

**FFATA & GSA Verification**

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**FFATA & GSA Verification**

1. The district/organization has submitted OR will be submitting the annual General Statement of Assurance

\* Yes

2. The district/organization understands that if ADE is not updated with the organization's SAM.gov information, including CCR expiration, that funding for the organization can be placed on hold.

\* Yes

\* 3. Please provide a short description of your project in one to two paragraphs:

The Title I program is used for reading remediation with the goal of each student reading at grade level or above. The Title I students receive both pull out room and regular classroom reading instructions through cooperative teaching and skill groupings

Budget

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

By checking this box the LEA is waiving allocation for this grant and acknowledges that choosing to waive this grant will result in the reallocation of these funds.

Indirect Cost	
Total Allocation	\$154,220.65
Budgeted Amount (Contributing to Indirect Cost)	\$154,220.65
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

Budget By Function Codes

Object Code	Total
6100 - Salaries	\$137,500.00
6200 - Employee Benefits	\$13,456.64
6300 - Purchased Professional Services	\$0.00
6400 - Services	\$0.00
6500 - Other Purchased Services	\$0.00
6600 - Supplies	\$3,264.01

6731 - Supplies (Under \$5,000)		\$0.00
6732 - Supplies (Under \$5,000)		\$0.00
6734 - Supplies (Under \$5,000)		\$0.00
6735 - Supplies (Under \$5,000)		\$0.00
6737 - Supplies (Under \$5,000)		\$0.00
6738 - Supplies (Under \$5,000)		\$0.00
6733 - Capital (\$5,000 or Above)		\$0.00
6736 - Capital (\$5,000 or Above)		\$0.00
6739 - Capital (\$5,000 or Above)		\$0.00
6800 - Other Expenses		\$0.00
6910 - Indirect Cost Recovery		\$0.00
0190 - Capital Outlay		\$0.00
	<b>Total</b>	\$154,220.65
	<b>Adjusted Allocation</b>	\$154,220.65
	<b>Remaining</b>	\$0.00

Budget Detail

Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

Indirect Cost	
Total Allocation	\$154,220.65
Budgeted Amount (Contributing to Indirect Cost)	\$154,220.65
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

6100 - Salaries - \$137,500.00

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6100 - Salaries	1000 - Instruction	5	8.00	\$11,000.00	\$88,000.00
Narrative Description					

.84% of Title I paraprofessional budget to equal \$76,230.00 is to offset salaries for 4.2 FTE paraprofessionals (5 paraprofessionals for 8 hours @ \$13.75.)

- Revision 1: 5 FTE Kindergarten - 5th grade paraprofessionals at Destiny School to support the reading intervention program.
  - Position #1 (.625 FTE) x \$17,600 = \$11,000
  - Position #2 (.625 FTE) x \$17,600 = \$11,000
  - Position #3 (.625 FTE) x \$17,600 = \$11,000
  - Position #4 (.625 FTE) x \$17,600 = \$11,000

Position #5 (.625 FTE) x \$17,600 = \$11,000  
 Position #6(.625 FTE) x \$17,600 = \$11,000  
 Position #7 (.625 FTE) x \$17,600 = \$11,000  
 Position #8 (.625 FTE) x \$17,600 = \$11,000  
**Total = \$88,000**

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6100 - Salaries	1000 - Instruction	1	1.00	\$49,500.00	\$49,500.00
<b>Narrative Description</b>					
84% of the Title I teacher budget to equal \$38,509.59 is to offset 1 FTE Appropriately Certified TI Reading Teacher.					
Revision 1: K-5 Reading intervention teacher (1 FTE x \$49,500) = \$49,500					
<b>Total for 6100 - Salaries</b>					\$137,500.00
<b>Total for all other Object Codes</b>					\$16,720.65
<b>Total for all Object Codes</b>					\$154,220.65
<b>Adjusted Allocation</b>					\$154,220.65
<b>Remaining</b>					\$0.00

Budget Detail

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

Indirect Cost	
Total Allocation	\$154,220.65
Budgeted Amount (Contributing to Indirect Cost)	\$154,220.65
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

6200 - Employee Benefits - \$13,456.64 ▼

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6200 - Employee Benefits	1000 - Instruction	5	8.00	\$1,384.41	\$11,075.28
<b>Narrative Description</b>					
25% of Title I teacher budget equaling \$6782.27 is to offset mandatory Federal/state deductions and school benefits for 1 Appropriately Certified TI Teacher. 25% of Title 1 paraprofessional budget equaling \$26357.28 is to supplement mandatory Federal/state deductions and school benefits for 1.5 FTE TI paraprofessionals.					
Revision 1: 5 FTE @ .627 paraprofessional to support reading intervention. Benefits = \$11075.28					
Object	Function Code	Project	Quantity	Salary,	Line Item

