000.00	=	\$ 59,744.00
	e.	\$ 0.00	-	\$	=	\$ 0.00
	f.	\$	-	\$	=	\$ 0.00
	g.	\$	-	\$	=	\$ 0.00
	h.	\$ 0.00	-	\$	=	\$ 0.00
	i.	Total Budget Balance Deductions [Add lines 6.a through 6.h.]			=	\$ 59,744.00
7.		Budget Balance after Deductions (If negative, enter zero. The district does not have any budget balance to carry forward.) (line 5 minus line 6.i)				\$ 1,951,021.00
8.	a.	FY 2014 Adjusted District Limit (RCL) from page 4 of the most recent ADE report "Basic Calculations for Equalization Assistance" APOR 55-1, available on ADE's Web site				\$ 48,490,503.82
	b.	Growth Adjustment (FY 2014 BUDG75)				213,939.00
	c.	Factor of 4%				x 0.04
9.		Maximum Allowable Budget Balance Carryforward [(line 8.a + line 8.b) x line 8.c]				\$ 1,948,177.71
10.		Actual Allowable Budget Balance Carryforward (Enter the lesser of line 7 or 9)				\$ 1,948,177.71
11.		Enter the amount of Allowable Budget Balance Carryforward transferred to the School Opening Fund (not to exceed the lesser of line 10 or the FY 2014 M&O Fund ending cash balance)				\$
12.		Remaining Actual Allowable Budget Balance Carryforward to be used in M&O Fund (line 10 - line 11) [to Budget, page 7, line 8(c)]				\$ 1,948,177.71

O. WORK SHEET FOR FY 2015 TUITION OUT FOR HIGH SCHOOL STUDENTS
(A.R.S. §§15-910.L, 15-448.J, and 15-951)

For Common School Districts NOT within a High School District (Type 03)

Part I-Increase to GBL for Debt Service Tuition Outside the RCL [To Budget, page 7, line 8(b)]

	Attending District Name	Attending District CTD Number	A	B	C	D	Increase to GBL (A x D)
			Tuition Out High School Count	Debt Service Per Pupil Tuition (1)	Debt Service Tuition Limit (2)	Per Pupil Tuition in Excess of Debt Service Limit (B - C)	
1.						0.00	0.00
2.						0.00	0.00
3.						0.00	0.00
4.						0.00	0.00
5.						0.00	0.00
6.	Total HS Count:		0.00				
7.	Total Increase to GBL for Debt Service Tuition Outside the RCL [To Budget, page 7, line 8(b)]:						0.00

Part II-Increase to DSL and RCL for Tuition (To Work Sheet E, lines II and VI)

	Attending District Name	E	F	Increase to DSL and RCL (A x F)
		M&O & UCO, Per Pupil Tuition	Per Pupil Tuition Including Limited Debt Service (E + lesser of B or C)	
8.	0		0.00	0.00
9.	0		0.00	0.00
10.	0		0.00	0.00
11.	0		0.00	0.00
12.	0		0.00	0.00
13.	Total Increase to DSL and RCL for Tuition (To Work Sheet E, lines II and VI):			0.00

(1) Not to exceed \$750 if the district pays tuition to other districts for 750 or fewer pupils. Not to exceed \$800 if the district pays tuition to other districts for more than 750, but less than 1,001 pupils. To determine the allowable debt service amount, use the Total HS Count from line 6. (A.R.S. §15-824)

For common school districts no longer within a high school district due to the unification of the high school district, enter the actual debt service tuition amount calculated pursuant to A.R.S. §15-448.J.

(2) Enter \$150 if the district pays tuition to other districts for 750 or fewer pupils. Enter \$200 if the district pays tuition to other districts for more than 750, but less than 1,001 pupils. To determine the debt service limit, use the Total HS Count from line 6. (A.R.S. §15-951.G)

For a common school district no longer within a high school district due to the unification of the high school district, enter the actual debt service tuition amount on this line. (A.R.S. §15-448.J)

**R. WORK SHEET FOR FY 2015 STUDENT SUCCESS FUND
(A.R.S. §15-917, as amended by Laws 2014, Ch. 17, §§5 and 17)**

Part I

<u>Achievement Profile</u>	<u>Improvement Category (1)</u>	<u>Student Success Funding Multiplier</u>	<u>Eligible Scores</u>	<u>Student Success Funding Amount</u>
Exceeds proficiency	Superior improvement	\$24.50	x <u>179.00 =</u>	<u>4,385.50</u>
Exceeds proficiency	Strong improvement	\$12.25	x <u>172.00 =</u>	<u>2,107.00</u>
Exceeds proficiency	Below-average improvement	\$7.75	x <u>140.00 =</u>	<u>1,085.00</u>
Meets proficiency	Superior improvement	\$18.25	x <u>348.00 =</u>	<u>6,351.00</u>
Meets proficiency	Strong improvement	\$9.25	x <u>988.00 =</u>	<u>9,139.00</u>
Meets proficiency	Below-average improvement	\$6.00	x <u>1,526.00 =</u>	<u>9,156.00</u>
Approaches proficiency	Superior improvement	\$39.75	x <u>32.00 =</u>	<u>1,272.00</u>
Approaches proficiency	Strong improvement	\$20.00	x <u>204.00 =</u>	<u>4,080.00</u>
Falls far below proficiency	Superior improvement	\$61.25	x <u>14.00 =</u>	<u>857.50</u>
Falls far below proficiency	Strong improvement	\$30.50	x <u>122.00 =</u>	<u>3,721.00</u>
Total				<u><u>42,154.00</u></u>

