

Final Posting: Monday, December 8, 2025 at 4:10pm

**REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD**

**Canyon del Oro High School Auditorium  
25 W Calle Concordia Rd.  
Oro Valley, AZ 85704**

**Tuesday, December 9, 2025**

**6:00 PM**

**(Doors open 30 minutes prior to the start of the meeting)**

**AMPHITHEATER PUBLIC SCHOOLS**

**MISSION**

***To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.***

**We Believe**

- ❖ ***All students can learn and achieve.***
- ❖ ***Everyone has unique strengths, talents, and needs.***
- ❖ ***All students and staff should be responsible for and dedicated to educational excellence.***
- ❖ ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ❖ ***The school community deserves a safe and caring environment.***
- ❖ ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ❖ ***Ample resources are essential to accomplish the Mission.***

**We Value**

***achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.***

**AGENDA\***

*As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.*

*Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.*

\* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

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<sup>3</sup> Details are available in the offices of the Associate Superintendents and Chief Financial Officer.

<sup>4</sup> Study session items are for discussion only; no action will be taken.

1. <b><u>CALL TO ORDER</u></b>	
Ms. Susan Zibrat, President	
2. <b><u>PLEDGE OF ALLEGIANCE</u></b>	
Painted Sky Elementary School	
3. <b><u>RECOGNITION OF STUDENT ART</u></b>	
Painted Sky Elementary School	
4. <b><u>ANNOUNCEMENT OF DATE AND TIME OF THE ORGANIZATIONAL GOVERNING BOARD MEETING</u></b>	
Tuesday, January 13, 2025 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.	
5. <b><u>RECOGNITIONS</u></b>	
A. Recognition of Ironwood Ridge High School 2025 Girls Cross Country Division II State Championship and Individual State Runner-Up	4
B. Recognition of National Merit Scholarship Commended Students and Semifinalists	5
C. Presentation of Distinguished Service Awards	6
D. Recognition of 2025 District Legendary Teacher Award Recipient	7
E. Recognition of Finalist for 2025 University of Arizona Athletics Top 10 Teachers of the Year Award	8
6. <b><u>INFORMATION<sup>2</sup></u></b>	
A. Superintendent's Report	9
B. Status of Construction Projects	16
7. <b><u>PUBLIC COMMENT<sup>1</sup></u></b> (30 Minutes Maximum)	
8. <b><u>CONSENT AGENDA<sup>3</sup></u></b>	
A. Approval of Appointment of Non-Administrative Personnel	27
B. Approval of Personnel Changes	30
C. Approval of Leave(s) of Absence	33
D. Approval of Separation(s) and Termination(s)	35
E. Approval of Stipend for Coaching Volunteers	37
F. Approval of Minutes of Previous Meeting(s)	39
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,233,554.64	50
H. Acceptance of Gifts	51
I. Approval of Parent Support Organization(s) - 2025-2026	53
J. Approval of Disposal of Surplus Property via PublicSurplus.com	58
K. Approval of 2026-2027 Governing Board Meeting Schedule	59
L. Joint Resolution Expressing Concern and Disapproval Regarding the Draft Plans for a Potential Pima County Joint Technical Education District (JTED) Special Bond Election	61
M. Approval of the 2025-2026 District 301 Plan	64
N. Approval of Out of State Travel	79
9. <b><u>STUDY<sup>4</sup></u></b>	
A. Review of Superintendent's Proposal for Consolidation of Schools Due to Declining Enrollments, to be Effective for the 2026-2027 School Year:	90
a. Closure of E.C. Nash Elementary School, with Students to Attend Walker Elementary and Keeling Elementary;	

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- b. Closure of Francis Owen Holaway Elementary School, with Students to Attend Rio Vista Elementary;
- c. Closure of Marion Donaldson Elementary School, with Students to Attend Mesa Verde Elementary and Walker Elementary; and
- d. Closure of Copper Creek Elementary School, with Students to Attend Harelson Elementary and Wilson K-8.

10. **STUDY/ACTION**

A. Study and Approval of the Revised Expenditure Budget #2 for Fiscal Year 2025-2026;  
Public Hearing

164

11. **PUBLIC COMMENT**<sup>1</sup> (30 Minutes Maximum)

12. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

13. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at [www.amphi.com](http://www.amphi.com), and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**        **December 9, 2025**

**TITLE:**            **Recognition of Ironwood Ridge High School 2025 Girls Cross Country Division II State Championship and Individual State Runner-up**

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**BACKGROUND:**

The AIA State Championship Cross Country Meet was held on November 15th, 2025 in Phoenix, Arizona. Ironwood Ridge High School finished as DII Girls State Champions. Sorella Natale finished as State Runner-up.

**Division II Girls Cross Country State Team in order of finish:**

- 2nd – Sorella Natale, SR
- 9th – Sophia Simmons, SO
- 10th – Kylie Lederhos, SR
- 12th – Catelyn Parise, FR
- 16th – Kelsey Konishi, SO
- 19th – Jessica Richardson, JR
- 30th - Olivia Sawyer, JR
- Sophia Cappozzo, SO
- Ash Gladioux, JR

Coach Michael Smith  
Coach Bob Jones

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**RECOMMENDATION:**

This item is for the Governing Board’s information and recognition.

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**INITIATED BY:**

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Armando Soto, Director of Interscholastic

Date: December 1, 2025

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Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:** December 9, 2025

**TITLE:** Recognition of National Merit Scholarship Commended Students and Semifinalists

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**BACKGROUND:**

Each year, roughly 1.5 million high school students across the United States complete the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test ([PSAT/NMSQT®](#)). Of the participating students, 34,000 students achieve a score high enough to be recognized as Commended students and nearly 16,000 students, or less than one percent, are recognized as Semifinalists.

These extraordinary students have a chance to compete for nearly \$31 million in scholarship money for college.

To become a finalist, the students and their schools must submit a detailed scholarship application providing information about their academic achievements, community projects, leadership experience, employment, and honors they have received.

We are proud to recognize the following students for being National Merit Scholarship Commended Students and Semifinalists:

**National Merit Scholarship Commended Students:**

**Elijah Bartruff**, Canyon del Oro High School  
**Isidoro Castillo**, Canyon del Oro High School  
**Jacob Petersen**, Canyon del Oro High School  
**Sebastian Smith**, Canyon del Oro High School

**Shawn Hesse**, Ironwood Ridge High School

**National Merit Scholarship Semifinalists:**

**Chad Butterbrodt**, Canyon del Oro High School  
**Cian Kelly**, Canyon del Oro High School  
**Christopher Morril**, Canyon del Oro High School

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**RECOMMENDATION:**

This item is presented for the Governing Board's recognition.

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**INITIATED BY:**

**Matt P. Munger**  
Associate Superintendent for Secondary Education

**Date:** December 2, 2025

  
**Todd A. Jaeger, J.D., Superintendent**



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:** December 9, 2025

**TITLE:** Presentation of Distinguished Service Awards

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**BACKGROUND:**

The Distinguished Service Award was established to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater Public School District. Employees are recognized on a monthly basis during the school year. All Amphitheater employees are eligible to be nominated by their colleagues for this recognition.

We would like to recognize the following individuals for the month of December:

- Teresa McCabe, Library Assistant, Wilson K-8 School
- Kelcy Bronson, Preschool Director, Prince Elementary School

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**RECOMMENDATION:**

This is presented for the Board's information and recognition.

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**INITIATED BY:**

*Jen Anderson*

Jen Anderson,  
Executive Assistant to the Superintendent and Governing Board

Date: December 1, 2025

*Todd A. Jaeger*

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING: December 9, 2025**

**TITLE: Recognition of 2025 District Legendary Teacher Award Recipient**

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**BACKGROUND:**

On September 25, 2025, we celebrated Legendary Teacher Day, a day set aside to honor special teachers who make a difference in students' lives. Exceptional teachers in our District were nominated for this award, and we are pleased to share that the 2024 District Legendary Teacher Award Recipient for the Amphitheater School District is Ms. Brooke Wood, who is currently a kindergarten teacher at Painted Sky Elementary. Ms. Wood was nominated by parent, Jenelle Davis. Here's what Ms. Davis had to say:

*On behalf of our family (Jenelle, Travis Max and Gus), we want to share how grateful we are for you and why we believe you are so deserving of recognition as a Legendary Teacher. From the very beginning of the school year, it has been clear that you are not only dedicated to your role, but that you approach teaching with a heartfelt warmth and genuine love for your students. You see each child as an individual and celebrate who they are. The way you give 1000 percent of yourself every single day is something truly special.*

*We have especially seen this in the way you support our son. While he is in a general education classroom, he also receives special education services, and you have created the most supportive environment for him. You honor his strengths, provide thoughtful accommodations when he needs them, and help him feel confident and capable. Because of your guidance, he has been able to thrive and grow in ways that amaze us.*

*We are also deeply grateful for the way you partner with us as parents. You involve us in his education, encourage collaboration, and keep communication open so that we can work together toward his success. That kind of teamwork not only supports our son but also helps us feel valued and included in his learning journey.*

*To us, you are truly an Amphi treasure!  
Thank you!*

Ms. Wood has worked for Amphitheater since 2020. We are so proud and pleased to have her in the Amphi Family.

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**RECOMMENDATION:**

This is presented for the Board's information and recognition.

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**INITIATED BY:**

Jen Anderson  
Executive Assistant to the Superintendent & Governing Board

Date: December 1, 2025

  
Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING: December 9, 2025**

**TITLE: Recognition of Finalist for 2025 University of Arizona Athletics Top 10 Teachers of the Year Award**

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**BACKGROUND:**

**Mrs. Tenaya Sanchez**, English teacher at Canyon del Oro High School, has been named one of ten finalists for the prestigious University of Arizona Athletics Top 10 Teachers of the Year Award.

The finalists for this award are selected by representatives from several districts throughout Southern Arizona. Nominees are evaluated based on their teaching preparation and experience, evidence of leadership ability, participation in co-curricular or extracurricular activities involving students, innovation or unique teaching practices, evidence of successful teaching, recognition by colleagues, and community involvement.

The finalists will be recognized at the December 22<sup>nd</sup> 2025 U of A Men's Basketball game and will include a banquet and reception held in their honor at the University of Arizona's Hall of Champions prior to the game.

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**RECOMMENDATION:**

This is presented for the Board's information and recognition.

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**INITIATED BY:**

*Jen Anderson*

Jen Anderson,  
Executive Assistant to the Superintendent and Governing Board

Date: December 2, 2025

*Todd A. Jaeger*

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Superintendent's Report

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**BACKGROUND:**

The Superintendent will provide a brief review of recent and future activities in the District and community.

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**RECOMMENDATION:**

This item is presented for the Board's information.

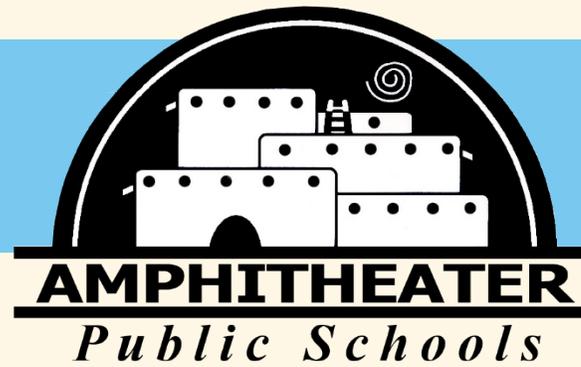
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**INITIATED BY:**

**Date:** December 2, 2025

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Todd A. Jaeger, J.D., Superintendent



December 9, 2025

10

# Superintendent's Report





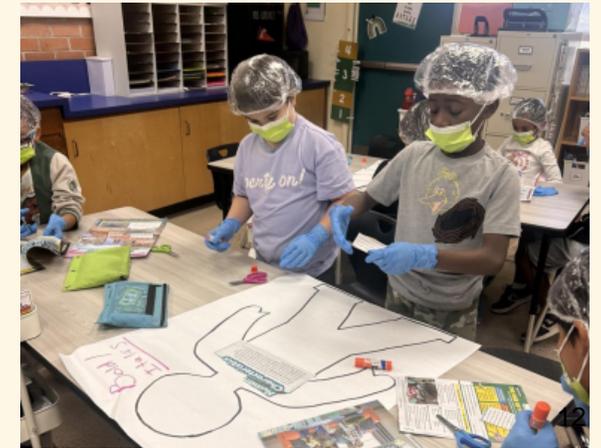
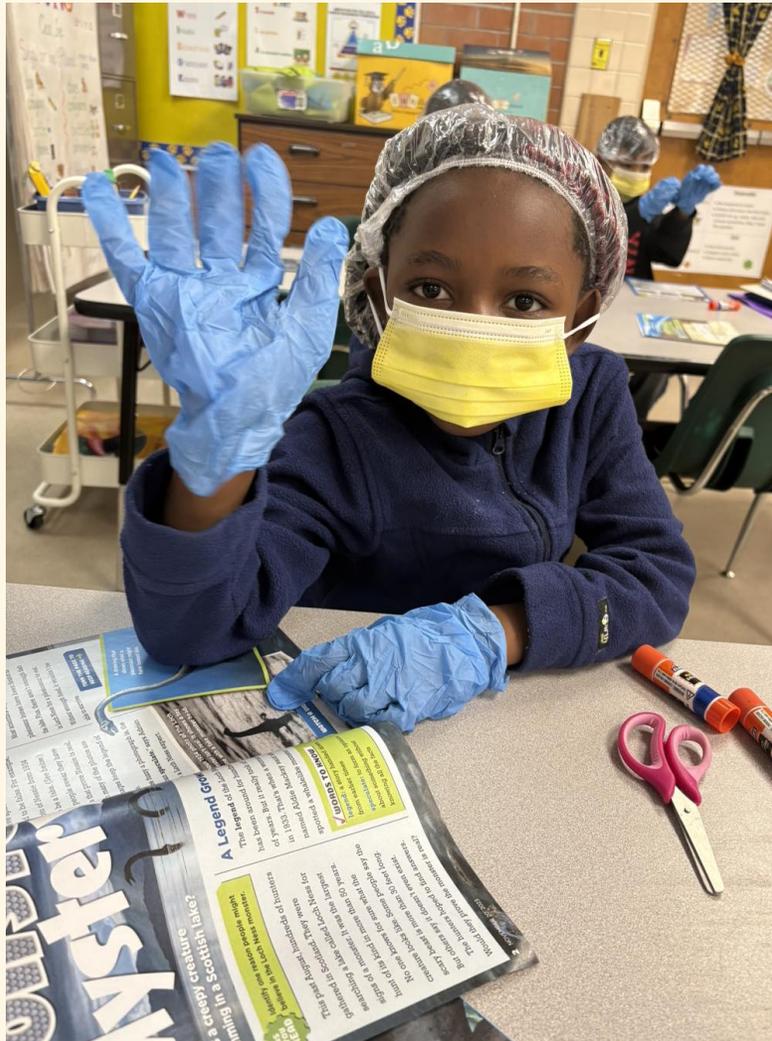
# Balloons Over Broadway



It was a beautiful morning for Innovation Academy's beloved "Balloons Over Broadway" Parade just before Thanksgiving break. Students filled the campus with color and creativity as they marched with the floats they crafted in class. It was a joyful celebration of collaboration, problem-solving and school tradition.