Code		Time (FTE)	Rental, or Unit Cost	Total
6200 - Employee Benefits	1000 - Instruction	1	\$2,381.36	\$2,381.36
<b>Narrative Description</b>				
1 FTE @ .6288 Title I Reading Intervention Teacher Benefits = \$2381.36				
<b>Total for 6200 - Employee Benefits</b>				\$13,456.64
<b>Total for all other Object Codes</b>				\$140,764.01
<b>Total for all Object Codes</b>				\$154,220.65
<b>Adjusted Allocation</b>				\$154,220.65
<b>Remaining</b>				\$0.00

Budget Detail

Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

Indirect Cost	
Total Allocation	\$154,220.65
Budgeted Amount (Contributing to Indirect Cost)	\$154,220.65
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

6600 - Supplies - \$3,264.01

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6600 - Supplies	1000 - Instruction		1.00	\$2,764.01	\$2,764.01
<b>Narrative Description</b>					
Homeless Set-Aside \$771.10 set aside is for emergency Homeless student instructional materials up to and including pencils crayons, marker, computer mouse, headset, etc.					
Revision 1: \$1992.91 to supplement Title I program expenditures for ESGI Software Assessment Program for 11 staff licenses @ \$181.81 to facilitate oral testing of students.					
Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6600 -	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		1.00	\$500.00	



Supplies		\$500.00
<b>Narrative Description</b>		
<p>Funds set aside (#8) to supplement TI program expenditures for family/community involvement activities including information to parent/students about the program, parent at school TI activities and home based instructional materials as an extension of the at school activities.</p>		
<p>Revision 1: Funds set aside (#8) to supplement] TI program expenditures for family/community involvement activities including information to parent/students about the program, parent at school TI activities and home based instructional materials as an extension of the at school activities. Funds are used to purchase stamps and envelopes.</p>		
<b>Total for 6600 - Supplies</b>		\$3,264.01
<b>Total for all other Object Codes</b>		\$150,956.64
<b>Total for all Object Codes</b>		\$154,220.65
<b>Adjusted Allocation</b>		\$154,220.65
<b>Remaining</b>		\$0.00

Budget Overview

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

Function Code	1000 - Instruction	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	Total
<b>Object Code</b>			
<b>6100 - Salaries</b>	137,500.00	0.00	137,500.00
<b>6200 - Employee Benefits</b>	13,456.64	0.00	13,456.64
<b>6600 - Supplies</b>	2,764.01	500.00	3,264.01
<b>Total</b>	153,720.65	500.00	154,220.65
	<b>Adjusted Allocation</b>		154,220.65
		<b>Remaining</b>	0.00

Budget Overview Plus/Minus

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

Function Code	1000 - Instruction	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	Total
<b>Object Code</b>			
<b>6100 - Salaries</b>	137,500.00 +\$26,289.96	0.00	137,500.00 +\$26,289.96
<b>6200 - Employee Benefits</b>	13,456.64 -\$15,145.12	0.00	13,456.64 -\$15,145.12
<b>6600 - Supplies</b>	2,764.01 +\$48.88	500.00	3,264.01 +\$48.88
<b>Total</b>	153,720.65 +\$11,193.72	500.00	154,220.65 +\$11,193.72
	<b>Adjusted Allocation</b>		154,220.65
	<b>Remaining</b>		0.00



School Eligibility

Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

RELATED DOCUMENT MUST BE UPLOADED IF USING SY 19-20 DATA

Building Name (1 Buildings)	CTDS	Grade Span	Service	Enrollment (K-12)	Low Income Students (K-12) Number	Percent	Sort Order (Asc)	Eligibility For Service	Eligible by Grandfather Clause	School Improvement Label
Destiny School	048701001	KG - 08	Targeted Assistance	327	219	66.97 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Targeted
<b>Totals:</b>				327	219	66.97 %				

Eligible Private School Service

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**REQUIRED:**

Equitable share must be calculated off the top of an LEA's Title I, Part A allocation. Please locate the calculation formula spreadsheet in the Related Documents. The spreadsheet will have a tab with directions for LEAs to complete for Set- Aside 3 - Total Private School Pool of Funds.