Part II

A. Prior year district attending ADM in tested grades (2)	<u>2,701.950</u>
B. Per tested ADM amount (Part I, Total/Part II, line A)	<u>15.60</u>
C. Prior year district attending ADM in untested grades (2)	<u>5,403.870</u>
D. Total untested ADM amount (Part II, line B x line C)	<u>84,300.37</u>
E. Number of high school graduates from the prior year <u>1,937.000</u> x <u>\$21.50</u>	<u>41,645.50</u>
F. Amount to be allocated for the Student Success Fund (Sum of Part I, Total, and Part II, lines D and E) (on Budget, page 6, Other Funds, line 4)	<u><u>168,099.87</u></u>

(1) Improvement Categories:

"Superior improvement" means a measurement of academic gain within or equal to the top seventeen per cent for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes.

"Strong improvement" means an above-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes, and that is below a determination of superior improvement.

"Below-average improvement" means a below-average measurement of academic gain for individual students that is used to calculate school and school district achievement profiles pursuant to section 15-241, subsection H, Arizona Revised Statutes. Also, a student in a tested grade that does not receive a measurement of academic gain is considered to demonstrate below-average improvement.

(2) Tested and Untested Grades

"Tested grades" means grades three through eight and grade ten.

"Untested grades" means kindergarten programs and grades one, two, nine and eleven.

**S. WORK SHEET FOR FY 2015 EQUALIZATION ASSISTANCE FOR AN
ACCOMMODATION SCHOOL (A.R.S. §15-974)**

PART I. CALCULATION OF EQUALIZATION ASSISTANCE

A. Lesser of FY 2015 District Support Level or Revenue Control Limit (from Work Sheet J, line II.A)	<u>\$ 52,110,885.00</u>	
B. District Additional Assistance (from Work Sheet H, lines VII.E.3 and VII.F.3)	+ <u>2,323,969.29</u>	
C. FY 2015 Equalization Assistance Before Adjustments (Lines A + B)		= \$ <u>54,434,854.29</u>
D. FY 2015 State Aid Decrease for Districts participating in Career Ladder Program (.000375 x BSL from Work Sheet C, line XVII) (Laws 1992, Ch. 158, §2) (For FY 2015 this amount is zero, unless otherwise notified by ADE)		- \$ <u>0.00</u>
E. FY 2015 Equalization Assistance (I.C - I.D)		= \$ <u>54,434,854.29</u>

PART II. CASH BALANCE CARRYFORWARD

Accommodation schools with a student count of 125 or less in grades K-8 or accommodation schools that offer instruction in grades 9-12 and have a student count of 100 or less in grades 9-12, complete Part I only.

A. 1. Maintenance and Operation (Fund 001) Cash Balance as of June 30, 2014	<u>\$ 5,524,535.33</u>	
2. Budget Balance Carryforward (from Work Sheet M, line 12)	- <u>\$ 1,948,177.71</u>	
3. Remaining M&O Cash Balance (line A.1 minus A.2)		= \$ <u>3,576,357.62</u>
B. Maximum RCL Addition that may be Authorized by County School Superintendent :		
1. The amount on line A.3 or	<u>\$ 3,576,357.62</u>	
2. 10% of the FY 2015 RCL calculated on Work Sheet E, line VIII or Work Sheet F, line III	<u>\$ 5,130,727.73</u>	
3. Up to 5% of the FY 2015 RCL calculated pursuant to A.R.S. §15-482.B	+ <u>\$ 2,541,169.96</u>	
4. Line B.2 plus B.3	= <u>\$ 7,671,897.69</u>	
5. The lesser of line B.1 or B.4		<u>\$ 3,576,357.62</u>

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Student Success Funding

PURPOSE:

Administration seeks Governing Board approval to allocate Student Success Funding for a one-time, eligible employee stipend.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

The Arizona Department of Education (ADE) will distribute approximately \$20 million to Arizona school districts during FY15. Known as Student Success Funding, the funds will be distributed based on both proficiency levels (falls far below, approaches, meets, or exceeds proficiency) and student growth as measured by state assessment (below average student growth percentage, above average student growth percentage, and the top 17% of student growth).