# Surgeons at Work



Third-graders at Prince Elementary stepped into the role of text-feature surgeons last month, turning their classrooms into lively operating rooms filled with collaboration, focus and lots of excitement. Their “patients” needed life-saving text features, and our young surgeons were up for the challenge, diagnosing, selecting, and applying the right tools to help every patient pull through. This creative literacy lesson blended hands-on learning with teamwork and critical thinking, and our students absolutely shined.

# Students Sharing with Students



Holaway Elementary students enjoyed helping the Tucson Police Department kick off the holiday season last week. They attended a special tree-decorating celebration, complete with treats, goody bags and photos with Santa. Our Holaway students loved the music, meeting Santa and Mrs. Claus, and chatting with Chief Kasmar, a proud Amphi High grad.

# Students Sharing with Students



At left, Oro Valley Mayor Joe Winfield paid a special visit to read to Copper Creek's kindergarten classes last week. We're grateful to Mayor Winfield for spending time with our students. On the right, we have Ari, the Oro Valley Police Department's resident reindeer, who visited Painted Sky last week to spread some holiday cheer. Thank you, Mayor Winfield and OVPD!



# Bees!



Elementary and middle school students at schools around the District participated in their school spelling bees in the past month. We'll see the top finishers at the District spelling bee on Jan. 21!



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Status of Construction Projects

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**BACKGROUND:**

Administration will present the Governing Board with current information on the status of construction projects funded with State of Arizona School Facilities Division and Bond Funding.

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**RECOMMENDATION:**

For information and discussion only.

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**INITIATED BY:**

A handwritten signature in black ink, appearing to read "Richard C. La Nasa".

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Richard C. La Nasa, Executive Manager, Operational Support

Date: December 2, 2025

A handwritten signature in black ink, appearing to read "Todd A. Jaeger".

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Todd A. Jaeger, J.D., Superintendent

**Status of Construction Projects**  
**12.9.25 Governing Board Meeting**

President Zibrat, Vice President Day, Board Members and Superintendent Jaeger, it is my pleasure to provide you with an update of the projects currently under construction with School Facility Division Building Renewal Grant (BRG), Adjacent Ways and Bond funding.

**AHS:**

**Bond Projects**

PAC House Lighting Modernization Design – 95 %	\$39,964
Main Gym Elevator Cab and Door R & R – Dec. '25	\$15,800
Main Gym Wood Floor Damage Repair – Complete	\$26,317
Central Plant 2 HW Expansion Tank Repair – PO Issued	\$12,967

**BRG Projects**

Campus Roof Replacements	
PH I, East Campus – Construction	\$4,446,750
PH II, West Campus – Construction	\$3,250,796
- Phase Grant Funding Requested	
Fall '26 Funding Allocation?	
South Gym HVAC Conversion Construction	\$1,744,833
- January – June '26 Construction	
Main Gym Elevator Modernization – December '25	\$120,285
Main Gym Bleacher Replacement	\$470,344
- Phase Grant Funding Requested	
Auto Shop Classroom Evap. to HVAC Conversion	\$67,745
- Winter Break Project	

Auditorium & Fine Art Failing Transformer Replacement \$57,028  
- Phase Grant Funding Requested

H Building Roof Leak Repairs – PO Requested \$56,820

Central Plant # 1 Boiler Replacement – Grant Application Submitted

**CDO:**

**Bond Projects**

K Plant Boiler Replacement Design – PO Issued \$41,590

**BRG Projects**

Campus Weatherization Design

- PH I, W Campus – Phase Grant Funding Requested \$46,040

- PH II, E Campus – Phase Grant Funding Requested \$46,900

Fire Alarm Replacement- Construct Started \$1,996,169

Fire Alarm Monitoring Cellular Conversion \$2,073

- Included in Fire Alarm Replacement Project

Domestic Water Main Line Replacement Assessment \$7,105

- Grant Request Submitted

Auto Shop Classroom Evap. to HVAC Conversion \$79,989

- Phase Grant Funding Requested

Central Plant T & M Equipment Replacement \$1,831,898

- Phase Grant Funding Requested

Central Plant T & M Switch Gear Replacement \$176,556

- Phase Grant Funding Requested

K Plant Boiler Replacement – Grant Application Submitted

**IRHS:**

**Bond Projects**

Bleacher Roller Replacements – Complete \$48,476

Gym Basketball Hoop Repairs – 80 % Complete \$45,603

**BRG Projects**

300 Building Roof Repair – Assessment \$5,605  
- Phase Grant Funding Requested

Central Plant Tower # 2 Replacement \$256,400  
– Tower Set

**Adjacent Ways Projects**

West Fire Lane Crack Seal & Seal Coat – Winter Break \$48,133

**AMS:**

**BRG Projects**

Library Roof Replacement Design \$20,100  
– Phase Grant Funding Requested

Fire Alarm System Replacement – 90 % Complete \$1,095,437

Fire Alarm Monitoring Cellular Conversion \$2,073  
- Included in Fire Alarm Replacement Project

**Cross:**

**BRG Projects**

Campus Weatherization Design \$41,900  
- Phase Grant Funding Requested

**Harelson:**

**BRG Projects**

Campus Roof Design \$52,520  
- Phase Grant Funding Requested

**Keeling:**

**Bond Projects**

MPR VCT Floor Replacement – Summer '26 Project \$46,697

**BRG Projects**

Campus Wide HVAC Replacement  
- Assessment Application Submitted

**La Cima:**

**BRG Projects**

Campus Weatherization – PO Issued \$219,750

Campus Roof Replacement Construction  
- South Phase - Phase Grant Funding Requested \$601,138  
o Fall '26 Funding Allocation?  
- MPR Phase – PO Issued \$1,653,475

MPR Floor Cracking Assessment \$20,780  
– Phase Grant Funding Requested

**Mesa Verde**

**BRG Projects**

Campus Weatherization Assessment \$9,695  
- Phase Grant Funding Requested

**Nash:**

**BRG Projects**

Campus Roof Design \$67,240  
- Phase Grant Funding Requested

Admin & Kitchen Roof Leak Repairs – PO Requested \$143,080

**Painted Sky:**

**BRG Projects**

Boiler # 2 Replacement – PO Issued \$695,000  
- Summer '26 Project

Campus Weatherization Assessment – Complete \$9,405  
- Design Phase Grant Funding Requested

Campus Roof Replacement Assessment - Complete \$8,465  
- Design Phase Grant Funding Requested

Multiple Classroom Carpet Replacement \$101,699  
- Phase Grant Funding Requested

**Prince:**

**BRG Projects**

Campus Roof Replacement Design \$47,760  
- Phase Grant Funding Requested

Campus Weatherization Design \$46,100  
- Phase Grant Funding Requested

**Rio Vista**

**Bond Projects**

Parking Lot Reconfiguration – Summer '26

**BRG Projects**

Roof Counter Flashing Repairs – PO requested \$3,350

**Walker**

**BRG Projects**

Roof Replacement Assessment	\$8,265
– Phase Grant Funding Requested	

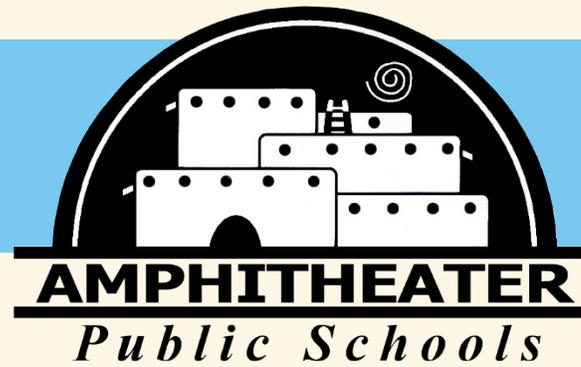
**Wilson:**

**BRG Projects**

MPR Buildings Roof Replacement – PO Issued	\$1,949,989
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Campus Weatherization Design	\$47,760
- Phase Grant Funding Requested	

Sump Pump Lift Station Repairs	\$55,805
- Phase Grant Funding Requested	



December 9, 2025

23

# Status of Construction Projects

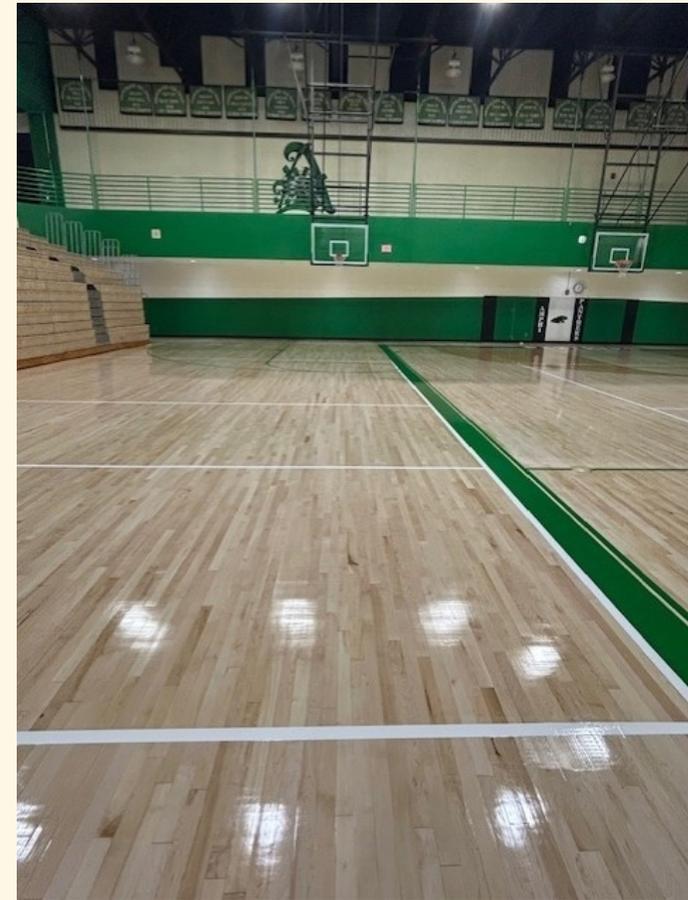
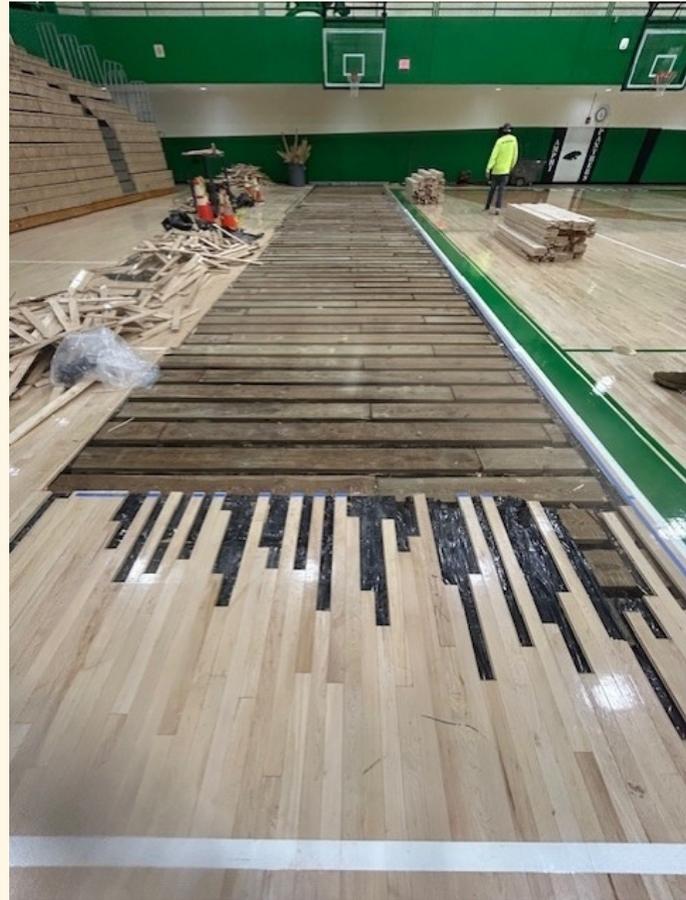
## Highlights

### BRG & Bond Funding





- Amphitheater High School Main Gym Floor Repairs – Bond Funds





- Ironwood Ridge High School Cooling Tower Replacement – BRG Funds





## November 2025 SFD BRG Phase Grant Funding Awards

AHS Small Gym HVAC Conversion Material Increase Amendment	\$ 203,264
Rio Vista Counter Flashing & Wall Repairs	\$ 3,350
Nash Roof Repairs	\$ 143,080
AHS H Building Roof Repairs	\$ 56,820
AHS Transformer Replacement	\$ 57,028

November 2025 Funding \$ 463,542

SY '25 – '26 New Grant Funding \$7,261,202  
(3.6% of \$200M Budget Allocation)

26

SY '25 – '26 Grant Project Funding Requests Pending Award \$ 11.9M



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:**      **December 9, 2025**

**TITLE:**            **Approval of Appointment of Non-Administrative Personnel**

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**BACKGROUND:**

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of December 8, 2025.

27

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**RECOMMENDATION:**

It is the recommendation of the Administration that the appointment(s) be approved as presented.