**Portion of Funds for Equitable Instructional Services. (See Set Aside 3e)**

Enter Total Number of Eligible Participating Private School Students

Adjusted Per Pupil Amount (PPA) for Private Schools

\$ 0.00

\* 0

\$ NaN

**In-District Participation Statuses**

**Non-Participating Schools**

Private School Name

Participation Status

▼

Please select...

**Participating Schools**

Private School Name

Enter # Eligible Private School Students

Private School Amount

▼

0

\$ 0.00

### Out-of-District Participation Statuses

#### Non-Participating Schools

Private School Name	Participation Status
<input type="text"/>	<input type="text" value="Please select..."/>

#### Participating Schools

Private School Name	Enter # Eligible Private School Students	Private School Amount
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="\$ 0.00"/>

Private School Proportionate Amount

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

1) Public School Title I Attendance Areas for the All Arizona School System (LEA) <b>ALL funded Title I schools must be added to this list.</b>	2a) Number of Public School children from Low-Income Families at Title I schools	2b) Number of Private School children from Low-Income Families residing in the All Arizona School System's Title I Attendance Zones	3) Total Number of children from Low-Income Families
Destiny School - 048701001 ▼	219	0	219
<b>Total:</b>	219	0	219

PROPORTIONATE SHARE of the All Arizona School System's Title I allocation	LEA's Share	Private Schools' Share
\$ 154,220.65	100.00 %	0.00 %
\$ 154,220.65	\$ 154,220.65	\$ 0.00

LEA's Title I allocation	1% for parent and family engagement	Proportionate share % for equitable services, multiplied by the 1% for parent and family





Set Asides

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**Set-Asides for Title I-A Fund Allocations**

Item	Description	Amount
1.	Support LEA Administration from items identified as an administrative set aside budgeted item in 2300, 2400 etc. and other items requested by LEA auditors possibly from Support Services - If applicable, the equitable set aside for Admin for Private Schools should be entered in item 3a. below, not here.	\$ <input type="text"/>
2.	LEA Indirect Costs, if applicable.	\$ <input type="text"/>
3.	Total Private School Pool of Funds. This amount should be the sum of lines 3a, 3b, 3c, 3d, 3e	
	\$ <input type="text"/> 0.00 - Minimum amount to allocate	
	Title I Services to <b>Private Schools</b> (enter below):	
	a. Portion of funds for equitable Administrative Activities	\$ <input type="text"/>
	b. Portion of funds for equitable Indirect Costs, if applicable	\$ <input type="text"/>
	c. Portion of funds for equitable Family/Community Engagement	\$ <input type="text"/>
	\$ <input type="text"/> 0.00 - Minimum amount to allocate	
	d. Portion of funds for equitable Professional Development (optional)	\$ <input type="text"/>
	e. Total portion of funds for equitable Instructional Services (Note: This amount should reflect Total Private School Pool of Funds minus lines 3a, 3b, 3c, 3d)	\$ <input type="text"/>

4.	LEA-level <b>Instructional</b> Programs, such as summer school programs or pre-school (enter below). Descriptions must be included in your Integrated Action Plan in the GME Planning Tool.	
	a. LEA funds reserved for Summer School	\$ <input type="text"/>
	b. LEA funds reserved for Intersession	\$ <input type="text"/>
	c. LEA funds reserved for LEA Pre-school is to be coded function 3000. Please refer to Grants Management Resource Library for more information	\$ <input type="text"/>
	d. LEA funds reserved to support Comprehensive School(s), if applicable	\$ <input type="text"/>
	e. LEA funds reserved to support Targeted School(s), if applicable	\$ <input type="text"/>
	f. LEA funds reserved for Other Instructional Programs (describe here)	\$ <input type="text"/>
5a.	Public School Choice Transportation for LEAs with schools identified as Comprehensive Schools.	\$ <input type="text"/>
5b.	Public School Choice Transportation for LEAs with schools identified as Targeted Schools.	\$ <input type="text"/>
6.	Financial incentives and rewards reservation (not to exceed more than 5 percent of funds received under Title I) for teachers who serve in Title I schools identified for Comprehensive or Targeted support and improvement activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers. Sec. 1113(c)(4)	\$ <input type="text"/>
7a.	Services to Homeless students - Required minimum of 1/2%, if TI funds greater than \$50,000; otherwise, at least \$100. For additional information, see <a href="http://www.azed.gov/homeless">www.azed.gov/homeless</a> .	\$ <input type="text" value="771.10"/>
7b.	Services to Homeless students - Optional additional funds for excess transportation costs or liaison salary. For additional information, see <a href="http://www.azed.gov/homeless">www.azed.gov/homeless</a> .	\$ <input type="text"/>
	\$ <input type="text" value="771.10"/> - Minimum amount to allocate	