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

ADE has not provided direction on how the funds should be used other than to advise that the funds should not be spent on anything that would have to be sustained in future years. Discussion on the use of the funds took place in a certified communication council meeting, a classified communication council meeting, a principals meeting, a First Friday administrators meeting, and a budget workgroup meeting. After discussions of the various ways the funding could be allocated, members of the previously named groups felt that a one-time stipend to eligible staff members is appropriate.

BUDGET IMPACT AND COSTS:

The District's portion of the Student Success Funding is approximately \$168,000. Stipends will be based on each employee's FTE equivalency and will be paid out once the District is in receipt of the funds.

RECOMMENDATION:

It is recommended that the Governing Board approve the use of Student Success Funding for a one-time, eligible employee stipend.

Submitted by: Katya Moore Eubanks Date: 12-3-14
Approved by: Lexi Cunningham Date: 12-3-14

SUMMARY OF AGENDA ITEM

DATE: December 9, 2014
TO: Dr. Lexi Cunningham and Governing Board Members
SUBJECT: Minutes – November 25, 2014 Regular Meeting

PURPOSE:

Administration seeks Governing Board approval of the November 25, 2014 Governing Board Regular Meeting minutes. Mrs. Sue Sornsin was excused from the meeting.

BOARD POLICIES OR GOALS ADDRESSED AND/OR BACKGROUND:

Governing Board Policy BEDG states that the “Board will take action at a subsequent meeting to amend and/or approve ...” minutes.

STUDENT, EMPLOYEE AND/OR COMMUNITY BENEFIT:

In accordance with Open Meeting laws, Governing Board meetings are recorded and transcribed for the benefit of the public who have an interest in the discussions of and actions taken by Governing Board members at scheduled Governing Board meetings.

BUDGET IMPACT AND COSTS:

N/A

RECOMMENDATION:

It is recommended that the Governing Board approve the November 25, 2014 Governing Board Regular Meeting minutes.

Submitted by: Karen Marie Eubanks Date: 12-3-14
Approved by: Lexi Cunningham Date: 12-3-14



TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214

GOVERNING BOARD MINUTES

REGULAR MEETING

TUESDAY, NOVEMBER 25, 2014

DISTRICT ADMINISTRATIVE CENTER

9801 W. VAN BUREN STREET

TOLLESON, ARIZONA

The Tolleson Union High School District No. 214 Governing Board Meeting was called to order at 6:00 p.m. by Governing Board President Mr. Vincent Moreno with the following members present: Mr. Steven Chapman, Mrs. Terri Hackett, and Mr. Freddie Villalon. Mrs. Sue Sornsin was excused from the meeting.

Pledge of Allegiance

Mr. Moreno led in reciting the Pledge of Allegiance.

Approval of the Regular Agenda

Mr. Chapman moved to approve the Regular Agenda; seconded by Mrs. Hackett. In a roll call vote, the motion carried 4-0.

Celebrations

A. Athletes of the Month – October 2014

The Athlete of the Month Program recognizes student athletes who exhibit exemplary sportsmanship, performance, leadership, and work ethic, both in the classroom and in a competitive environment. The following Athletes of the Month were recognized:

Copper Canyon High School

Jazmine Richardson (Volleyball) and Tristin Smith (Football)

La Joya Community High School

Alyssa Rodriguez (Cross Country) and Ivan Valenzuela (Football)

Sierra Linda High School

Samari Williams (Volleyball) and Gordon Ene (Football)

Tolleson Union High School

Alyssa Huston (Volleyball) and Javier Nava (Football)

Westview High School

Emily Bosak (Golf) and Troy Schmidt (Golf)

B. National Merit Finalist

Westview High School Principal Dr. Michele Wilson recognized Senior Christian Colbert, named a National Merit Scholarship Semi-finalist.

C. Academy Appointments

Senior Jalen Johnson who has received appointments to both West Point Academy and the Air Force Academy was recognized by Westview High School Principal Dr. Michele Wilson.

D. Employees of the Month

The Employee of the Month recognition is bestowed upon employees who have exemplified the mission, vision, and purpose of the Tolleson Union High School District. These employees serve as an inspiration to others by showing a commitment to providing excellent customer service and who have made a positive impact on student achievement. The following October 2014 Employee of the Month was recognized for her contributions to the District.

La Joya Community High School

Melissa Tracy, Culinary Arts Teacher and CTE Department Chair

E. Novice Science Teacher of the Year

La Joya Community High School Principal Brandi Haskins recognized Physics teacher Zachary Kovach, named the Novice Science Teacher of the Year by the Arizona Science Teacher Association.

Public Participation

In accordance with Governing Board Policy BEDH, the Governing Board President recognizes citizens who wish to address the Governing Board members. There were no requests.

Summary of Current Events

The Superintendent and/or Governing Board members presented a brief summary of current events. Unless the specific matter was properly noticed for legal action, the Governing Board did not propose, discuss, deliberate, or take legal action at the meeting on any matter in the summary.