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**INITIATED BY:**

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**John Hastings, Director of Human Resources**

**Date: December 8, 2025**

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**Todd A. Jaeger, J.D., Superintendent**

12/9/2025

**GOVERNING BOARD MEETING  
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Castillo	Jeanette	Teacher - Grade 2	CT	Donaldson Elementary	CTT-MA	0 years	Replacement	Mr. Szczepaniak	
Derikson	Maxwell	Crossing Guard	CL	Coronado K-8 School	1	0 years	Replacement	Ms. Letts	
Dousten	Damariz	Clerk	CL	Amphi High School	1	5+ years	Replacement	Mr. Malis	
Everett	Sean	Transportation Attendant	CL	Transportation			Rescind		
Major	Tyler	Classroom Aide/Caregiver	CL	Prince Elementary	2	0 years	New	Ms. Doyle	
McAuliffe	Adam	Bus Driver	CL	Transportation	13	0 years	Replacement	Ms. Frye-George	
Newton	Jason	Special Education Teaching Assis	CL	Amphi High School	3	0 years	Replacement	Mr. Malis	
Ochoa	Alyssa	Secretary I	CL	Amphi High School	3	3 years	Replacement	Mr. Malis	
Olsen	Jasmine	Custodian II	CL	Amphi High School	5	0 years	Replacement	Mr. Malis	
Presnar	Zachary	Maintenance Technician II	CL	Facilities Support	8	0 years	Replacement	Mr. Gill	
Rivera Vasquez	Eva	Custodian I	CL	Amphi High School	2	5+ years	Replacement	Mr. Malis	
Schroeder	Christine	Bus Driver	CL	Transportation	13	3 years	Replacement	Ms. Frye-George	
Verdugo	Oscar	Custodian I	CL	Amphi High School	2	0 years	Replacement	Mr. Malis	
Mitchell	Erin	Student Worker	ASW	CDO High School			Rehire		\$14.70 per hour
Blackmon	Kimora	Student Worker	ADDM	Amphi High School			New		\$14.70 per hour
Francis	Deborah	ADDN - Certified Tutor	ADDM	Amphi High School			Addendum		\$30.00 per hour
Herrera	Robert	Special Events Worker	ADDM	CDO High School			Addendum		\$14.70 per hour

*	2024-2025 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

**12/09/2025  
GOVERNING BOARD MEETING  
APPOINTMENTS**

**SUBSTITUTES**

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Andersson	Ileana		CT		11/19/2025	
Castrejon	Anette		CT		11/21/2025	
Duran	Juanita		CT		11/19/2025	
George	Chuck		CT		11/25/2025	
Hohmann	Mark		CT		11/20/2025	
Horn	Devin		CT		11/25/2025	
Loving	Jacqueline		CT		11/20/2025	
Murrell	Veronica		CT		11/24/2025	
Raney	Katherine		CT		11/25/2025	
Romero	Sofia		CT		11/24/2025	
Shawgo	Katherine		CT		11/20/2025	
Shields	Lyric		CT		11/24/2025	
Uludag	Dervis		CT		11/20/2025	
Wilkinson	Theodore		CT		11/20/2025	
Yanez	Frank		CT		11/12/2025	
Biggs	Jacqueline		CL		11/20/2025	
Bransky	Marnie		CL		11/24/2025	
Carrillo	Janet		CL		11/20/2025	
Vos	Michael		CL		11/19/2025	

AD Administrative  
 PR Professional  
 CT Certified  
 CL Classified



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**      **December 9, 2025**

**TITLE:**            **Approval of Personnel Changes**

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**BACKGROUND:**

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of December 8, 2025.

30

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**RECOMMENDATION:**

It is the recommendation of the Administration that the personnel changes be approved as presented.

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**INITIATED BY:**

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John Hastings, Director of Human Resources

Date: December 8, 2025

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Todd A. Jaeger, J.D., Superintendent

12/9/2025

**GOVERNING BOARD MEETING  
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Hunter	Jennifer	Teacher - ELL/SEI	CT	Amphi High School	Salary Adjustment	CTT-MA	10 years	
Olpindo	Eileen	School Health Aide	CL	Donaldson Elementary	Transfer	4	N/A	
Reyes	Maria	Special Education Teaching Assistant	CL	Copper Creek Elementary	Decrease FTE			<0.1875 FTE>
Sanchez Guerrerc	Rosaura	Bilingual Clerk	CL	Rio Vista Elementary	Additional Position	2	5+ years	
Wilson	Hermon	Bus Driver	CL	Transportation	Increase FTE			+0.0937 FTE
Ammon	Connie	ADDN - Section 504	ADCT	Coronado K-8 School	Addendum			\$1,350.00
Arispe	Brooke	ADDN - Section 504	ADCT	Cross Middle School	Correction			Amount: \$3,150.00
Boyd	Lisa	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum			\$30.00 per hour
Burgin	Samantha	Teacher - Special Education Resource - N	ADCT	Ironwood Ridge High	Added Duty			\$7,253.89
Carotenuto	Lisa	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum			\$30.00 per hour
Castle	Jordan	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Castle	Jordan	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Chavez	Justin	Coach - Basketball Head - 3rd Season MS	ADCT	La Cima Middle School	Addendum			\$1,835.37
Denherder	Christopher	Special Events Worker	ADCT	Amphi High School	Addendum			\$14.70 per hour
Donahue	Brian	Coach - Wrestling Head MS	ADCT	La Cima Middle School	Addendum			\$1,835.37
Esposito	Kimberly	ADDN - Section 504	ADCT	Walker Elementary	Correction			Amount: \$750.00
Foster	Alyssa	Coach - Soccer Assistant MS	ADCT	Wilson K-8 School	Addendum			\$1,511.48
Garcia	Christopher	ADDN - Section 504	ADCT	Wilson K-8 School	Correction			Amount: \$2,250.00
Greenberg	Elyse	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum			\$30.00 per hour
Johnson	Marian	Coach - Special Olympics Head	ADCT	Wetmore Center	Addendum			\$1,835.37
Johnson	Marian	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Johnson	Neely	Coach - Basketball Assistant - 3rd Season	ADCT	La Cima Middle School	Addendum			\$1,511.48

*	2024-2025 School Year					ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position					CT-AD	Certified Administrative
Correction	Correction to contract					CT	Certified
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative
Extension	End date being extended					CL	Classified
Increase FTE	Increase in hours/contract					PR	Professional
Promotion	Employee receiving a promotion to another position					EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration					MS	Middle School
Status Change	Employee changing status (i.e. short term to career)					HS	High School
Temporary	Employee working for a limited period of time						
Transfer	Employee moving from one position to another						

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Kevershan	Kimberly	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Lidbetter	Erin	ADDN - Section 504	ADCT	La Cima Middle School	Addendum			\$950.00
Nicley	Camille	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Obregon	Jose	Coach - Soccer Head MS	ADCT	Wilson K-8 School	Addendum			\$1,835.37
Olszewski	Cynthia	ADDN - Section 504	ADCT	CDO High School	Correction			Amount: \$2,350.00
Padilla	Lisa	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Rodriguez	Michaela	ADDN - Section 504	ADCT	Innovation Academy	Addendum			\$250.00
Sparlin	Erika	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum			\$30.00 per hour
Suazo	Javier	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Sutton	Kyle	ADDN - Section 504	ADCT	CDO High School	Correction			Amount: \$2,350.00
Watson	Amy	ADDN - Homebound	ADCT	Painted Sky Elementary	Addendum			\$30.00 per hour
Willis	John	ADDN - Section 504	ADCT	Amphi High School	Addendum			\$2,250.00
Cardenas	Mario	ADDN – ECHO Behavioral Interventional	ADCL	Keeling Elementary	Addendum			\$18.07 per hour
Tapia	Diana	Special Events Worker	ADCL	Amphi High School	Addendum			\$14.70 per hour

*	2024-2025 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**      **December 9, 2025**

**TITLE:**            **Approval of Leave(s) of Absence**

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**BACKGROUND:**

Leave(s) of absence will be presented herein and are current as of December 1, 2025.

33

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**RECOMMENDATION:**

It is the recommendation of the Administration that the leave request(s) be approved as presented.

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**INITIATED BY:**

A handwritten signature in blue ink, appearing to read "John Hastings".

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John Hastings, Director of Human Resources

Date: December 1, 2025

A handwritten signature in blue ink, appearing to read "Todd A. Jaeger".

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Todd A. Jaeger, J.D., Superintendent

12/9/2025

**GOVERNING BOARD MEETING  
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
DiMatteo	Kirsten	Teacher - Cross Categorical Classr	CT	Copper Creek Elementary	11/07/2025	End
Hizny	April	Data & Assessment Coordinator	CL	Wetmore Center	11/05/2025	Start
Kirfman	Jessica	Classroom Aide/Caregiver	CL	Walker Elementary	11/26/2025	Extension
Martinsen	Katherine	Food Service Attendant - Lead	CL	Cross Middle School	11/13/2025	Start
Powell	Rycharde	Transportation Attendant	CL	Transportation	11/14/2025	End

\* 2024-2025 School Year  
CT-AD Certified Administrative  
CT Certified  
CL-AD Classified Administrative  
CL Classified  
PR Professional



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of Separation(s) and Termination(s)

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**BACKGROUND:**

Separation(s) and termination(s) will be presented herein. Separations are current as of December 8, 2025.

35

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**RECOMMENDATION:**

It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

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**INITIATED BY:**

A blue ink signature of John Hastings, Director of Human Resources, written over a horizontal line.

John Hastings, Director of Human Resources

Date: December 8, 2025

A black ink signature of Todd A. Jaeger, Superintendent, written over a horizontal line.

Todd A. Jaeger, J.D., Superintendent

12/9/2025

**GOVERNING BOARD MEETING  
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Sheffield	Katherine	Assistant Principal	CT-AD	Amphi Middle School	06/04/2026	Resignation	
Fishman	David	Teacher - Kindergarten	CT	Rio Vista Elementary	10/28/2025	Separation Agreement	
Gardner	Betsy	Teacher - Special Education	CT	La Cima Middle School	12/19/2025	Resignation	
Gingrich	Elisabeth	Teacher - Grade 5	CT	Innovation Academy	05/21/2025	Resignation	
Greene	Hannah	Teacher - Chemistry	CT	Ironwood Ridge High	05/21/2026	Resignation	
Rowe	Darlene	Teacher - ELL/SEI	CT	Nash Elementary	05/21/2025	Retirement	
Sand	Cassidy	Teacher - Academic Intervert	CT	Wilson K-8 School	11/25/2025	Breach of Contract	
Sand	Cassidy	Teacher - Special Education	CT	Wilson K-8 School	11/25/2025	Breach of Contract	
Schreiber	Andrea	School Nurse	CL-PR	Wilson K-8 School	11/21/2025	Breach of Contract	
Frye-George	Norma	Director of Transportation	CL-AD	Transportation	01/02/2026	Retirement	Returning ESI
Campbell	Justin	Transportation Attendant	CL	Transportation	11/13/2025	Dismissal	
Fisher	Angela	Bus Driver	CL	Transportation	11/22/2025	Dismissal	
Myers	Crystal	School Health Aide	CL	Donaldson Elementary	10/24/2025	Resignation	
Ramirez	Martha	Food Service Attendant - Le	CL	Rio Vista Elementary	01/30/2026	Retirement	
Reyes	Monica	Special Education Teaching	CL	Nash Elementary	01/02/2025	Retirement	Returning ESI
Seegmiller	Abeha	Classroom Aide/Caregiver	CL	Coronado K-8 School	12/08/2025	Resignation	
Simmons	William	Instructional Technology Spe	CL	Walker Elementary		Rescind	
Solis	Angelica	Special Education Teaching	CL	Prince Elementary	11/19/2025	Resignation	
Solis	Angelica	Classroom Aide/Caregiver	CL	Prince Elementary	11/19/2025	Resignation	
Tague	David	Irrigation Systems Mechanic	CL	Facilities Support	11/18/2025	Resignation	

*	2024-2025 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**      **December 9, 2025**

**TITLE:**      **Approval of Stipend for Coaching Volunteers**

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**BACKGROUND:**

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of December 1, 2025.

37

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**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

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**INITIATED BY:**

  
\_\_\_\_\_  
**John Hastings, Director of Human Resources**

**Date: December 1, 2025**

  
\_\_\_\_\_  
**Todd A. Jaeger, J.D., Superintendent**

12/9/2025

**GOVERNING BOARD MEETING  
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Ames	Willie	Coach - Wrestling Head HS	Amphi High School	Stipend	\$3,238.88
Brant	Jeffery	Coach - Wrestling Head MS	Wilson K-8 School	Stipend	\$1,835.37
Dalton Aragon	Jaron	Coach - Soccer Assistant - 3rd Se	La Cima Middle School	Stipend	\$1,511.48
Duarte	Brandi	Coach - Soccer Assistant HS	CDO High School	Stipend	\$2,591.11
Germany	Reuben	Coach - Basketball Assistant HS	Amphi High School	Resign Addendum Onl	
Gwion	Darus	Coach - Soccer Assistant HS	Amphi High School	Stipend	\$2,591.11
Leach	Jonathon	Coach - Wrestling Assistant MS	Wilson K-8 School	Stipend	\$1,511.48

\* 2024-2025 School Year



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of Minutes of Previous Meeting(s)

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**BACKGROUND:**

The attached minutes of previous Governing Board Meeting(s) are submitted for approval by the Board:

November 18, 2025

**RECOMMENDATION:**

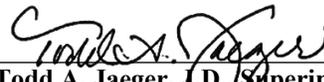
The Administration recommends that the minutes of the previous meeting(s) be approved.

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**INITIATED BY:**

  
Jen Anderson  
Executive Assistant to the Superintendent & Governing Board

Date: December 8, 2025

  
Todd A. Jaeger, J.D., Superintendent

**Minutes of the Regular Governing Board Meeting  
Amphitheater Public Schools  
Tuesday, November 18, 2025**

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A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, November 18, 2025, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

**Governing Board Members Present**

Ms. Susan Zibrat, President  
Ms. Deanna M. Day, M.Ed., Vice President  
Dr. Michael Gemma, Member  
Mr. Matthew A. Kopec, Member

**Governing Board Member Absent**

Ms. Vicki Cox Golder, Member

**Superintendent's Cabinet Members**

Mr. Todd A. Jaeger, J.D., Superintendent  
Ms. Tassi Call, Associate Superintendent for Elementary Education  
Mr. Matthew Munger, Associate Superintendent for Secondary Education  
Mr. Scott Little, Chief Financial Officer  
Mr. Richard La Nasa, Executive Director of Operational Support  
Mr. John Hastings, Director of Human Resources  
Ms. Elizabeth Jacome, Director of Curriculum & Assessment  
Ms. Kristin McGraw, Director of Student Services  
Ms. Julie Valenzuela, Director of 21st Century Education  
Ms. Michelle Valenzuela, Director of Communications

**1. CALL TO ORDER**

President Zibrat called the meeting to order at 5:30pm.