8.	LEA Family/Community Engagement. For additional information, see <a href="http://www.azed.gov/titlei/familyengagement/">www.azed.gov/titlei/familyengagement/</a> .	
	\$ <input type="text" value="0.00"/> - Minimum amount to allocate	
	1% set-aside required for districts with allocations of more than \$500,000) LEAs may reserve up to 10% of this set-aside for LEA-level activities; the remainder must be distributed to Title I schools. Enter all amounts budgeted for Family/Community Engagement.	\$ <input type="text" value="500.00"/>
9.	Professional Development for Title I Staff to improve instruction in funded schools, which may include PD for implementation of teacher mentors and/or instructional coaches.	\$ <input type="text"/>
10.	Neglected or Delinquent Support - Additional support for neglected or delinquent students. Only LEAs that reported student counts are required to set aside funds for transition or other support programs.	\$ <input type="text"/>
<b>Total Set Asides</b>		\$ <input type="text" value="1,271.10"/>

School Allocations	Amount
Total Allocation Amount	<input type="text" value="154,220.65"/>
Subtract Total Set Asides	- <input type="text" value="1,271.10"/>
<b>Total Available for School Allocations</b>	\$ <input type="text" value="152,949.55"/>
<b>Per Pupil Amount (PPA) for 100% Factor</b>	
Total Available for School Allocations	<input type="text"/>
Divide by total number of low-income students in Title I public schools served.	÷ <input type="text" value="219.00"/>
100% Factor	× <input type="text" value="1.00"/>



PPA List - 100% Rule

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**School/Attendance Area Allocation**

Per Pupil Amount (PPA) \$

School/ Attendance Area	Low Income Attendance		Min. Alloc	Actual Allocation	
	%	#Public		PPA	Total
A	B	C	D	E	F
			PPA x C		EXC
Destiny School	66.97	<input type="text" value="219"/>	<input type="text" value="152,949.55"/>	<input type="text" value="647.54"/>	<input type="text" value="141,811.26"/>
<b>Total Low Income</b>		219	<b>Total School Allocations</b>		<input type="text" value="141,811.26"/>
<b>Remaining (close to \$0.00 as possible):</b>					<input type="text" value="11,138.29"/>

Poverty Criteria

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**Poverty Criteria**

The LEA uses poverty criteria in selecting schools. Please describe the poverty criteria utilized to select school attendance areas under section 1113.

- The LEA uses the same measure of poverty to identify eligible school attendance areas, to determine the ranking of each area, and to determine allocations to each school area based on the number of children in poverty ages 5 through 17.

**OR**

- The Arizona Department of Education Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act.

**OR**

- Proportional numbers of children in schools operating under the Community Eligibility Program for the Richard B. Russell National School Lunch Act.

**Please check all that apply:**

- Number of children eligible for free and reduced-price lunches (USED's preferred option)
- Number of children eligible for free and reduced-price meals through direct certification (e.g. through participation in TANF, SNAP, or other)
- Data from Income Eligibility Survey: ADE Guideline to Determine Eligible Students that replicates NSLP data
- Proportional numbers of children in schools operating under the Community Eligibility Program (CEP) for the Richard B. Russell National School Lunch Act.

A composite of above



Recruitment Stipends

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**Recruitment Stipends**

**Set-Aside 6: Financial Incentives** Financial incentives and rewards reservation (not to exceed more than 5 percent of funds received under Title I) for teachers who serve in Title I schools identified for **Comprehensive or Targeted Support and Improvement** activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers. Sec. 1113(c)(4).

**Guidance on Recruitment Expenditures - (ESEA, Section 2103(b)(3)(B))**

Local Education Agencies (LEAs) may utilize Title I-A funds, under ESEA Section 1113(c)(4) on Set-Aside 6, to pay for recruitment expenses and offer recruitment stipends to teachers and principals. These educators may be new hires and/or district transfers. Teachers must be assigned to teach academic subjects in which there exists a documented shortage of Appropriately Certified teachers within a school or LEA. Teachers and principals may receive recruitment stipends in order for students to have equitable access to Appropriately Certified, experienced, and effective teachers and principals.