Superintendent – Dr. Cunningham

- Tolleson Union High School, who recently hosted Future Freshman Night, had an amazing turnout. There were performances by choir, band, dance, and theater and Career and Technical Education and Advanced Placement teachers and students were available to answer questions.
- La Joya Community High School Theater teacher Katie Ludlow wrote a play, which was recently performed by her students for their friends and families.
- University High School and Westview High School each have a student who placed in the top three of the 2014-2015 *Voice of Democracy* essay contest sponsored by the Veterans of Foreign Wars Post 6310.
- The exterior of Sierra Linda High School will get a new coat of paint over winter break and while students are not on campus. Funding has been approved through the School Facilities Board and colors have been chosen.
- Following a great season, Copper Canyon High School volleyball player Jazmine Richardson has been named to the Arizona Republic's All-State 2nd team.
- The October Feeder School Principal Exchange was so successful, the District has scheduled a Directors Exchange in December. Principals have had follow-up meetings with each of their groups; District directors hope to have the same success with their feeder district peers. There will be representation from every elementary district at the meeting on December 1.
- Food Service personnel were kept busy when the traditional Thanksgiving lunch was served on November 21. More than 2,900 meals were served; 750 meals just at Tolleson Union High School.
- The 32nd Annual Dr. Charles A. Landis Thanksgiving Day Dinner will be held on Thanksgiving Day from 11:00 a.m. – 2:00 p.m. at Tolleson Union High School. As in previous years, student and staff volunteers will assist in preparing and serving the meals.

Governing Board

- Mr. Chapman stated that he had recently attended Plan Phoenix, a day-long event pertaining to the City of Phoenix General Plan; Pendergast Elementary School District’s monthly cabinet meeting; and the Arizona School Boards Association’s annual legislative conference.
- Mr. Villalon thanked the Tolleson community and individuals who are involved with the Dr. Charles A. Landis Thanksgiving Dinner. Mr. Villalon also acknowledged Mrs. Hilda Ortega-Rosales, Coordinator of Grants and Federal Programs for the District and a Pendergast Elementary School District Governing Board member, for being named the Arizona Hispanic School Administrator Association’s Outstanding Board Member of the Year.
- Mr. Moreno thanked District Guidance staff and site administrators for their assistance in making the recent College Fair, hosted at La Joya Community High School, a success. Representatives from CTE, various clubs, JROTC, West-MEC, the state universities, and various branches of the military provided valuable information to students and their parents.
- Mr. Moreno also extended his thanks to District staff for a successful first semester.

Approval of the Consent Agenda

Mr. Chapman moved to approve the Consent Agenda; seconded by Mrs. Hackett. In a roll call vote, the motion carried 4-0.

Discussion/Action of Items(s) Previously Removed from the Consent Agenda

No items were removed.

CONSENT AGENDA * ITEMS

Human Resources *

A. Personnel Items

CERTIFIED STAFF

Employment of Personnel

Holzer, Richard	CCHS	Biology Teacher
Avery, Mandy	DO	Guest Teacher
Dawson, Wendell	DO	Guest Teacher
Garcia, Antonio	DO	Guest Teacher
Gibson, Elizabeth	DO	Guest Teacher
Hernandez, Francisco	DO	Guest Teacher
Marcouiller, Joseph	DO	Guest Teacher
Wiley, Michael	DO	Guest Teacher

Extra Duty Assignments

Loughran, Lindsey	DO	Indian Education Coordinator
Atkinson, Ryan	CCHS	Title I Parent Involvement Night
Gammon, Michelle	CCHS	Technology Cohort
Gammon, Michelle	CCHS	AZCCRS Unit Development
Hennessy, Susan	CCHS	CTE Guidance Advisor
Hernandez, Jimmy	CCHS	Technology Cohort
Hinton, Sara	CCHS	Title I Parent Involvement Night

Extra Duty Assignments (Continued)