**2. EXECUTIVE SESSION**

**1. Motion to Recess Open Meeting and Hold an Executive Session for:**

**A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding Student # 30046831**

*Vice President Day moved that the Board go into an Executive Session to address the matters identified in Item 2 of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 2. Mr. Kopec seconded the motion.*

*Voice vote in favor- 4. President Zibrat, Vice President Day, Mr. Kopec, and Dr. Gemma.*

*Opposed-0.*

*President Zibrat proclaimed that they were in Executive Session at 5:30pm.*

**3. RECONVENE PUBLIC MEETING**

The meeting reconvened at 6:06pm.

**4. PLEDGE OF ALLEGIANCE**

Superintendent Jaeger asked Mr. Chris Trimble, Principal of Wilson K-8 School to come forward and introduce his students who are leading the Pledge of Allegiance. Mr. Trimble introduced members of Wilson's Elementary Student Council, Avery, Cayden, Ella, Olivia, and Kynlie as well as students from Wilson's Eighth Grade Student Council Abigail, Gavin, Lilliana, and Zylar. Mr. Trimble spoke about the students' exemplary leadership on campus. The students came forward and led the Pledge of Allegiance.

Dr. Gemma thanked the students for attending the meeting and commended them on taking leadership roles on their campus at such young ages. He presented the students with certificates of recognition. A picture was taken with the students, Mr. Trimble, the Governing Board, and Superintendent Jaeger to mark the occasion.

## **5. RECOGNITION OF STUDENT ART**

Mr. Trimble stated that his two art teachers were unable to attend the meeting, but shared that Ms. Hitt and Mr. Grantham both work tirelessly to create classroom environments where students feel confident and inspired to take creative risks. He stated that they both send their gratitude for the District's support of the arts.

Mr. Trimble went on to describe the artwork on display which encompasses several grade levels, artistic techniques, and mediums. He explained that the 3D artwork located in the display case in the lobby is from the middle school classes. Mr. Trimble thanked the Governing Board for recognizing the students' hard work.

Dr. Gemma presented Mr. Trimble with certificates of recognition for Ms. Hitt and Mr. Grandtham.

## **6. ANNOUNCEMENT OF DATE AND TIME OF THE NEXT REGULAR GOVERNING BOARD MEETING**

President Zibrat stated the next Regular Governing Board meeting is scheduled for Tuesday, December 9, 2025 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center.

## **7. RECOGNITIONS**

### **A. Recognition of the Canyon del Oro High School 2025 Division II Girls Golf Team State Runner-Up**

Superintendent Jaeger stated that he is always so proud and excited to recognize students for their various achievements. He asked Director of Interscholastic, Mr. Armando Soto, to introduce this recognition.

Mr. Soto spoke about the 2-day State Tournament and introduced the CDO Girls Golf Coach, Mr. Brent Watkins. Mr. Watkins shared his gratitude for the recognition and stated he has been coaching for 15 years. He spoke about the dynamics of high school golf being a team sport as well as the ups and downs of the state tournament. Mr. Watkins also spoke about how much work and effort the girls have put in this year and how much they have improved.

Mr. Watkins introduced team members, Maddy, Kennah, Chloe, Camryn, and Liliana and spoke about each players' role on the team.

Mr. Kopec presented the students with certificates of recognition. A picture was taken of the Governing Board, Superintendent Jaeger, Mr. Watkins, and students to mark the occasion.

### **B. Recognition of Canyon del Oro 2025 DII Swim State Runners-up and State Champions**

Mr. Soto spoke about the two-day state tournament and introduced Head Coach Jen Inboden and assistant coaches Don Enright, and Ana Roper. Ms. Inboden shared that this is the 9<sup>th</sup> year that the swim team has made an appearance at a board meeting for placing first or second in state. She also stated that freshman, Naomi Weibel has earned an All American consideration time and during this season broke four different school swimming records, one of which was the oldest dating back to 1979.

Ms. Inboden spoke about the boys team finishings including their individual runners-up titles and their team first place win. She praised the boys' amazing performance in the last race of the evening securing their first place victory.

Dr. Gemma stated that athletics are an important part of any high school and that they can carry the pride of earning a state championship with them their whole lives. He presented the students and coaches with certificates of recognition. A picture was taken with the students, coaches, Governing Board, and Superintendent Jaeger.

### **C. Recognition of Amphi High School 1975 and 1979 State Champion Football Teams**

Superintendent Jaeger explained that this was the first time he can remember a recognition of this nature occurring at a Governing Board meeting. He asked Mr. Soto to introduce the item.

Mr. Soto explained that the 1975 Amphi High School football team was a team of 'firsts' meaning they were the first Amphitheater High School football team to bring home the state championship trophy and they were the first district high school to bring home the trophy as well. He introduced Jim Krohn, the quarterback for

the 1975 team who went on to play for the University of Arizona, and then professionally for the Canadian Football League and the United States Football League.

Mr. Krohn thanked the Governing Board for recognizing the team in time for the 50<sup>th</sup> reunion of their victory occurring in December. He brought up his fellow teammates, Blake Freking, George Belcher, Art Gutierrez, Dale Stott, Ray Wilson, Andy Carlton, Mark Barker, David Damiani, Randy Barkley, and Shea Heslep.

Vice President Day stated she was pleased to see so many team members attend this evening and recognized other Amphi Panthers in the audience. She presented the team members with certificates of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, and team members to mark the occasion.

Mr. Soto explained that the 1979 State Champion team was a team of 'lasts' meaning they were the last school from Southern Arizona to win the big school state championship in AAA and it's a distinction they still carry. He also shared that there were members of the football team who were also on the state championship baseball team later that school year. Mr. Soto introduced Mr. Sam Molina, starting quarterback for the 1979 team. Mr. Molina expressed gratitude at being able to stand with the 1975 team. He introduced fellow teammates Duane Huff and Jerry Lykins and spoke about the leadership skills, work ethic, and teamwork learned while on the team that they still carry with them to this day.

Vice President Day spoke about the Amphi Foundation Alumni Society and expressed her pleasure at being able to recognize people who have such pride about their time in Amphi. She presented the team with certificates of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, and team members.

#### **D. Presentation of Distinguished Service Awards**

President Zibrat asked Superintendent Jaeger to introduce the awards.

Superintendent Jaeger stated that each month during the school year a certificated and classified staff member is recognized with a Distinguished Service Award. He asked Ms. Angela Wichers, Principal of Amphi Middle School, to come forward to introduce the classified recipient.

Ms. Wichers introduced Ms. Ana Vega, Administrative Assistant at Amphi Middle School. She explained Ms. Vega began at AMS as a security monitor, then became the Behavior Intervention Monitor, Registrar, and now her current role as the Administrative Assistant. Ms. Wichers spoke about Ms. Vega's heart, grit, and natural leadership. She explained Ms. Vega is always hungry to learn new things, willing to face challenges, and maintain professionalism through it all. Ms. Wichers praised her as a respected, trusted, and valued employee.

A video presentation was shown highlighting Ms. Vega's contributions to the District.

President Zibrat asked Ms. Vega if she would like to share anything. Ms. Vega thanked her family and AMS colleagues for their support. President Zibrat presented Ms. Vega with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

Superintendent Jaeger asked Mr. David Humphreys, Principal at La Cima Middle School to come forward to introduce the certificated recipient.

Mr. Humphreys introduced Ms. Amy Martinez, Choir and Musical Theater teacher. He shared that Ms. Martinez has served the District for 27 years and helps students find their voice, many for the first time. Mr. Humphreys said that Ms. Martinez nurtures courage, creativity, and a sense of belonging. La Cima student, Evelyn Narter stated Ms. Martinez teaches how to love others, grow from mistakes, and think positively. She noted as a new student this year, she met her best friend in Ms. Martinez's class and has learned many tools to be successful.

A video presentation was shown highlighting Ms. Martinez's contributions to the District.

Ms. Martinez shared she is a proud product of Amphi and has been inspired by many. She thanked her family and supporters in the audience.

President Zibrat presented Ms. Martinez with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

A picture was taken of the Governing Board, Superintendent Jaeger, Ms. Vega, Ms. Wichers, Ms. Martinez, and Mr. Humphreys to mark the occasion.

**E. Recognition of the Arizona Science Teachers Association Elementary Science Teacher of the Year**  
Superintendent Jaeger explained that not only does Amphitheater recognize its staff, but often outside entities and organizations recognize exemplary work when they see it. He asked Michael McConnell, Principal of Innovation Academy, to come forward to introduce this recognition.

Mr. McConnell introduced Micaela Rodrigues and commented that this recognition reflects her exceptional expertise in STEM Integration, and unwavering commitment to student centered learning. He went on to discuss Ms. Rodrigues' skill in designing literacy-based STEM projects, her innovative practices, and hands-on experiences that allow students to apply critical thinking and innovation.

Ms. Rodrigues stated she was proud and humbled to represent the District. She praised her colleagues and Mr. McConnell from Innovation Academy.

Mr. Kopec presented Ms. Rodrigues with a certificate of recognition. A picture was taken of the Governing Board, Superintendent Jaeger, Ms. Rodrigues, and Mr. McConnell.

#### **F. Recognition of Raytheon Leaders in Education Award Finalists**

Superintendent Jaeger shared that every year for the last ten years, Amphitheater has had a finalist in the running for the Raytheon Leaders in Education Award along with several winners. This year, two of the finalists come from Innovation Academy and he asked Mr. McConnell to introduce them.

Mr. McConnell stated he was proud to honor Ms. Mandi Cordell and Ms. Ashlee Manley-Watson which reflects their exceptional commitment to students and STEM education. He noted that both have taught at Innovation Academy since it opened and have been crucial in shaping the culture, curriculum, and innovation that defines their STEM program.

Mr. McConnell praised Ms. Cordell's passion for inquiry based learning, classroom model, leadership, and dedication. He went on to praise Ms. Manley-Watson's creativity, compassion, early-childhood expertise, commitment, and contributions to overall student well-being. Mr. McConnell shared his gratitude for both of their contributions to their school, community, and District.

Ms. Cordell thanked her daughters in the audience and their Amphi family. Ms. Manley-Watson shared that she is a proud Amphi alumnus and thanked Mr. McConnell for the opportunity to work at Innovation Academy.

Mr. Kopec presented Ms. Cordell and Ms. Manley-Watson with certificates of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Cordell, Ms. Manley-Watson, and Mr. McConnell to mark the occasion.

*President Zibrat called for an 8 minute break. The meeting resumed at 7:30pm.*

### **8. INFORMATION**

#### **A. Superintendent's Report**

*For the Superintendent's Report PowerPoint see Exhibit 1.*

Superintendent Jaeger shared highlights of recent events in the District:

- First-graders from Painted Sky visited a pumpkin patch to explore fall traditions, practice observation skills, and enjoy time outdoors
- Wetmore had a wonderful time hosting trick-or-treaters from Prince, Nash, and Walker and later visited Rillito Center
- Canyon del Oro's Student Government invited the Harelson Elementary Student Council to attend CDO's Homecoming Assembly to experience the energy of a high school pep assembly
- Students from Rillito Center participated in a Special Olympics bowling competition and had a great time enjoying time together

- Wilson K-8, Holaway Elementary, and Ironwood Ridge all hosted Veterans Day events to honor service members
- Thank you to Realtor Lisa Bayless, for hosting nine Amphitheater students at the Annual Oro Valley State of the Town Luncheon
- Amphi High and Ironwood Ridge hosted recent “This is High School” events which allows fifth graders from feeder schools to explore programs and experiences that await them in high school

Superintendent Jaeger went on to give an update on Arizona’s Private School Voucher system also know as Empowerment Scholarship Accounts (ESA). He explained that the ESA program offers parents state funding for private schooling including micro-schools established in their own homes. He offered data from the 2024-2025 4<sup>th</sup> quarter report from the Arizona Department of Education which states issuing vouchers for over 85,000 students totaling nearly \$900,000. Superintendent Jaeger spoke about the lack of oversight, accountability, and transparency within the program and the policy of automatically approving voucher purchases under \$2000. He spoke about an investigative report by News 12 in Phoenix which discovered ESA funds being used to purchase non-educational expenses. Superintendent Jaeger stated when the program was approved the total over three years was estimated to cost \$222 million, but the actual cost has been \$2.2 billion which is siphoned off of state education funding. He shared that most Arizona public schools receive an average of \$5,615 per student each year while voucher students receive over \$10,000 a year. Superintendent Jaeger concluded by saying that regardless of voucher programs, Arizona spends 67% less than the national average per student each year.

Superintendent Jaeger stated he wanted to address some of the issues that have arisen regarding the rights of transgender students in the District. He acknowledged that community members from different sides of the issue were present at the meeting and he respected each person’s right to do so, but he wished to lay a little groundwork that is essential to the conversation.

Superintendent Jaeger spoke about the District’s non-negotiable legal obligation to follow the law. He noted that Amphitheater District is not an independent nation state and therefore are bound by the laws and judicial precedents established by the United States.

He spoke about Title IX of the Educational Acts of 1972 which prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. Superintendent Jaeger also spoke about several cases from the United States Court of Appeals for the Ninth Circuit which have held that denying a student access to facilities consistent with their gender identity constitutes illegal discrimination under Title IX. He stated that when the federal court system has established clear precedent applicable to the District and legal counsel has advised the District of the same, personal feelings, or beliefs of District Administration and the Governing Board are irrelevant.

Superintendent Jaeger stated that the public is within their rights to express their opinions on this subject, but cautioned against blaming district policy or personal ideology. He reiterated that the Ninth Circuit has already ruled on this subject and the Governing Board has no power to change the law, but must adhere to it.

Superintendent Jaeger concluded his report with an update on school consolidations stating that he will be delivering his formal recommendations to the Governing Board at the December 9<sup>th</sup> meeting. He encouraged the public to continue providing feedback through the Amphi website and that the Board will plan to vote on the school consolidation recommendations at the January 13<sup>th</sup> meeting.