**Recruitment**

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First Name	Last Name	School	Teacher/Principal	Grade	Content Area for Recruitment	Amount	Certification and Approved Areas <i>Charter schools are exempt</i>	Reason for Stipend (Such as high need academic subject, low income school, under-represented minority teachers and teachers with disabilities, etc.)	Comments
			Please select... ▼			\$			
<b>Total</b>						\$	0		

**Guidelines:**

If the LEA plans to pay recruitment stipends, there must be a corresponding Strategy with Action Step in the LEA Integrated Action Plan in GME - Planning Tool.

There must be a Local Governing Board approved policy for recruitment stipend procedures for both teachers and principals.

The policy and procedures may be, but are not required to be uploaded into the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application.

There may be an indication that the policy and procedures were approved, such as a date stamp or minutes of the meeting showing that it was approved.

The policies/procedures must define the eligibility criteria for receipt of a recruitment stipend and include the following:

Teachers and/or Principals must meet Appropriately Certified requirements.

Charter school teachers are exempt from this requirement with the exception of special education teachers.

Teachers and/or Principals must be either new hires or transferring within or between schools for the purpose of equitable access.\*

**Directions:**

The recruitment section is to be completed within the Grants Management System.

The spreadsheet must include the following:

The list of the teachers and/or principals who will be receiving a recruitment stipend.

The school assignment of each teacher and/or principal receiving a recruitment stipend.

The academic subjects each teacher will be assigned to teach based on the recruitment stipend.

The amount of the recruitment stipend being provided to each person.

The appropriately certified requirements for each teacher and/or principal.

**FYI:**

Recruitment stipends may include relocation expenses for teachers and principals.

New employees to an LEA may only receive a recruitment stipend one-time. It is not to be used as a signing bonus for returning teachers or principals.

Teachers and principals who are transferred within the LEA for the purpose of equitable access may receive a recruitment stipend multiple times.

This teacher/principal must have demonstrated a record of success in academic achievement prior to the funding payment.

Recruitment stipends for in-house LEA recruitment referrals are an allowable expense.

Recruitment stipends fall under 6100 with corresponding benefits in 6200.

\* ESEA 1112(b)(2) Equitable access means that “low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Retention Stipends

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**Retention Stipends**

**Set-Aside 6: Financial Incentives** Financial incentives and rewards reservation (not to exceed more than 5 percent of funds received under Title I) for teachers who serve in Title I schools identified for **Comprehensive or Targeted Support and Improvement** activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers. Sec. 1113(c)(4).

**Guidance on Retention Expenditures - (ESEA, Section 2103(b)(3)(B))**

Local Education Agencies may utilize Title I-A funds, under ESEA Section 1113(c)(4) on Set-Aside 6, to offer stipends for the purpose of retaining effective teachers and principals. Teacher assignments should be completed in such a way as to improve equitable access.\*

Teachers and principals who are identified for a retention stipend should have a record of success in helping low-achieving, economically disadvantaged, and/or minority students improve their academic achievement.

Differential Payment Stipends are classified as a type of Retention Stipend, and will need to adhere to the same guidelines as identified for Retention Stipends (outlined below).

**Retention**

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First Name	Last Name	School	Teacher/Principal	Grade Level	Content Area for Retention	Amount	Certification and Approved Areas <i>Charter Schools are exempt</i>	Evidence of Student Success (List three measures of student success as evidence of meeting criteria set by Board approved policy.)	Comments
			Please select... ▼			\$			
<b>Total</b>						\$	0		

**Guidelines:**

Retention stipends should be tied to a larger network of support for teachers and principals that includes individualized professional development, mentoring and coaching, and must be included in the LEA Integrated Action Plan (IAP) in GME - Planning Tool.

There must be a Local Governing Board approved policy for retention stipend procedures for both teachers and principals.

The policy and procedures may be, but are not required to be uploaded into the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application prior to funding.

There may be an indication that the policy and procedures were approved, such as a date stamp or minutes of the meeting showing that it was approved.

The policies/procedures must define the eligibility criteria for receipt of a retention stipend and include the following:

Teachers and/or Principals must meet Arizona Appropriately Certified licensure requirements.

Charter school teachers are exempt from this requirement with the exception of special education teachers.

The policy must outline how the Local Education Agency will determine teacher and/or principal success in improving academic achievement.

Multiple measures are to be used to generate a teacher's or principal's record of success.