Klunk, Andrew	CCHS	Technology Cohort
Klunk, Andrew	CCHS	AZCCRS Unit Development
Macias, Catarina	CCHS	AZCCRS Unit Development
Malave, Joy	CCHS	Technology Cohort
Malave, Joy	CCHS	AZCCRS Unit Development
Newman, Jeff	CCHS	Technology Cohort
Ortega, Robert	CCHS	Title I Parent Involvement Night
Oxford, Bo	CCHS	Title I Parent Involvement Night
Rodas, Amy	CCHS	ELL Tutoring
Saini, Archana	CCHS	ELL Tutoring
Trembly, Lynn	CCHS	Technology Cohort
Turner, Anika	CCHS	AZCCRS Unit Development
Brash, Nikole	LJCHS	AZCCRS Unit Development
Easton, Heather	LJCHS	Technology Cohort
Garcia, Raquel	LJCHS	ELL Tutoring
Garcia, Raquel	LJCHS	Department Chair – World Languages
Heller, Kirsten	LJCHS	AZCCRS Unit Development
Hofmann, David	LJCHS	Department Chair – Wellness
Hughes, Richard	LJCHS	Department Chair – Reading
Hurtado, Fernando	LJCHS	ELL Curriculum Alignment
Landgrebe, Jennifer	LJCHS	Technology Cohort
Lauletta, Gwen	LJCHS	Department Chair – Performing and Visual Arts
Lauletta, Gwen	LJCHS	Technology Cohort
Lucca, Nathan	LJCHS	Department Chair – Social Studies
Mahal, Rikinder	LJCHS	AZCCRS Unit Development
Martinez, Rachel	LJCHS	AZCCRS Unit Development
Muller, Maryann	LJCHS	Department Chair – Mathematics
Nowbath, Stephen	LJCHS	Department Chair – Science
Sciacchitano, Andrew	LJCHS	AZCCRS Unit Development
St. John, Patricia	LJCHS	Technology Cohort
Taylor, Mark	LJCHS	AZCCRS Unit Development
Tracy, Melissa	LJCHS	Department Chair – CTE
Turnbaugh, Lynette	LJCHS	Department Chair – English
Turnbaugh, Lynette	LJCHS	Technology Cohort
Zemeida, Greg	LJCHS	Technology Cohort
Arviso, Christina	SLHS	Department Chair – Math
Branch, Verity	SLHS	Department Chair – Special Services
Branch, Verity	SLHS	Homebound Teacher
Carranza, Desirae	SLHS	Department Chair – Wellness
Deibert, Alysha	SLHS	AZCCRS Unit Development
Dima, Valentina	SLHS	Technology Cohort
Figueroa, Daniel	SLHS	Department Chair – World Languages
Franciotti, Adelina	SLHS	S3 PBIS/Advisory
Franciotti, Adelina	SLHS	AZCCRS Unit Development
Franciotti, Deanna	SLHS	Department Chair – Reading
Franciotti, Deanna	SLHS	S3 PBIS/Advisory
Franciotti, Deanna	SLHS	AZCCRS Unit Development

Extra Duty Assignments (Continued)

Fresquez, Lissa	SLHS	Technology Cohort
Kepple, Michael	SLHS	AZCCRS Unit Development
Lebrecht, Terri	SLHS	AZCCRS Unit Development
Lozano, Antonio	SLHS	Department Chair – Performing and Visual Arts
Marshall, Tramane	SLHS	Department Chair – Social Studies
Quinonez Zanabria, Eduardo	SLHS	AZCCRS Unit Development
Ramirez, Amanda	SLHS	AZCCRS Unit Development
Ramirez, Amanda	SLHS	Department Chair – English
Saenz, Sonia	SLHS	Department Chair – CTE
Saldamando, Denise	SLHS	West-MEC Representative
Schmidt, Christina	SLHS	Department Chair – Science
Schweikert, John	SLHS	AZCCRS Unit Development
Tremane, Marshall	SLHS	Technology Cohort
Baird, Joyce	TUHS	AZCCRS Unit Development
Brankel, Alicia	TUHS	Technology Cohort
Carlton, Aaron	TUHS	ELL Curriculum Alignment to ELP Standards
Carlton, Aaron	TUHS	ELL Tutoring
Carter, Sheila	TUHS	Technology Cohort
Chernyshova-Brown, Yana	TUHS	Technology Cohort
Doyle, Colin	TUHS	AZCCRS Unit Development
Gabriel, Laura	TUHS	AZCCRS Unit Development
Greer, Joseph	TUHS	Math Enrichment Tutor
Meana, Andrew	TUHS	Technology Cohort
Meana, Sara	TUHS	Technology Cohort
Nangle, David	TUHS	Math Enrichment Tutor
Nangle, David	TUHS	AZCCRS Unit Development
Phillips, Brandi	TUHS	CTE/Core Integration West-MEC Grant Project
Ramirez, Amira	TUHS	Technology Cohort
Schlomach, Brenda	TUHS	AZCCRS Unit Development
Schweikert, Kathleen	TUHS	AZCCRS Unit Development
Soto, Portia	TUHS	AZCCRS Unit Development
Stier, Nancy	TUHS	AZCCRS Unit Development
Valdivia, Sylvia	TUHS	Math Enrichment Tutor
O’Meara, Matthew	UHS	AZCCRS Unit Development
Weber, Rena	UHS	AZCCRS Unit Development
Aronsohn, Elizabeth	WHS	Department Chair – Physical Education
Beadle, Dana	WHS	Title I Tutoring - English
Camacho, Randy	WHS	Department Chair – Social Studies
Degerman, Trevor	WHS	Title I Tutoring - Math
Dixon, Lori	WHS	Department Chair – Performing and Visual Arts
Ferguson, Denise	WHS	Title I Tutoring Coordinator
Jawhar, Tamani	WHS	ELL Tutoring
Juarez, Erik	WHS	AZCCRS Unit Development
Lobo, Oscar	WHS	Department Chair – World Languages
Macomber, Matthew	WHS	Department Chair – English Language Arts
Merklin, Sean	WHS	Title I Tutoring - Math