## **B. Status of Construction Projects**

*For the Status of Construction Projects PowerPoint, see Exhibit 2.*

Superintendent Jaeger asked Mr. La Nasa to deliver his monthly report detailing construction projects in the District. Mr. La Nasa shared details about the following projects:

- Canyon del Oro High School Auto Shop evaporative cooler replacements using BRG Funds
- Canyon del Oro High School Drafting Classroom HVAC replacement using BRG Funds
- Rio Vista Elementary School Roof Top Chiller replacement using BRG Funds

Mr. La Nasa's report itemized the grant funding awards from September and October equaled just over \$4 million which brings the 2025-2026 new grant funding total to almost \$6.8 million. He noted that there are roofing projects in the queue, but they will likely not be funded this school year.

He offered to answer any questions about his report. There were none.

#### **9. PUBLIC COMMENT (30 Minutes Maximum)**

President Zibrat noted that there are many requests for public comment and that each of the Public Comment periods for the meeting are limited to thirty minutes each. She explained that in order to hear from the widest range of voices and perspectives, the comment cards have been sorted. President Zibrat thanked the audience for their understanding and participation and read the protocol for Public Comment.

Rebecca Anderson is an Amphi teacher and parent. She spoke about the hope and beauty that diversity offers in public school classrooms. Ms. Anderson stated that the children in her classroom collaborate, form friendships, and respect one another despite their differences and backgrounds. She expressed her support for the rights of transgender students.

Kimberly McAllister stated she felt every student in public schools needs to be valued and protected and requested that the situation with a biological male using the girls restroom at CDO High School be addressed. She spoke about the mental health of biological girls and the negative affect of having to share their space with biological males. Ms. McAllister asked that another solution that respects the privacy and dignity of everyone be explored.

Rosemary Bolza is the grandparent of a student at Rio Vista Elementary. She spoke about the great service public schools provide students and her appreciation for the Rio Vista community. Ms. Bolza spoke about her experience as a sexual assault nurse examiner and the importance of people being comfortable to talk about their bodies and having access to a bathroom where they feel comfortable.

Patti Martin is a mother and the Chair for Turning Point Action Mom's Coalition. She spoke about the importance of protecting female only spaces and the importance of respect and privacy. Ms. Martin went on the share about families who are unhappy with this situation withdrawing their students from the school. She asked that a detailed policy be made regarding separate spaces for boys and girls.

Judith Keagy is a former parent of students in Amphi and current volunteer. She spoke about her Christian beliefs, but also respect for the separation of church and state. Ms. Keagy spoke about the importance of kindness and the acceptance of people regardless of their backgrounds.

Elethia Yetman is a teacher at CDO and expressed her appreciation for the District following the law and that this works in the favor of transgender students. She spoke about her experience with transgender students in her classroom and as the parent of one herself. Ms. Yetman asked people who disagree to consider the perspective of the transgender student and keeping school a safe place for everyone to exist.

Iliana Rodriguez is a homeschool student who is unable to compete in her senior year of wrestling at Ironwood Ridge High School due to receiving an Empowerment Scholarship. She spoke about the positive experience she has had in the wrestling program the last three years and her disappointment to not participate. Ms. Rodriguez hopes that a solution can be found.

Cory Williams is an Amphi Alumnus and Co-Chair of Turning Point Action Moms Coalition and asked that the usage of girls versus boys locker rooms and bathrooms be officially placed on a meeting agenda. She spoke about the segregation of restrooms in the Pima County Jail, the compromise of student safety, and the importance of including stakeholders in the discussion to determine what is in the best for their students.

Ann Allen is the parent of a homeschooled student who receives an ESA and spoke about her son being pulled from the Ironwood Ridge football team prior to the last game of the season as he had been deemed ineligible. She expressed that District Procedure 5-213.A was not communicated at the mandatory parent meeting prior to the start of the fall sports season. Ms. Allen went on to critique the attestation form used by the District and asked the Governing Board to permit ESA students to participate in sports through the end of the 25-26 school year.

Raquel Alegria is a former Amphi student who has siblings currently in the District. She appreciated the explanation of the District having to follow the order of law regarding transgender students' bathroom usage and even if they disagree with it, understand and respect following the law. Ms. Alegria expressed her concern about teacher's sharing their personal beliefs in the classroom and the way her conservative siblings feel targeted. She asked that this issue be considered and that all students should feel safe and respected.

**10. CONSENT AGENDA**

*Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.*

[Amphitheater Public Schools Public View - BoardBook Premier](#)

*President Zibrat asked if any items needed to be removed for further discussion or comment. There were none.*

*Vice President Day moved for Consent Agenda Items 10. A– N. be approved as presented. Dr. Gemma seconded the motion. Vote in favor – 4. President Zibrat, Vice President Day, Dr. Gemma, and Mr. Kopec. Opposed – 0. Consent Agenda Items 10. A–N. passed.*

**A. Approval of Appointment of Non-Administrative Personnel**

*The Governing Board approved Appointment of Non-Administrative Personnel as submitted in Exhibit 3.*

**B. Approval of Personnel Changes**

*The Governing Board approved Personnel Changes as submitted in Exhibit 4.*

**C. Approval of Leave(s) of Absence**

*The Governing Board approved Leave(s) of Absence as submitted in Exhibit 5.*

**D. Approval of Separation(s) and Termination(s)**

*The Governing Board approved Separation(s) and Termination(s) as submitted in Exhibit 6.*

**E. Approval of Stipend for Coaching Volunteers**

*The Governing Board approved Stipend for Coaching Volunteers as submitted in Exhibit 7.*

**F. Approval of Minutes of Previous Meeting(s)**

*The Governing Board approved minutes from the October 28, 2025 Governing Board meeting as submitted in Exhibit 8.*

**G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,097,320.79**

*A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 9.*

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1113	\$145,216.14	1114	\$52,583.30	1115	\$20,514.80
1116	\$100,994.63	1118	\$9,545.59	1119	\$84,605.44
1120	\$157,770.30	1121	\$130,392.83	1122	\$378,670.08
1123	\$39,854.61	1124	\$8,311.66	1125	\$52,302.28
1126	\$132,566.52	1127	\$7,721.11	1128	\$310,341.34
1129	\$24,493.44	1131	\$26,769.53	1132	\$257,081.98
1133	\$138,196.58	1134	\$13,922.71	1135	\$5,465.92

**H. Acceptance of Gifts**

*The Governing Board approved the Acceptance of Gifts as submitted in Exhibit 10.*

**I. Approval of Parent Support Organization(s) - 2025-2026**

*The Governing Board approved Canyon del Oro Theatre Booster as submitted in Exhibit 11.*

## **J. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants**

*The Governing Board approved Arizona Department of Administration School Facilities Division Building Renewal Grants as submitted in Exhibit 12.*

## **K. Approval of Food Service Adult Meal Price Increase SY '25-'26**

*The Governing Board approved Food Service Adult Meal Price Increase SY 25-26.*

## **L. Approval of Cum Laude Honors and Recognition System for Graduating Seniors**

*The Governing Board approved Cum Laude Honors and Recognition System for Graduating Seniors.*

## **M. Approval of Supplemental Texts and Materials**

*The Governing Board approved Supplemental Texts and Materials as submitted in Exhibit 13.*

## **N. Approval of Out of State Travel**

*The Governing Board approved Out of State Travel as submitted in Exhibit 14.*

## **11. STUDY**

### **A. Presentation on District Data as it relates to the School A-F Letter Grades**

*For the Presentation on District Data as it Relates to the School A-F Grades PowerPoint, see Exhibit 15.*

Superintendent explained that there is much to celebrate as there are 11 schools who received A ratings. He asked Mr. Jason Weaver, Program Evaluation and Data Analyst, to update everyone on school achievement reports.

Mr. Weaver offered an overview of his presentation and shared that Board members had each received a hard copy of the PowerPoint presentation.

He provided an overview of the proficiency levels students can obtain on assessments as the bulk of letter grades are determined by student performance on these assessments. Mr. Weaver also showed how each of the different categories are weighted in determining letter grades from K-8 schools and the criteria for high schools which varies slightly.

Mr. Weaver shared the A-F letter grade definitions and the specific letter grades for each of the District's schools. He highlighted several schools with improved grades from last year including Keeling Elementary's first 'A' rating, and Amphi High School, Donaldson Elementary, La Cima Middle, and Nash Elementary Schools all receiving improved letter grades from the year prior. Mr. Weaver spoke about distribution of letter grades since 2017 and the shifts in recent years to more schools receiving higher letter grades. He also offered data charts breaking down Amphi proficiency rates in English Language Arts and Mathematics compared to state proficiency, proficiencies broken down by grade levels, and the district proficiency rates in Southern Arizona.

Mr. Weaver spoke about the work that still needs to be done to continue to improve student achievement which is guided by the Amphitheater College and Career Framework. He explained this framework is centered around instruction, systems, culture, and leadership practices. Mr. Weaver went on to say that principals regularly engage in structured data analysis and data focused school improvement work which is used to drive goal setting and action plans that in turn drive instruction.

Mr. Weaver outlined how guaranteed and viable curriculum, personalized learning and instructional best practices, and data, assessment, and professional learning communities all contribute to the amazing work being done by the Learning and Instruction team, school leadership, and teachers to help improve student achievement.

He offered to answer any questions. There were none.

## **12. STUDY/ACTION**

### **A. Study and Approval of Proposed Recommendations Developed through the Meet and Confer Process for: Revisions to Governing Board Policy 4-402.B (Employee Grievances-Support Staff Formal**

## **Grievance Procedure)**

*For the Recommendations of the Meet and Confer Committee PowerPoint see Exhibit 16.*

Superintendent Jaeger explained that each year, the District enters into a Meet and Confer process and the first track is to explore policy and working conditions for employees. He asked Ms. Tassi Call, Associate Superintendent for Elementary Education, to discuss the first set of recommendations from the committees.

Ms. Call recognized the Meet and Confer committee members and praised the work that they have done over the last several years and their dedication to the students of the District.

Ms. Call explained the committee process which includes a survey sent out to all employees in September about workplace and policy issues. The results of that survey drive the work of the teams during October and November. She explained that both the Support Staff and Professional Staff policy work was completed by November 23<sup>rd</sup>.

Ms. Call shared the proposed revision to policy 4-402.B which redlines “and neither party shall be represented” in the grievance policy. She said that this change reduces confusion and allows employees to feel comfortable if they wish to have representation at meetings during the grievance process. 95% of respondents to the employee survey agreed with the change. Ms. Call went on to share common themes in employee survey comments which were short in general.

She offered to answer any questions. There were none.

*Dr. Gemma moved to approve the proposed Revisions to Governing Board Policy 4-402.B (Employee Grievances-Support Staff Formal Grievance Procedure). Mr. Kopec seconded the motion. Voice vote in favor – 4. President Zibrat, Vice President Day, Dr. Gemma, and Mr. Kopec. Opposed – 0. Study Action item 12.A. passed.*

## **13. ACTION**

### **A. Resolution Declaring the Tuesday Before Thanksgiving as “Kindness Day”**

*For the Resolution Declaring the Tuesday Before Thanksgiving as “Kindness Day”, see Exhibit 17.*

Superintendent Jaeger stated this resolution has been in place for several years now and appreciates this particular observance is more important than ever before. He proposes the Board consider the resolution and if approved, a Board member read it into the record. Superintendent Jaeger noted there were members of the audience who wished to make Public Comment about this item in particular before it’s improved.

Superintendent Zibrat read the procedures for Public Comment for a specific agenda item.

Chris Lopez expressed his support for the Governing Board. He spoke about his support of transgender youth and most opposition is rooted in fear. Mr. Lopez thanked the Board for adhering to the law and protecting trans kids.

Superintendent Jaeger interjected and explained that this part of the meeting and the blue comment cards were for addressing the agenda item at hand, which is the Kindness Day Resolution. He stated other comments for items not on the agenda can be expressed during the Public Comment portion of the meeting and denoted on a yellow card.

Christopher Heinzer is a resident in the District and shared he is happy to hear the District is committed to the value of kindness. He shared that this was his first school board meeting and he wanted to see how things were going to turn out. Mr. Heinzer reiterated his appreciation for how the meeting ran and the District’s commitment to kindness.

*Vice President Day moved to approve the Resolution Declaring the Tuesday Before Thanksgiving as “Kindness Day”. Mr. Kopec seconded the motion. Voice vote in favor – 4. President Zibrat, Vice President Day, Dr. Gemma, and Mr. Kopec. Opposed- 0. Action item 13.A. passed.*

*Vice President Day read the Resolution aloud.*

**14. PUBLIC COMMENT<sup>1</sup> (30 Minutes Maximum)**

Jessica Wheatley is an Amphitheater parent and employee. She shared that she wanted to speak to advocate for all children, not just her own. Ms. Wheatley said that she was encouraged by the District’s commitment to follow the law and protect students. She went on to speak about her own experiences teaching and coaching a diverse population of students over the years and the ability to find solutions and meet the needs of all children.

Miguel Jacinto is a former student and congratulated the District on their academic success. He spoke about parents who have removed their students from the public school system for not aligning with their religious beliefs. Mr. Jacinto spoke about the importance of educators remaining neutral and having respect for all belief systems which may make parents feel more comfortable sending their children to public school.

Daniel Rodriguez is an Amphi alumnus and currently resides within the District. He raised concerns and criticism of the Governing Board policy which deems ESA homeschool students ineligible to compete in interscholastic activities at District schools. Mr. Rodriguez spoke of the negative impact for the wrestling team in losing three members and his desire for inclusion and the ability to participate.

Brenda Filippelli lives in the District and is a former employee. She offered criticism of Procedure 5-213.A and of the manner in which her grandson was removed from the Ironwood Ridge football team 78 days after the passage of the policy. Ms. Filippelli spoke about the lack of communication about this policy and belief that students should have been grandfathered in. She shared statistics of the birthrate and number of Amphitheater students receiving ESA funds according to the Department of Education.

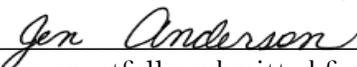
Lilith Gaither spoke in support of transgender students and their need to not be victims of bullying, exclusion or violence. She criticized recent social media posts which she feels villainize transgender students. Ms. Gaither offered statistics regarding the mental health of transgender youth and affirmed her support of those students.

**15. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

There were none.