(These may include value-added or growth measures, Student Learning Objectives, curriculum-based tests, baseline/post assessments, oral presentations, performances, or artistic or other projects.)

Individuals working in substitute or paraprofessional positions are NOT eligible for a retention stipend payment utilizing Title II-A funding. Appropriately certified teachers do not include those holding Emergency Certificates or Substitute Certificates.

A Teacher or Principal's Effectiveness Classification may not be the sole measure for demonstrating the "record of success" in improving academic achievement, although the Student Academic Progress portion of the evaluation system, in addition to the some of the measures listed above, may be used.

Retention stipends will be paid after the first day of the next school year. The funding must be allocated and spent within the current fiscal year's ESEA Consolidated application.

For example: if the funding was allocated in FY21, then draw down for the funding must also be from FY21.

Principals must demonstrate a record of successful leadership that results in low achieving students improving the academic achievement, particularly students from economically disadvantaged families, students from racial/ethnic minority groups, and students with disabilities.

Determination of principal retention stipends must include school level data along with other multiple data sources for student growth.

**Directions:**

The retention section is to be completed within the Grants Management System.

The spreadsheet must include the following:

The list of the teachers and/or principals who will be receiving a retention stipend.



The school assignment of each teacher and/or principal receiving a retention stipend.

The academic subjects each teacher will be assigned to teach based on the retention stipend.

The amount of the retention stipend being provided to each person.

The appropriately certified requirements for each teacher and/or principal.

The multiple measures used to determine a "record of success" in student achievement.

**FYI:**

A finalized retention section will be submitted at Completion Report.

\* ESEA 1112(b)(2) Equitable access means that "low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Retention stipends fall under 6100 with corresponding benefits in 6200.

Assurances

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA**

**Title I Assurances**

Checking each box "Yes" assures that the statement is true.

**Local Education Agency Assurances**

Each Local Educational Agency plan shall provide assurances that the Local Educational Agency will:

1) ..that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

\* Yes

2) ..provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

\* Yes

3) ..participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3))

\* Yes

4) ..coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and



youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

\* Yes

5) ..collaborate with the State or local child welfare agency to- designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

\* Yes

6) ..by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall-

- ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

- ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-

- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

- (II) the local educational agency agrees to pay for the cost of such transportation; or

- (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

\* Yes

Written procedures need to be uploaded into Foster Children Transportation Monitoring Instrument.

7) ..ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet

applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;

\* Yes

8) SUPPLEMENT AND NOT SUPPLANT METHODOLOGY: To demonstrate compliance with [the supplement not supplant requirement], a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving [Title I, Part A funds] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A funds]. (ESEA section 1118(b)(2))

\* Yes

#### 9) EARLY CHILDHOOD SERVICES

..in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

#### SPECIAL RULE.-

For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall

- consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and
- disseminate to local educational agencies the education performance standards in effect under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.

\* Yes

#### 10) PARENTS RIGHT-TO-KNOW

IN GENERAL.-At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (i) Whether the student's teacher-

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

- (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

\* Yes

#### 11) TESTING TRANSPARENCY

IN GENERAL.-At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

\* Yes

#### 12) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.-

In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

### 13) LANGUAGE INSTRUCTION

NOTICE.-Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of-

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (viii) information pertaining to parental rights that includes written guidance-
- (l) detailing the right that parents have to have their child immediately removed from such program upon their request;



- (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

#### **SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.-**

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

#### **PARENTAL PARTICIPATION.-**

- (i) **IN GENERAL.-**Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can-
  - (I) be involved in the education of their children; and
  - (II) be active participants in assisting their children to-
    - (aa) attain English proficiency;
    - (bb) achieve at high levels within a wellrounded education; and
    - (cc) meet the challenging State academic standards expected of all students.

- (ii) **REGULAR MEETINGS.-**Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

#### **BASIS FOR ADMISSION OR EXCLUSION.-**

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

### NOTICE AND FORMAT.-

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

\* Yes

### LEA PLAN ASSURANCES

\* 14) The LEA has disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers; LEA will identify and address in the LEA-IAP in Principle 1 in GME Planning Tool.

Yes

Not Applicable

\* 15) The LEA has schools identified as needing Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI); the LEA will describe how, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a CSI or TSI plan for the school to improve outcomes in the LEA-IAP in GME - Planning Tool.