Extra Duty Assignments (Continued)

Mickadeit, Fritz	WHS	Department Chair – Science
Olderbak, Samuel	WHS	Department Chair – Math
Olson, Katie	WHS	Title I Tutoring - English
Perez, Angela	WHS	Department Chair – Special Services
Ramirez, Nanette	WHS	Department Chair – CTE
Williams, Darin	WHS	Department Chair – Reading
Yasui, Sayaka	WHS	CTE Strategic Planning and Curriculum Writing

Co-curricular Sponsors

Baker, Shane	TUHS	Theatre
Benson, Heidi	TUHS	Dance
Bush, Elizabeth	TUHS	Speech and Debate
Godbehere, Brent	TUHS	Band Director
Hernandez, Alex	TUHS	Choir Director
Kuhn, Debra	TUHS	Yearbook
Owen, Alicia	TUHS	Assistant Speech and Debate
Peacock, Rosie	TUHS	Student Council

Club Sponsors

Aguilar, Margaret	TUHS	National Honor Society
Carson, Joyce	TUHS	Gifted and Talented
Davis, Patrick	TUHS	Visual Media
Finch, Stephanie	TUHS	Guidance
Wolochuck, Andrea	TUHS	Guidance
Lawson, Sharon	UHS	National Honor Society

Class Sponsors

Barnes, Grace	TUHS	Junior Class
Cruz, Ashley	TUHS	Junior Class Co-sponsor
Louis, Soncierria	TUHS	Sophomore Class
Scholmach, Brenda	TUHS	Senior Class

Medical Leave of Absence Request

Bealer, Eric	TUHS	CTE
--------------	------	-----

Return from Medical Leaves of Absence

Unsworth, Matthew	CCHS	Social Studies
Maguire, Shelby	SLHS	Science
Rodriguez, Lucia	TUHS	Math
Wilkes, Heidi	TUHS	Dance

CLASSIFIED STAFF

Employment of Personnel

Mason, Bonnie	CCHS	Cafeteria Cashier
Bundy, Alice	DO	Bus Driver
Kyles, Angela	DO	Substitute Bus Driver

Employment of Personnel (Continued)

Moya, Martin	DO	Warehouse Clerk
Servellon, Hector	DO	Substitute Bus Driver
Diaz, Norma	LJCHS	Cafeteria Cashier
Galban, Raquel	SLHS	Cafeteria Cashier
Paschall, Leonard	SLHS	Security Guard
Moreno, Martin	TUHS	Student Cafeteria Worker
Morin, Vellia	TUHS	Instructional Assistant I – Special Services

Position Changes

Barrett, Waynetta	DO	From Substitute Bus Monitor to Bus Monitor
Eubanks, Katelyn	DO	From Assistant Buyer to Technology Help Desk Support I
Romero, Edward	DO	From Substitute Bus Driver to Bus Driver
Sainz, Emilio	LJCHS	From Groundskeeper to Custodian III – Lead
Salas, Katherine	LJCHS	From Custodian III – Lead to Clerical Support II – Receptionist
Holguin, Fernando	WHS	From Security Guard to Lead Security Guard
Lefebvre, Lisa	WHS	From Instructional Assistant I – Special Services to Instructional Assistant I – Reading – Title I

Medical Leave of Absence Requests

Clark-Taylor, Chandlin	DO	Bus Driver
Kreuzer, Richard	DO	Bus Driver

Return from Medical Leaves of Absence

Torres, Angela	CCHS	Instructional Assistant II – Special Services
Cooper, Henrietta	DO	Accounting Technician
Corral, Alonzo	TUHS	Social Worker
Garcia, Rosa	TUHS	Cafeteria Cashier

Military Leave of Absence

Gutierrez, Robert	LJCHS	Security
-------------------	-------	----------

Resignations

Arenales, Ana	DO	Substitute Bus Monitor
Bundy, Alice	DO	Substitute Bus Driver
Harvey, Angelika	DO	Bus Driver
Hurtado, Jose	DO	Groundskeeper
Avery, Mandy	LJCHS	Instructional Assistant II – Special Services
Perez, Valerie	SLHS	Behavior Specialist
Hill, Martha	TUHS	Instructional Assistant II – Special Services
McCleve, Bret	TUHS	Technology Support Specialist II
Quiñonez, Maria	TUHS	Cafeteria Cook

Resignations (Continued)

Dent, Adrienne
Hojnacki, Ann

WHS
WHS

Instructional Assistant I – Title I
Instructional Assistant I – Title I

Financial Services *

A. Vouchers

Prior to ratification at the Governing Board meeting, Governing Board members reviewed vouchers. Vouchers represent orders for payment of material, equipment, salaries, and services.