**16. ADJOURNMENT**

*President Zibrat adjourned the meeting at 9:30pm.*

  
\_\_\_\_\_  
Minutes respectfully submitted for Governing Board Approval  
*Jen Anderson, Executive Assistant to the Superintendent & Governing Board*

December 5, 2025  
Date

\_\_\_\_\_  
*Susan Zibrat, Governing Board President*

December 9, 2025  
Date



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of Vouchers Totaling and Not Exceeding \$1,233,554.64(Final Total)

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**BACKGROUND:**

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

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**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: December 8, 2025

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:** December 9, 2025

**TITLE:** Acceptance of Gifts

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**BACKGROUND:**

Donations detailed on the attached listing have been received by the District.

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**RECOMMENDATION:**

It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: November 18, 2025

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
Ck in the amount \$400.00	SABINO CANYON VOL NATURALISTS	RIO VISTA ELEMENTARY
Ck in the amount \$200.00	TUCSON CHILDRENS MUSEUM	WALKER ELEMENTARY
7 boxes of 24 count Pretzel Packs	LOGAN DISTRIBUTORS	AMPHITHEATER MIDDLE SCHOOL - ACHIEVE
7 boxes of 24 count Pretzel Packs	LOGAN DISTRIBUTORS	CORONADO K-8 - ACHIEVE
7 boxes of 24 count Pretzel Packs	LOGAN DISTRIBUTORS	NASH ELEMENTARY - ACHIEVE
7 boxes of 24 count Pretzel Packs	LOGAN DISTRIBUTORS	RIO VISTA ELEMENTARY - ACHIEVE
7 boxes of 24 count Pretzel Packs	LOGAN DISTRIBUTORS	WALKER ELEMENTARY - ACHIEVE
Ck in the amount \$200.00	EIDE BAILLY	IRONWOOD RIDGE HIGH SCHOOL
Ck in the amount \$200.00	EDWARD JONES	HARELSON ELEMENTARY
Ck in the amount \$1,000.00	FIDELTY BROKERAGE SERVICES	AMPHITHEATER HIGH SCHOOL



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

---

**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of Parent Support Organization(s) – 2025-2026

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**BACKGROUND:**

Approval of the following Parent Support Organization(s) pursuant to District Procedure 4-102.A:

CDO Girls Basketball Booster  
IRHS Girls Soccer Booster  
CDO Men's Soccer Booster  
JOM Indian Education Committee

---

**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approve these changes to the list of approved parent support organizations.

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: December 2, 2025

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Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS  
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization CDO Girls Basketball Booster School Canyon del Oro High Sch

Related Student Organization or Club \_\_\_\_\_ Taxpayer I.D. \_\_\_\_\_

OFFICERS:

Name: Laura K Kokoskie  
Office Held: President  
Address: \_\_\_\_\_

Name: Joe Laurer  
Office Held: Treasurer  
Address: \_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_

Date taking office: 06/18/23

Date taking office: 10/30/25

Name: Christopher Fleury  
Office Held: Vice President  
Address: \_\_\_\_\_

Name: Megan Etter  
Office Held: Secretary  
Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 10/30/25

Date taking office: 10/30/25

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach: 1) Articles of Incorporation (first year only)
- 2) I.R.S. Determination Letter (first year only)
- 3) Annual budget, goals and objectives
- 4) Current operating by-laws
- 5) Last fiscal year AZ Corporation Commission Annual Report
- 6) Last fiscal year I.R.S. Form 990 Annual Report
- 7) Most recent treasurers financial report
- 8) Most recent bank statement

- Informal Non-Profit Please Attach: 1) Annual budget, goals and objectives
- 2) Current operating by-laws
- 3) Most recent treasurers financial report
- 4) Most recent bank statement

Are two signatures required on disbursements?  Yes  No By-laws reviewed annually?  Yes  No

Member meetings held how often? As needed Executive meetings held how often? As needed

*As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Organization training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.*

Signature: [Signature] Date: 10-30-25 Signature: [Signature] Date: 11/5/25

Signature: [Signature] Date: 11/5/25 Signature: [Signature] Date: 11-5-25

Site Administrator's Approval: [Signature] Date: 11/16/25

For district use: Finance Department recommendation: approval  
Governing Board Agenda date: 12/9/25

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS  
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization IRHS Girls Soccer Booster School Ironwood Ridge High Sch  
Related Student Organization or Club \_\_\_\_\_ Taxpayer I.D. 41-2477074

OFFICERS:

Name: Krista Wells  
Office Held: President  
Address: \_\_\_\_\_

Name: Cynthia Reichert  
Office Held: Treasurer  
Address: \_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_  
Date taking office: 11/16/25

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_  
Date taking office: 11/16/25

Name: Desiree Smiley  
Office Held: Secretary  
Address: \_\_\_\_\_

Name: Cody Aguilar  
Office Held: Vice President  
Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_  
Date taking office: 11/16/25

Phone(s): \_\_\_\_\_  
Date taking office: 11/16/25

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
- 1) Articles of Incorporation (first year only)
  - 2) I.R.S. Determination Letter (first year only)
  - 3) Annual budget, goals and objectives
  - 4) Current operating by-laws
  - 5) Last fiscal year AZ Corporation Commission Annual Report
  - 6) Last fiscal year I.R.S. Form 990 Annual Report
  - 7) Most recent treasurers financial report
  - 8) Most recent bank statement

- Informal Non-Profit Please Attach:
- 1) Annual budget, goals and objectives
  - 2) Current operating by-laws
  - 3) Most recent treasurers financial report
  - 4) Most recent bank statement

Are two signatures required on disbursements?  Yes  No By-laws reviewed annually?  Yes  No

Member meetings held how often? Quarterly Executive meetings held how often? Quarterly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Organization training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Cynthia Reichert 11-16-25 Desiree Smiley 11/16/25  
Signature Date Signature Date

Krista Wells 11-16-25 Krista Wells 11/16/2025  
Signature Date Signature Date

Site Administrator's Approval: [Signature] 11/20/25  
Signature Date

For district use: Finance Department recommendation: approved  
Governing Board Agenda date: 12/9/25

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS  
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization CDO Men's Soccer Booster

School Canyon del Oro High Sch

Related Student Organization or Club \_\_\_\_\_

Taxpayer I.D. 84-4204654

OFFICERS:

Name: Maria Leon - Diaz

Name: Cassidy Werner

Office Held: President

Office Held: Treasurer

Address: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 11/12/25

Date taking office: 11/12/25

Name: Jennifer Caballero

Name: Shannon Soto

Office Held: Vice President

Office Held: Secretary

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 10/20/24

Date taking office: 11/12/25

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
- 1) Articles of Incorporation (*first year only*)
  - 2) I.R.S. Determination Letter (*first year only*)
  - 3) Annual budget, goals and objectives
  - 4) Current operating by-laws
  - 5) Last fiscal year AZ Corporation Commission Annual Report
  - 6) Last fiscal year I.R.S. Form 990 Annual Report
  - 7) Most recent treasurers financial report
  - 8) Most recent bank statement
- Informal Non-Profit Please Attach:
- 1) Annual budget, goals and objectives
  - 2) Current operating by-laws
  - 3) Most recent treasurers financial report
  - 4) Most recent bank statement

Are two signatures required on disbursements?  Yes  No By-laws reviewed annually?  Yes  No  
 Member meetings held how often? Annually Executive meetings held how often? 2x/ year minimum

*As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Organization training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.*

[Signature] 11/12/25 [Signature] 11/12/2025  
 Signature Date Signature Date  
[Signature] 11/12/25 [Signature] 11/12/2025  
 Signature Date Signature Date  
 Site Administrator's Approval: [Signature] 11/18/25  
 Signature Date

For district use: Finance Department recommendation: approval  
 Governing Board Agenda date: 12/19/25

NOV 20 25 4:01 PM

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS  
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization JOM Indian Education Committee School NAED

Related Student Organization or Club \_\_\_\_\_ Taxpayer I.D. 46-4147442

OFFICERS:

Name: Christine Nelson Name: Cegre Henry

Office Held: President Office Held: Treasurer

Address: \_\_\_\_\_ Address: \_\_\_\_\_

E-mail: \_\_\_\_\_ E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_ Phone(s): \_\_\_\_\_

Date taking office: 08/01/24 Date taking office: 08/01/25

Name: Jayelle Harrison Name: \_\_\_\_\_

Office Held: Vice President Office Held: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_ Phone(s): \_\_\_\_\_

Date taking office: 08/01/25 Date taking office: \_\_\_\_\_

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
- 1) Articles of Incorporation (*first year only*)
  - 2) I.R.S. Determination Letter (*first year only*)
  - 3) Annual budget, goals and objectives
  - 4) Current operating by-laws
  - 5) Last fiscal year AZ Corporation Commission Annual Report
  - 6) Last fiscal year I.R.S. Form 990 Annual Report
  - 7) Most recent treasurers financial report
  - 8) Most recent bank statement

- Informal Non-Profit Please Attach:
- 1) Annual budget, goals and objectives
  - 2) Current operating by-laws
  - 3) Most recent treasurers financial report
  - 4) Most recent bank statement

Are two signatures required on disbursements?  Yes  No By-laws reviewed annually?  Yes  No

Member meetings held how often? Monthly Executive meetings held how often? As needed

*As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.*

Christine Nelson 9/5/2025  
Signature Date

Jayelle Harrison 9/5/25  
Signature Date

Cegre Henry 09/06/2025  
Signature Date

Signature Date

Site Administrator's Approval: [Signature]  
Signature

11/18/25  
Date

For district use:

Finance Department recommendation: approval

Governing Board Agenda date: 12/9/25



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of Disposal of Surplus Property via PublicSurplus.com

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**BACKGROUND:**

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

<u>Description</u>	<u>Quantity</u>
School Buses	11
Cafeteria Tables	3

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**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

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**INITIATED BY:** Michele Bennett

A handwritten signature in cursive script that reads "Scott Little".

Scott Little, Chief Financial Officer

Date: December 2, 2025

A handwritten signature in cursive script that reads "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of 2026-2027 Governing Board Meeting Schedule

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**BACKGROUND:**

Meeting dates of the Amphitheater Governing Board are typically held the second and fourth Tuesday of each month during the regular school year, except when a holiday precludes the District from doing so. These meetings include regular and special meetings as noted on the attachment. The 2026-2027 Governing Board meeting schedule for the Amphitheater School District is presented to the Board for approval.

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**RECOMMENDATION:**

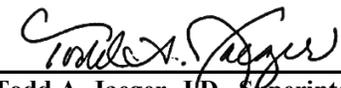
The Administration recommends that the 2026-2027 meeting schedule for the Amphitheater Governing Board be approved as presented.

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**INITIATED BY:**

  
Jen Anderson,  
Executive Assistant to the Superintendent and Governing Board

Date: December 8, 2025

  
Todd A. Jaeger, J.D., Superintendent

## **Amphitheater Governing Board 2026-2027 Meeting Schedule**

The Governing Board of Amphitheater Unified School District No. 10 of Pima County will hold regular Governing Board meetings and Special Governing Board meetings, along with Executive Sessions, on the dates listed below. During months when two meetings are scheduled, the first meeting of the month the Governing Board will conduct primarily regular business. On the second meeting of the month the Governing Board will conduct primarily executive session business for student discipline and other closed session matters. In months when just one meeting is scheduled, the Board may conduct both regular business and executive session matters. Additional meetings may be called by the Board as needed.

All Governing Board meetings are held in the Leadership and Professional Development Center, at 701 W. Wetmore Road, Tucson, Arizona, 85705 unless notice to the contrary is posted. Generally, regular meetings will begin at 6:00 p.m., and special meetings at 5:30 p.m. As times vary, current information will be indicated on agenda postings.

Notices and agendas of all Governing Board meetings and its committees, including updates to location or time, will be posted not less than 24 business hours in advance of the meeting. These notices and agendas will be posted at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the bulletin board case located at the front center entrance. Agendas are also posted on the District’s website: [www.amphi.com](http://www.amphi.com). For more information, you may contact the Governing Board office at (520) 696-5205.

<u>2026-2027</u>	<u>TYPE OF MEETING</u>
<b>Tuesday, July 14, 2026</b> Tuesday, July 28, 2026	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, August 11, 2026</b> Tuesday, August 25, 2026	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, September 8, 2026</b> Tuesday, September 22, 2026	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, October 6, 2026</b> Tuesday, October 20, 2026	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, November 10, 2026 *</b>	<b>Regular Public Meeting</b>
<b>Tuesday, December 8, 2026 *</b>	<b>Regular Public Meeting</b>
<b>Tuesday, January 12, 2027</b> Tuesday, January 26, 2027	<b>Organizational Public Meeting</b> Special Public Meeting
<b>Tuesday, February 9, 2027</b> Tuesday, February 23, 2027	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, March 9, 2027</b> Tuesday, March 23, 2027	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, April 13, 2027</b> Tuesday, April 27, 2027	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, May 11, 2027</b> Tuesday, May 25, 2027	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, June 8, 2027</b> Tuesday, June 22, 2027	<b>Regular Public Meeting</b> Special Public Meeting

\*Indicates months when there is only one Board meeting scheduled: November and December.

*Governing Board approval pending 12.9.25*



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE: Joint Resolution Expressing Concern and Disapproval Regarding the Draft Plans for a Potential Pima County Joint Technical Education District (JTED) Special Bond Election**

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**BACKGROUND:**

School District Governing Boards and Superintendents across Southern Arizona are joining to express their opposition to a draft of a bond initiative proposed by the Pima County JTED with a joint resolution. The bond initiative would channel funds into centralized JTED programs and campuses, currently utilized by about 3,200 students total, therefore cutting the funding for decentralized satellite programs located on high school campuses.

Amphitheater remains committed in its mission to continue to deliver robust and innovative Career and Technical Education programs which currently serve approximately 3000 students across our three high school campuses.

That form of resolution is attached.

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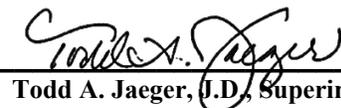
**RECOMMENDATION:**

The Superintendent proposes and recommends adoption of this resolution by the Governing Board as a whole. The Superintendent wished to join the Board in executing the resolution if adopted.