Yes

Not Applicable

\* 16) The LEA serves students who are living in local institutions for neglected or delinquent children and/or are in community day school programs; in the LEA-IAP in GME - Planning Tool the LEA will describe the nature of the programs to be conducted by Title I schools and, where appropriate, educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Yes

Not Applicable

\* 17) The LEA serves grades Pre-K - 3, and in the LEA-IAP in GME - Planning Tool will describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs

Yes

Not Applicable

\* 18) The LEA serves grades 6-12, and in the LEA-IAP in GME - Planning Tool will describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education

Yes

Not Applicable

19) The LEA uses poverty criteria in selecting schools. This poverty criteria is a section in the Title I-A application. Please complete poverty criteria section.

\* Yes

\* 20) Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program, will identify the eligible children most in need of services. An Action Step must be clearly written that describes the process that this consultation occurs in the IAP

Yes

Not Applicable

#### LEA ASSURANCE FOR SCHOOLWIDE PROGRAM PLAN(S)

\* 21) Each Title I Schoolwide Program's comprehensive plan was developed during a one-year period, or amended their plan that was in existence on the day before the date of the enactment of Every Student Succeeds Act.

Yes

Not Applicable

22) Each Title I Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including:

- teachers, principals, other school leaders, paraprofessionals present in the school,
- administrators (including administrators of programs),
- the LEA,
- to the extent feasible, tribes and tribal organizations present in the community,
- and, if appropriate, specialized instructional support personnel,
- technical assistance providers,
- school staff, and
- if the plan relates to a secondary school, students, and other individuals determined by the school?

\*

Yes

Not Applicable

\* 23) Each Title I Schoolwide Program Plan remains in effect for the duration of the school's participation under Title I and shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Yes

Not Applicable

\* 24) Each Title I Schoolwide Program Plan is available to the LEA, parents, and the public, and the information



contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Yes

Not Applicable

\* 25) Each Title I Schoolwide Program Plan if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

Yes

Not Applicable

\* 26) Each Title I Schoolwide Program Plan is based on a comprehensive needs assessment (CNA) and root cause analysis of the entire school, that takes into account information about the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. Each applicable school CNA and root cause analysis fishbones (3) must be uploaded into GME - Planning Tool under Related Documents.

Yes

Not Applicable

#### SCHOOL ASSURANCE FOR TARGETED ASSISTANCE PROGRAM

27) The LEA will ensure that each Title I Targeted Assistance School will-

- help provide an accelerated, high-quality curriculum;
- minimize the removal of children from the regular classroom during regular school hours for instruction provided

under this part; and

- on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

\*

Yes

Not Applicable

\* 28) In a Targeted Assistance Program, the school shall determine which students will be served using objective criteria. An Action Step must be written in the SIAP describing the objective criteria the school uses to determine eligible students in a Targeted Assistance Program.

Yes

Not Applicable

\* Name typed in this box acts as a signature assurance that the above has happened or will happen:

Nancy McLendon

Subtotals by Object Code

Object Code	Subtotal
6731	\$ 0.00
6732	\$ 0.00
6733	\$ 0.00
6734	\$ 0.00
6735	\$ 0.00
6736	\$ 0.00
6737	\$ 0.00
6738	\$ 0.00
6739	\$ 0.00
0190	\$ 0.00
<b>Total</b>	<b>\$ 0.00</b>

Capital Outlay Worksheet

Quantity	Cost per Unit	Tax, Shipping & Handling	Object Code	Item Description	Purpose	Total
	\$	\$	Please select...			\$ 0.00
					<b>Grand Total</b>	<b>\$ 0.00</b>

USFR for Arizona School Districts (6731-6739)

Expenditures for initial, additional, and replacement equipment in the categories below. Also, include the present value amount of capital leases of equipment in the year of acquisition. Periodic lease payments should be coded to expenditure object codes 6832 and 6842. Equipment should be classified in the applicable detailed object codes below and cannot be paid for from the M&O Fund.

EXPENDITURE OBJECT CODES

Cost Less than \$5,000*	Cost \$5,000 or More*	Equipment Categories
6731 and/or 6732	6733	Furniture and Equipment (see examples below)
6734 and/or 6735	6736	Vehicles (Buses, cars, trucks, vans, etc.)
6737 and/or 6738	6739	Technology-related Hardware and Software (see examples below)

\* Arizona school districts do not use a dollar threshold for determining whether an item is equipment or a supply. The detailed equipment classifications above allow correct coding of equipment in accordance with Arizona requirements and separate identification of lower cost items for federal grant reporting, including indirect cost reporting.