- Payroll Vouchers – \$ 3,721,432.21
- Expense Vouchers – \$ 2,859,227.50

B. Donations

The following donations were received:

- Team Smile – \$542.85 – Copper Canyon High School Guidance Department for assistance with field trip transportation costs.
- DonorsChoose.org – \$517.00 – Copper Canyon High School AzTeCCHStv for Pinnacle Video Editing 17.5 software and Win6 user licenses.
- Home Depot – \$500.00 – Sierra Linda High School Student Council for plants and planters.
- Heidi Willis – \$800.00 – 1996 Ford Escort for the Tolleson Union High School Automotive class.

Purchasing *

A. Disposal #877, Technology

The District will dispose of technology equipment that is no longer safe to use or in good operating condition.

B. Award of IFB #15-011-15, Sierra Linda High School Weatherization

On August 27, 2014, the District issued IFB #15-011-15, Sierra Linda High School Weatherization, for proposals from qualified firms that would be interested in repairing and weatherproofing buildings at Sierra Linda High School. The bid, in the amount of \$298,069.00, was awarded to DNG Construction, LLC.

Superintendent's Office *

A. Travel Requests

The following travel requests were approved:

Copper Canyon High School

- Coach Paul Murphy, Justin Lewis, Darren Hamilton, Kenderick Felix, and fourteen (14) members of the boys basketball team will participate in the Red Rock Hoops Classic Tournament on December 4-6, 2014 in Sedona, AZ.
- Coach Paul Murphy, Justin Lewis, Darren Hamilton, Kenderick Felix, and fourteen (14) members of the boys basketball team will participate in the Pepsi Invitational Basketball Tournament on December 11-13, 2014 in Flagstaff, AZ.

La Joya Community High School

- Coaches Aaron Dille, Lindsay Guiney, and Kylee Ingram, and approximately fifteen (15) members of the girls basketball team will participate in the Copper State Girls Basketball Tournament on December 4-6, 2014 in Globe, AZ.

Sierra Linda High School

- Student Council Advisor Deanna Franciotti, Senior Class Advisor Tramane Marshall, and eight (8) members of the Student Council will participate in the AASC State Convention on February 2-7, 2015 in Apache Junction, AZ.

- Head Wrestling Coach Daniel Figueroa, Assistant Coaches Wes Haire and Robert Tolliver, and members of the wrestling team will participate in the Joseph City Wrestling Invitational Tournament on January 9-10, 2015 in Joseph City, AZ.
- Head Wrestling Coach Daniel Figueroa, Assistant Coaches Wes Haire and Robert Tolliver, and members of the wrestling team will participate in the Payson Wrestling Invitational Tournament on January 23-24, 2015 in Payson, AZ.

Tolleson Union High School

- Varsity Basketball Coach David Vespignani, Jeff Wilbur, and members of the boys basketball team will participate in the NGS Holiday Classic Basketball Tournament on December 11-12, 2014 in Page, AZ.

Westview High School

- Student Government Sponsor Benjamin Geiger, Lisa Kallmes, and thirteen (13) members of the Student Council will participate in the AASC State Convention on February 2-7, 2015 in Apache Junction, AZ.

- B. Intergovernmental Agreement with Littleton Elementary School District – Distance Learning**
Through the use of video-conferencing units, Littleton Elementary School District, along with Fowler Elementary School District, Pendergast Elementary School District, Tolleson Elementary School District, and Union Elementary School District (collectively known as “participating districts”), students in one participating district will have the capability of attending classes in another participating district.
- C. Second and Final Reading - Multiple Policies (BCB, BEC, ECB, GDF, GDFA, GDQA, IKF, JFAB, JQ, and KF)**
The Governing Board approved the second and final reading of multiple policy revisions.
- D. Minutes – October 28, 2014 Regular Meeting**
All Governing Board members were present.

INFORMATION /DISCUSSION ITEMS

- 1. New Teacher Academy and New Hire Orientation Update**
Vickie Landis, Director of Curriculum and Instruction, and Mentors Elizabeth Sgrillo, Hope Loveland, Dawn Bjork, and Liza Lawson shared the goals and outcomes of the New Hire Orientation and New Teacher Academy for the 2014-2015 school year.

The Tolleson Union High School District supports all teachers new to the District beginning from the welcome they receive at New Hire Orientation to the continued support of first and second year teachers through the New Teacher Academy. Building teacher capacity and supporting new teachers is a top priority and an essential component of New Hire Orientation and the New Teacher Academy; retaining teachers with these supports is the main goal.

One hundred forty-two (142) teachers were welcomed to the District on July 24, 2014 during New Hire Orientation at Copper Canyon High School. The mentors addressed two goals during this time to; (1) support the teachers by easing the transition to the District and (2) work to build teacher capacity through research-based professional development workshops and school culture through collaborative engagement.