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**INITIATED BY:**

**Date: December 3, 2025**

  
\_\_\_\_\_  
Todd A. Jaeger, J.D., Superintendent

Delivered via Mail and Email

Pima JTED Governing Board Members:

Robert Schlanger, Chair; Brenda Marietti, Clerk; Wayne Peate, Member; Alex Jácome, Member; Cindy Rankin, Member  
2855 W. Master Pieces Dr.  
Tucson, AZ 85741

Kathy Prather, CEO/Superintendent: [kprather@pimajted.org](mailto:kprather@pimajted.org)

Kenneth McGovern, Chief Financial Officer: [kmcgovern@pimajted.org](mailto:kmcgovern@pimajted.org)

Christina Suarez, Executive Assistant: [csuarez@pimajted.org](mailto:csuarez@pimajted.org)

Dear Pima JTED Governing Board Members and Administration:

We, the undersigned Governing Boards and Superintendents of member districts that comprise the Pima County Joint Technical Education District, write on behalf of our respective communities to express our opposition to the current draft plans for a potential Pima JTED special bond election. Our perspective should not be misconstrued as opposition to the goal of robust Career and Technical Education for our shared students. On the contrary, we deeply believe in and are committed to this goal. However, this bond would have the detrimental effect of further centralizing CTE opportunities, exacerbating the existing challenge of access for our students who are spread across over 10,000 square miles in Pima, Santa Cruz, and Pinal Counties, and consequently would not provide a worthwhile return on investment for our respective taxpayers.

We are concerned that Pima JTED has lost its way. When voters approved the formation of Pima JTED in 2006, they embraced the vision of a decentralized model that would ensure students across the region could access high quality CTE programs at their local high schools. To this day, 90% of students who participate in CTE courses through Pima JTED do so in satellite programs at their local high school—in real numbers, this translates to 28,800 of JTED's current 32,000 students. When leased land programs (Pima JTED-owned buildings at local high schools) are included in the analysis, the percentage increases to over 92% of JTED students participating in CTE courses at local high schools.

The reasons for this high level of local participation are varied. Certainly, some students face transportation barriers in accessing centralized programs. Others may be on waiting lists. However, most students and families are *choosing* satellite programs, not simply settling for them. Students choose satellite programs *because* they are local, they are accessible, they integrate with the regular school day, they preserve opportunities for after-school sports and jobs and fine arts, and because they are exceptional programs that provide meaningful and engaging learning experiences.

This begs the question: Why has Pima JTED embarked on a shift away from satellite programs? Over the past several years, Pima JTED has clearly prioritized the development and expansion of its Bridges campus. During this same time, member districts have seen their percentage of funding from JTED decline from 70% to 66%. We also now are subjected to restrictions on how we use our local share of funds and to criteria requiring matching funds for new construction. The funding split and heightened restrictions are especially onerous given the aforementioned ratio of student participation, with 90% of JTED students participating in local satellite programs.

The bond initiative currently being contemplated by Pima JTED administration and Governing Board is neither a necessary nor prudent use of taxpayer dollars. Remember the original vision: robust decentralized CTE programs! Pima JTED leadership has presented bond scenarios that prioritize 80-85% of funds for central campus programs—programs currently accessed by 8% of JTED students. In a \$300 million bond package, \$240 million would fund central campus projects, with the remaining \$60 million to be split between the 14 member districts. Pima JTED's own analysis indicates a current bonding capacity of \$155 million, meaning it would be years until the bonding capacity could support the sale of all \$300 million in authorized bonds, and consequently, years until the small percentage of funds designated for satellite programs would actually be available. We simply cannot endorse a bond proposal that would result in \$240 million for buildings and programs currently accessed by 3,200 students. In per-pupil terms, this would translate to \$75,000 of bond funding per

central campus student, compared to \$2,083 in bond funding per satellite student—a staggering and indefensible discrepancy.

Member districts have a strong history of engaging our local communities, gathering feedback, developing shared visions, and when appropriate, asking for voter support to bring these visions to reality. It is apparent that Pima JTED administration has not followed a similar path—asking voters to fund a campus that is neither accessible nor sought by the vast majority of their students would be misleading and would threaten the trust and support that taxpayers have bestowed upon public education in Southern Arizona.

Approved and Signed this 9<sup>th</sup> day of December, 2025 by the Amphitheater Governing Board and Superintendent

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**Susan Zibrat**  
**President**

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**Deanna M. Day, M.Ed.**  
**Vice President**

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**Vicki Cox Golder**

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**Michael Gemma, Ed.D.**

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**Matthew A. Kopec**

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**Todd A. Jaeger, J.D.**  
**Superintendent**



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Approval of the 2025-2026 District 301 Plan

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**BACKGROUND:**

The Arizona Department of Education requires that each district Governing Board approve a District Classroom Site Fund Pay for Performance Compensation Plan by December 31<sup>st</sup> of each year. ARS 15-977 requires that the plan comply with fourteen key elements to obtain approval. The plan for 2025-2026 has minor changes from the previous year. These updates include date and year changes and removal of language in some areas.

The updated District 301 Plan for 2025-2026 is attached for review and approval. Changes are indicated in red font.

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**RECOMMENDATION:**

This information is provided for Governing Board's approval.

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**INITIATED BY:**

*Tassi Call*

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Tassi Call, Associate Superintendent for Elementary Education K-5

Date: December 1, 2025

*Todd A. Jaeger*

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Todd A. Jaeger, J.D., Superintendent



## Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: 2025-2026

- 1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, district performance assessments, building performance assessments, classroom formative and summative assessments.**

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA, MAP testing in math or reading, Amira, etc.). The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus areas and the focus area for student engagement based upon analysis of data from the previous year. The results of State testing in the area of reading or math is utilized for Goal II. The 2026 Arizona Academic Standards Assessment (AASA) results will be used for the payout for Goal II. The 301 Site Plan aligns with the school's improvement plan and the district continuous improvement plan. School improvement plans are submitted to the Arizona Department of Education through ALEAT.

**Our District 301 Plan is made up of three components: Goal IA, addressing student engagement; Goal IB addressing a site selected method of assessing student academic performance; and Goal II addressing student results on State testing in either reading or mathematics. Further description of these goals are included below:**

*Goal IA:* Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may be addressed, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, increased use of critical thinking instructional strategies, classroom engagement during instruction, etc.

### **Sample goals:**

- Students will show evidence of observable student engagement behaviors during classroom activities as measured by the 'Effective Learning Environments Observation Tool' (ELEOT) from the Cognia (AdvancED) accreditation system.
- (SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21<sup>st</sup> century clubs, tutoring, band, O.M., reading, math, science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the 2025-2026 school year. This will be measured by attendance records in extracurricular activities from fall to spring as well as participation surveys. The surveys will be given to each student attending (SCHOOL NAME) by their classroom teacher at the beginning and end of the 2025-2026 school year.

*Goal IB:* Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

**Sample Goal:**

- Our goal is that 80% of continuously enrolled students at \_\_\_ School will exhibit Fall-to-Spring RIT growth on the MAP level tests that are within one and a half standard deviations from the national norm growth expectation in the Reading Strand of Comprehending Informational Text. For grades K-1 who do not take the MAP Level Testing, our goal is that 80% of our continuously enrolled students will exhibit gains on the district-approved Amira testing measured from fall to spring.

*Goal II:* Each school selects a core content area from the ASSA. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

- 2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, and formative and summative assessments.**

The ASSA results are utilized to determine teacher success with Goal II. The ASAA is closely aligned with the Arizona College and Career Readiness Standards. All the site selected methods of assessment are also tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment to monitor growth. Most elementary, middle schools and high schools choose the NWEA MAP test in Reading or Math for this section. Amira is chosen by several schools for grades K and 1.

- 3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.**

Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

<b>Student Engagement Assessment Examples</b>	<b>Student Achievement (Formative and Summative) Examples</b>
<ul style="list-style-type: none"> <li>• Student progress on report cards or progress reports</li> <li>• Increase in actual student engagement in classroom activities as measured by peer or administrative observation</li> <li>• Student engaged time on reading, writing or math activities</li> <li>• Increases in student engagement in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA Measures of Academic Progress (at some sites)</li> <li>• Amira (at some sites)</li> <li>• School-wide assessments at each high school (Reading, math or writing)</li> <li>• Everyday Math and/or HMH Into Reading assessments</li> </ul>

- 4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.**

Each high school examines their dropout or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates. This discussion and analysis take place at the time that the school plan is developed.

- 5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.**

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates. Our attendance rates, in general, are quite good district-wide. Where attendance rates are below 95%, schools are addressing the issue with incentives and parent education. Some site plans directly address attendance rate if the rate is below 95%.

- 6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan. The 301 Site Plan is in alignment with the school improvement plan. The Amphitheater School District utilizes the parent version of the AdvancED survey annually. This is a component of our systems accreditation. The survey data is utilized, in part, to determine the performance of each school and each teacher in the "Group A" category for teacher evaluation. As the teacher evaluation "label" is now a part of the pay out, and we utilize parent surveys as a portion of the overall rating, we meet this criterion.

- 7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality of their school. The AdvancED surveys, administered annually, include survey participation for students at all levels K-12.

- 8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.**

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the "301 Oversight Committee". Further, each school develops their own 301 Site Plan. The development of the plan at the school level is led by one or more teachers and involves a committee of teachers at each school. Every staff member has an opportunity to provide input into the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. A 301 Contact person is appointed at each school. They are responsible for writing the site plan, coordinating participation and reporting results. After the plan is written, each participant signs an agreement form. This form serves as the required "vote". Each school sends one or more representatives to a plan writing training annually. These representatives share information with all teachers at their site.

- 9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.**

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of

the "vote" on the plan. District-wide, participation in 301 Site Plans is between 98%-100% annually. This has been consistent over time.

**10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.**

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a. The written appeal request will be submitted to the District's Performance Pay Office within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- i. A general explanation of the basis for the appeal;
- ii. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- iii. The school's requested solution; and
- iv. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- i. Evidence the school made significant progress toward the goal;
- ii. Validity of the stated reason for not completely meeting the goal(s);
- iii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- iv. The school's interventions or efforts in response to the extenuating circumstances; and
- v. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

The plan also includes a provision that teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures are available in the district policy manual.

**11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.**

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern who serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee reviews plans and make recommendations to the superintendent for approval and reviews results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

**12. Provide a summary of the professional development programs that are aligned with the elements of the district performance-based compensation system.**

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their plan goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

**13. Provide documentation to show how classroom site fund dollars are allocated.**

**Classroom Site Fund: 011-Base Salary (20%)**

This portion of the fund is used to increase the base salaries of teachers.

**Classroom Site Fund: 012-Performance Pay (40%)**

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

**Classroom Site Fund: 013-Other (40%)**

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is:

- **Teacher Salaries**

*Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay and base salary.*

**Distribution:** Fund 011 and 013 are currently built in to the teacher’s regular contracted salary amounts. Fund 012, the performance pay element, is distributed to participating teachers in a lump sum payment in late June of every year. It is based on the school-based 301 plan results from the current school year. The amount of the payout varies each year based on the accumulation of the fund. The entire fund is distributed according to the degree of accomplishment of the school plan. The 301 Oversight Committee reviews all results of the plans in May, making recommendations to the Governing Board for pay out approval. The distribution of the performance pay for 2024-2025 occurred in the last pay period in June 2025. ~~Employees received their compensation on July 5, 2024, in a special paycheck.~~

**14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.**

Individual teachers play a key role in the success of students on site-based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete long-term plans as a regular expectation for their job. Assessments utilized in the plan (i.e., NWEA MAP testing, Amira) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site-specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

The performance classifications of teachers are utilized to determine 33% of the performance pay. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year.

The performance classifications and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

- Highly Effective Performance Classification: 100% of the available funds
- Effective Performance Classification: 95% of the available funds
- Developing Performance Classification: 85% of the available funds
- Ineffective Performance Classification: \$0

Example:

***Total Amount Available Per Participant: \$2500***

33% of the total amount: \$825

Highest amount available to a teacher designated as Highly Effective: \$2500

Highest amount available to a teacher designated as Effective: \$2458.75

Highest amount available to a teacher designated as Developing: \$2376.25

Highest amount available to at teacher designated as Ineffective: \$0

**67% of the total performance pay available would be paid out based on the results of the school plan.**

**Amphitheater Unified School District**  
**301 Performance Pay Plan 2025-2026**

**Overview**

This document describes the implementation of Performance-Based Compensation as a result of Proposition 301 for Amphitheater Public Schools. Amphitheater will implement site-based plans designed to target student achievement and student engagement and to provide teachers with professional development in support of the goals of each plan. Participation will be optional and made available to all employees who meet the statutory requirements. Although the plan will focus at the site level, compensation, consistency, accountability, and conformity with statutory requirements will occur at the district level.

**Rationale**

It is the goal of the Amphitheater School District that the implementation of this program and any revenues received be focused directly on student achievement, student engagement, professional development, and established district/site continuous improvement plans.

The Amphitheater Performance-Based Plan (301) requires individual sites to develop and implement plans that meet the specific needs of the students attending that school. The development and implementation of each site plan will result from collaboration of all participating employees. Each eligible participant will agree to the plan each year by signing a participation agreement. Participants can withdraw at any time. This agreement will serve as the required "vote". Participants at the site will establish a means for documenting individual participation. However, the site plan will be designed in such a manner that the results are documented on a school-wide basis.

While the design, implementation, and evaluation of each plan will occur at the site level, an Oversight Committee will review plans and make recommendations to the superintendent for approval. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between its plans, to disseminate information and make recommendations to modify the performance-based plan.

**Eligibility**

Participation will be open to all certified and classified employees who meet the statutory requirements. Participation is optional, with only those participating being eligible for additional compensation from the State funding for this plan. Itinerant employees shall identify one site for their participation in the Performance-Based Compensation Plan.

Employees will acknowledge their choice of participation in the Performance-based Compensation Plan by written affidavit by the Friday before Fall Break when site plans are due. A signature agreeing to participate in the plan will serve as a "vote" in favor of the plan. Employees will not be permitted to join the performance-based compensation plan during the course of the year unless newly hired or special circumstances occur as approved by the coordinator of the Pay for Performance Plan. Employees joining the plan late will receive prorated compensation based on their start date. Employees after the start of the spring semester, however, will not be eligible for the plan until the next fiscal year.

An employee's annual evaluation should not be affected by their decision regarding participation in the performance pay plan.

Employees who have been recommended for non-renewal for inadequate classroom performance, unprofessional conduct or break their contract during the current year are not eligible for monies from the performance-based plan.

**Compensation**

With the intent of equalizing the performance-based compensation for each participating employee, the total funds allocated to the district will be adjusted at the district level at the end of the academic (fiscal) year to assure that participating employees with equal achievement receive equal compensation.