An item should be coded as equipment if it is included in the examples below or if it meets all three equipment criteria below the tables. Items listed as equipment examples below should not be evaluated using the equipment criteria. The examples are provided to ensure consistent treatment by all districts. Also, the examples include certain items that are exceptions to the equipment criteria, such as component parts.

Furniture and Equipment Examples (Object codes 6731-6733)

Athletic Equipment	Furniture/Furnishings	Fixtures
<ul style="list-style-type: none"> <li>• Blocking Sleds</li> <li>• Chalk line dispensers</li> <li>• Fitness Machines</li> <li>• Goal posts (movable)</li> <li>• Helmets/Pads</li> <li>• Hurdles</li> <li>• Mats</li> <li>• Nets (Tennis/Volleyball)</li> <li>• Tackling dummies</li> <li>• Weights</li> </ul>	<ul style="list-style-type: none"> <li>• Bookcases</li> <li>• Chairs</li> <li>• Desks</li> <li>• Filing Cabinets</li> <li>• Large area rugs</li> <li>• Tables</li> </ul> <p><b>Component Parts</b></p> <ul style="list-style-type: none"> <li>• A/C compressors</li> <li>• Automotive engines</li> <li>• Automotive transmissions</li> </ul>	<ul style="list-style-type: none"> <li>• Bleachers (indoor)</li> <li>• Ceiling fans</li> <li>• Chalkboards/Whiteboards</li> <li>• Drinking fountains</li> <li>• Hot water heaters</li> <li>• HVAC units</li> <li>• Light fixtures</li> <li>• Sinks</li> <li>• Toilets</li> <li>• Wall mirrors</li> </ul>
<p><b>Other Equipment*</b></p> <ul style="list-style-type: none"> <li>• Appliances (kitchen)</li> <li>• Battery chargers</li> </ul>	<ul style="list-style-type: none"> <li>• Auto Diagnostic machines</li> <li>• Cameras (photo &amp; video)</li> </ul>	<ul style="list-style-type: none"> <li>• Bar code scanners</li> <li>• Cash registers</li> </ul>

• Copiers (off-network)

- Key cutters
- Leaf blowers
- Paint sprayers
- Sewing machines
- TVs

• Washers/Dryers

\* Items may be coded to Technology-related Hardware and Software if connected to a computer network.

• DVD/Blu-ray players

- Kilns
- Microwaves
- Power tools
- SPED assistance equipment
- Two-way radios
- Welders

• Washers/Dryers

**Technology-related Hardware & Software Examples (Object codes 6737-6739)**

- Computers (tablets, laptops, etc.)
- Computer monitors
- Copiers (on-network)

- Network equipment
- Projectors
- Printers

- Scanners
- Smart Boards
- Software (Non-instructional)

**Equipment Criteria**

**If an item is not included in the examples above, it should be coded as equipment if it meets ALL of the following:**

1. Typically has a useful life of at least one year.
2. Typically repaired rather than replaced when worn or damaged.
3. An independent unit that retains its original shape, appearance, and character with use and does lose its identity through fabrication or incorporation into a different or more complex unit or substance.

**DISCLAIMER FOR CHARTER SCHOOLS**

All capital items with a unit cost of \$5000 or greater MUST be coded as 0190 in your budget and included on this Capital Outlay Worksheet.







All capital items with a unit cost less than \$5000 MUST NOT be coded as 0190 in your budget and MUST NOT be included on this Capital Outlay Worksheet.

Related Documents

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - ESEA Consolidated - Rev 1 - Title I LEA

**ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION.** Organizations uploading documents to GME must ensure that the information contained in the document **does not** include sensitive data such as student information, social security numbers, or any other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Optional Documents

Type	Document Template	Document/Link
Affirmation of Consultation	 <u>Affirmation of Consultation</u>	
Affirmation of Consultation with Tribal Representatives	 <u>Affirmation of Consultation with Tribal Representatives</u>	
Rationale For SY19-20 Low-Income Data	 <u>Rational For SY19-20 Low-Income Data</u>	 <u>Rational For SY19-20 Low-Income Data</u>
SW2 & SW3 Consolidation of School Allocations	 <u>SW2 &amp; SW3 Consolidation of School Allocations</u>	
Other	N/A	
SNS Methodology (LEAs own documents; see Grants Management Resource Library for guidance)	 <u>SNS Methodology. (LEAs own documents; see Grants Management</u>	

Resource Library for  
guidance)