These two goals were accomplished over the course of four days. On the first day, all teachers were welcomed by District and student leaders, including Superintendent Dr. Cunningham and Governing Board Vice President Steven Chapman. The first and second year teachers were introduced to the New Teacher Academy, while the experienced teachers were exposed to the unit planning process, Understanding by Design. The second day focused on teaching strategies and alignment. Teachers learned literacy and math strategies to sustain strong curricular and standard alignment with the Arizona College and Career Ready Standards. This day's activities ensured that the new teachers were starting on the same page as the current teachers. On the third day, teachers learned how to plan for success with sessions focused on best practices, setting up gradebook, and learning how the schools gather data using Measuring What Matters. The last day of the orientation provided additional time for teachers to meet with their school sites to get better acquainted with their colleagues and campuses.

The District mentors continue to build teacher capacity through the New Teacher Academy, which includes mentoring first and second year teachers new to the District and to the profession via professional development workshops. The third year teachers are supported by site administrators and coaches. The mentoring process is transparent to teachers as they engage in meaningful, reflective dialogue to maximize professional skills, potential, and self-reflective practices, thereby enhancing teacher growth. Being mindful of the goal to build teacher capacity, the mentors utilize research-based best practices and complement District initiatives for professional development, such as Understanding by Design, a unit and lesson planning structure and backwards design model which focuses teachers on the overarching learning skills for students to master in order to transfer their skills outside of the classroom. In focusing teachers in professional teaching practices and self-assessment, Charlotte Danielson's Professional Framework for Teaching is utilized as it aligns with the District's professional teacher evaluation and supports teachers as they reflect on their practice.

The mentors have also engaged in professional development to further their efficacy as mentors. They have been trained in Win-Win Discipline to support teachers with classroom management, are participating in cognitive coaching training through the K12 Center, and have engaged in a book study using Peter Hall's Building Teachers' Capacity for Success, which was a piece of the foundation for Measuring What Matters.

First and second year teachers are served in different capacities. The Evolving, or second year teachers, meet with their mentor one hour each week. These meetings include conferences, in which teachers reflect and analyze their classroom observation data, explain desired teacher and student outcomes, create an action plan to implement best practices, and to collaboratively decide the best way to collect data that benefits the teacher. The other way that contact hour is obtained is in the form of a classroom observation, in which the mentors watch their teachers in action and collect teacher driven data.

The Beginning, or first year, Teachers receive double the time, or two contact hours a week. Although more time is spent with the Beginning Teachers, the process is the same, in that teacher driven data is collected during a classroom observation, followed by a meeting during which time the teacher reflects and analyzes the data, creates an action plan of next steps moving forward, and agrees on the way to best collect data.

Initially, the mentoring program was outsourced to NAU's Teacher Induction Program (TIP), whose services included facilitating teacher workshops. The District now has the staff expertise to create and facilitate each workshop using research based best practices. Both Beginning and Evolving Teachers attend eight workshops per year and will receive 16 hours of professional development by attending all eight workshops.

Finally, the mentors work within three realms:

First, the environment. The mentors seek to develop a climate of trust and understanding. One way they build that trust and rapport is by signing a confidentiality agreement with their mentees. They also ask mentees to complete a teacher profile in order to get to know them, and when they begin their classroom observations, the mentors do not collect data right away; rather, they first observe to get a feel for the teaching style of each mentee.

Second, the mentors foster reflective practice by facilitating reflective conversations with their mentees. Conferences are preplanned, with the end goal in mind that once teachers complete the New Teacher Academy, they will be reflective practitioners and problem solvers.

Third, the mentors support the teachers through many avenues. Not only do they collect data and conference with their teachers, they also are resource providers who collaborate and lesson plan together and who model best practices in the mentees classrooms by co-teaching together. The mentors also videotape the mentees and then view the tape together. Additionally, the mentors take their mentees on collegial observations so they can learn and grow from their peers.

ACTION /DISCUSSION ITEMS

- 1. Publication of Proposed Revision to FY15 Budget and Establishment of Date for Public Hearing**
In accordance with A.R.S. §15-905, a date must be established in which to hold a public hearing on the current fiscal year's proposed budget revision.

Mr. Chapman moved to approve publication of the proposed revision to the adopted 2014-2015 fiscal year budget on the TUHSD website, as allowed, and establish December 9, 2014 at 6:00 p.m. as the date and time in which to hold a public hearing on the 2014-2015 budget; seconded by Mrs. Hackett. In a roll call vote, the motion carried 4-0.

FORMAL ADJORNMENT OF REGULAR MEETING

Mr. Chapman moved to adjourn the Regular Meeting; seconded by Mr. Villalon. Mr. Moreno called the Regular Meeting of the Tolleson Union High School District Governing Board adjourned at 7:08 p.m.

Mr. Vincent Moreno, Governing Board President