Attainment of Goal IA and Goal IB will result in qualifying teachers receiving 60% of the allocated performance dollars. Attainment of Goal II will result in teachers receiving 40% of the allocated performance dollars. In cases where achievement is less than the goal, compensation will be on a prorated basis. Compensation will be computed on a percent mastery rate achieved towards the goal. Attainment of both Goal I A&B and Goal II will result in qualifying teachers to receive 67% of the allocated performance dollars. Pursuant to ARS 15-977, the Amphitheater District 301 Plan will include the requirement that 33% of the available funds for performance pay be based on the Amphitheater Teacher Performance Evaluation System (ATPES) performance classification of the teacher (e.g., Highly Effective, Effective, Developing, Ineffective).

Pay for performance will be based on the percentage of the employees FTE. For example, a 2/5 employee is eligible to receive 40% of the allocated dollars for performance.

Upon successful completion of the program, qualifying employees of Amphitheater Public Schools will receive Goal I, Goal II and performance classification compensation after the District has received and analyzed applicable test data from the preceding year. The time required for analysis and processing of program results varies dependent upon the receipt of assessment data. Goal I and/or Goal II compensation will also be given to former employees who have retired from the District prior to receiving test data. Notwithstanding their retirement status, retirees shall receive their compensation at the same time as payment to current employees. Participants who have left the District are eligible to receive 301 monies. It is the employee's responsibility to provide an accurate address. Checks returned to the district will be held for one year in the finance office.

## Structure of the 301 Site Plan

Every school submits a 301 Site Plan each year consisting of the following components:

**1. Purpose of the Site Plan:** *(identify targeted student achievement in **one** core content area)*

**2. Rationale of the Site Plan:**

*(Explain the specific needs of your student population and address the benefits of the site plan)*

- **School Engagement/Culture of Involvement** *(one or two areas)*

**3. Planning Committee has reviewed attendance rate (ALL SCHOOLS) and drop out or graduation rate (HS) as a consideration in the creation of this plan. YES**

Attendance Rate from previous year \_\_\_\_\_

Graduation Rate \_\_\_\_\_ OR

Drop Out Rate \_\_\_\_\_

**4. Planning Committee has reviewed Parent Climate Surveys as a consideration in the creation of this plan. YES Focus Area (if applicable) \_\_\_\_\_**

**5. Goal I, Part A: School Engagement/Culture of Involvement**

*(Goal statement, site chosen measure(s), including **all** students, document growth)*

**6. Goal I, Part B: Site Method of Student Achievement Assessment**

*(Goal statement, address **one** core content area, district-approved assessment(s), continuously enrolled students, 80% achievement)*

**7. Goal II: Arizona Academic Standards Assessment (AASA) or ACT**

*Goal Statement: In grades 3-8, 75% of all continuously enrolled students will maintain or exceed the **AASA** scale score from the prior year in core content area of **English Language Arts** or **Math**. In grades 10-11 all continuously enrolled students will maintain or exceed the **ACT** from the prior year in core content area of **English Language Arts** or **Math**.*

## Reporting Results

Each school must submit a report at the end of the school year. The Oversight Committee reviews the reports and the data analysis for Goal II and makes recommendations for the payout. The contents of the report are as follows:

Amphitheater 301 Performance Pay Plan Results

School:

1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results

- Post-assessment Data Results
- Goal Met                     YES                     NO                     Partially

2. Goal I, Part B: NWEA Map Data  
 Reading \_\_\_\_\_ Math \_\_\_\_\_

3. Goal II: Arizona Academic Standards Assessment (AASA) or ACT  
 Reading \_\_\_\_\_ Math \_\_\_\_\_

\*This analysis is completed by the district data department and presented to each school.

**The following section addresses each plan element addressed by the Arizona Performance Based Compensation Task Force Rubric:**

**1. Inclusion of district and school performances**

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (i.e., NWEA MAP testing in math or reading, developmental reading assessments, writing assessments, etc.). Each site also selects a student engagement goal and assessment. The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus area and the focus area for student engagement. Their selection is based upon analysis of data from the previous year. The results of AASA and ACT testing are utilized for Goal II. The school chooses ELA or Mathematics. The 301 Site Plan aligns with the school's improvement plan.

*Goal IA:* Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, etc.

*Goal IB:* Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

*Goal II:* AASA and ACT results will be used to determine compensation for Goal II.

**Inclusion of academic progress toward academic standards adopted by the state board of education**

Previously, AIMS test results were utilized to determine the payout for "Goal II" of the Amphitheater plan. We are transitioning to using the results from the AASA and ACT. All of the site selected methods of assessment for Goal I are tied closely to the Arizona Career and College Readiness Standards.

**2. Inclusion of other measures of academic progress**

Schools have the option of including report cards and progress reports as a part of their Student Engagement Goal. Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

<b>Student Engagement Assessment Examples</b>	<b>Student Achievement (Formative and Summative) Examples</b>
<ul style="list-style-type: none"> <li>• Student progress on report cards or progress reports</li> <li>• Increase in actual student engagement in classroom activities as measured by peer or administrative observation</li> <li>• Student engaged time on reading, writing or math activities</li> <li>• Increases in student engagement in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA Measures of Academic Progress (at some sites)</li> <li>• Amira (at some sites)</li> <li>• Developmental Reading Assessment</li> <li>• School-wide assessments at each high school (Reading, math or writing)</li> <li>• Curriculum series benchmark assessments (e.g., Everyday Math, HMH, Into Reading, etc.)</li> </ul>

**3. Inclusion of dropout or graduation rates**

Each high school will analyze their dropout or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates.

**4. Inclusion of attendance rates**

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates.

**5. Inclusion of rates of school quality by parents**

The parent survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan as needed. The 301 Site Plan is in alignment with the school improvement plan. Amphitheater School District completed the AdvancED accreditation process during the 2018-2019 school year and received system accreditation. We have utilized Cognia (formally the AdvancED) surveys annually. Parent surveys are included in this process.

**6. Plan includes rates of school quality by students**

Each school has the option of including indicators of school quality by students as a portion of the school engagement goal, Goal IA. The student survey includes questions that directly address the student perceptions of the quality of their school. Amphitheater School District completed the Cognia (formally AdvancED) accreditation process during the 2018-2019 school year and received system accreditation. We are utilizing the Cognia surveys annually. Student surveys were included in this process.

**7. Input from teachers and administrators**

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the 301 Oversight Committee. Further, each school develops their own 301 Site Plan. The development of the plan is led by one or more teachers and involves a committee at each site. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. Upon completion of the plan, each participant signs an agreement form. This form serves as the required "vote".

## 8. Approval of the plans based on an affirmative vote of 70% of eligible teachers

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is consistently between 97% and 100%.

## 9. Appeals process

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a. The written appeal request will be submitted to School Operations within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- v. A general explanation of the basis for the appeal;
- vi. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- vii. The school's requested solution; and
- viii. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- vi. Evidence the school made significant progress toward the goal;
- vii. Validity of the stated reason for not completely meeting the goal(s);
- viii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- ix. The school's interventions or efforts in response to the extenuating circumstances; and
- x. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

Teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures for individual teachers in this situation are available in the district policy manual.

#### **10. Regular evaluation of effectiveness/committee membership structure**

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern will serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee will review plans and make recommendations to the superintendent for approval and review results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

#### **11. Inclusion of professional development programs that are aligned with the elements of the performance based compensation system**

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

#### **12. Allocation of funding according to the requirements A.R.S. 15-977**

##### **Classroom Site Fund: 011-Base Salary (20%)**

This portion of the fund is used to increase the base salaries of teachers.

##### **Classroom Site Fund: 012-Performance Pay (40%)**

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

##### **Classroom Site Fund: 013-Other (40%)**

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is as follows:

- **Teacher Salaries**

*Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay or base salary.*

#### **13. Requirements of the plan are based on the classroom performances of an individual teacher**

Individual teachers play a key role in the success of students on site-based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete curriculum maps as a regular expectation for their job. Formative assessments utilized in the plan (i.e., NWEA MAP testing) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site-specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

### **Teachers Receiving Ratings of “1” on the Amphitheater Teacher Performance Evaluation System**

Teachers who receive a rating of “1” on any indicator or whole domain of the ATPES will not receive performance pay for the period in which they were on a plan for improvement for the rating of “1”. Pay will be based on the percentage of days during the previous school year that the participant WAS NOT on a plan for improvement based on a "1" rating. If the participant was on a plan for improvement due to a rating of “1” for the entire previous school year, the participant will not be eligible for performance pay.

For the **2025-2026** District Plan, 33% of the available dollars for performance pay for a teacher will be based on the performance classification determined by the Amphitheater Teacher Performance Evaluation System (ATPES) as required by ARS 15-977. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year. The classifications are and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

- Highly Effective Performance Classification: 100% of the available funds
- Effective Performance Classification: 95% of the available funds
- Developing Performance Classification: 85% of the available funds
- Ineffective Performance Classification: \$0

Example:

***Assuming a Total Amount Available Per Participant: \$2500***

- 33% of the total amount: \$825
- Highest amount available to a teacher designated as Highly Effective: \$2500
- Highest amount available to a teacher designated as Effective: \$2458.75
- Highest amount available to a teacher designated as Developing: \$2376.25
- Highest amount available to at teacher designated as Ineffective: \$0

The results of each school plan will vary the amount of the remaining 67% of the total performance pay.



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

**DATE OF MEETING:**        **December 9, 2025**

**TITLE:**            **Approval of Out of State Travel**

**BACKGROUND:**

**STUDENTS**

Lauren Marlatt, Kay Lewis, Andrea Fyock, Erika Sparlin and Jeremy Hayes request permission to take 50 Coronado 7<sup>th</sup> grade students to Catalina Island Marine Institute on February 16-19, 2025 in Toyon Bay, California. Approximate cost of travel is \$27,350.50 and will be paid using Auxiliary and Tax Credit funds. Three school days will be missed, and substitutes are required.

Madison Tweedy and Whitney Vincent request permission to take 14 Ironwood Ridge High School Pom Line students to Dance Team Union Nationals Dance Competition on February 4-10, 2026 in Orlando, Florida. Approximate cost of travel is \$24,906.23 and will be paid by Boosters and by students. Five school days will be missed, and no substitutes are required.

Veronica Soto, Keara McCombs, and Sabrina See request permission to take 15 Canyon del Oro High School Stunt and Cheer students to USA Cheer Nationals on February 19-23, 2026 in Garden Grove, California. Approximate cost of travel is \$10,652.61 and will be paid using Student Activities and Tax Credit funds. Three school days will be missed, and no substitutes are required.

Nikki Sevinsky and Sheila Sevinsky request permissions to take 12 Canyon del Oro High School Varsity Pom Line students to National Dance Team Championships on February 4-9, 2026 in Orlando, Florida. Approximate cost of travel is \$24,998.00 and will be paid by Student Activities and Tax Credit funds. Four school days will be missed, and no substitutes are required.

**STAFF**

Todd Jaeger requests permission to attend LRP's National Institute on Legal Issues of Educating Individuals with Disabilities on April 25-29, 2025 in New Orleans, Louisiana. Approximate cost of travel is \$5,488.64 and will be paid using Title II funds. Three school days will be missed, and no substitute is required.

<b>BUDGET CODE KEY</b>		
525.00.610.1001.6892.115.0000	Auxiliary	Classroom Instruction, Student Expenses, Coronado K-8
526.00.610.1001.6892.115.0000	Tax Credit	Improvement of Instruction, Student Expenses, Coronado K-8
525.00.410.2710.6519.115.0000	Auxiliary	Student Transportation, Student Travel, Coronado K-8
526.00.410.2710.6519.115.0000	Tax Credit	Student Transportation, Student Travel, Coronado K-8
525.00.100.1001.6105.115.0000	Auxiliary	Classroom Instruction, Substitutes, Coronado K-8
850.00.610.1001.6892.282.0000	Student Activities	Classroom Instruction, Student Expenses, CDO
526.00.610.2190.6892.282.0000	Tax Credit	Other Student Support Services, Student Expenses, CDO
850.00.610.2190.6892.282.0000	Student Activities	Other Student Support Services, Student Expenses, CDO
140.26.100.2320.6360.501.0000	Title II	Executive Administration, Employee Training, Superintendent
140.26.100.2320.6582.501.0000	Title II	Executive Administration, Employee Travel, Superintendent

**RECOMMENDATION:**

It is the recommendation of the administration that the above travel be approved.

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**INITIATED BY:**



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**Matthew Munger**  
Associate Superintendent for Secondary Education

**Date: December 2, 2025**



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**Todd A. Jaeger, J.D., Superintendent**

**AMPHITHEATER PUBLIC SCHOOLS  
STAFF/STUDENT TRAVEL REQUEST**

*Attach supporting documentation as needed*

**ORIGINAL SUBMISSION**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL**

SCHOOL: Coronado K-8

ESTIMATED NUMBER OF STUDENTS: 50

NAME OF SCHOOL GROUP/CLUB/ENTITY: Coronado 7<sup>th</sup> Grade / Science Department

STAFF ADVISOR(S)/CHAPERONES: Lauren Marlatt (coordinator) Chaperones: Lauren Marlatt, Kay Lewis, Andrea Fyock, Erika Sparlin, and Jeremy Hayes

ABSENCE: # Days 3 Sub Required:  Yes  No # of School Days Missed 3

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Field trip to study Oceanography and Marine Biology

DESTINATION OF TRAVEL: Catalina Island Marine Institute (CIMI), Toyon Bay, CA

DATES OF TRAVEL: February 16-20, 2025

ACADEMIC BENEFITS TO STUDENTS: The students will be participating in Catalina Island Marine Institute's three-day camp. Students will complete labs and activities aligned with the Arizona Science Standards adopted in October of 2018. Students will have a reinforcement of the content learned in class. Students will compete in a Science Olympics when we return to assess their learning.

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content  | <input checked="" type="checkbox"/> Caring          | <input checked="" type="checkbox"/> Citizenship       |
| <input checked="" type="checkbox"/> Collaboration     | <input checked="" type="checkbox"/> Communication   | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving |   |

PROPOSED METHOD OF TRANSPORTATION:

- District-owned vehicles  
Transportation approval: \_\_\_\_\_  
 Other: Mountain View Tours

Are expenses paid from any of the following accounts? Auxiliary  Tax Credits  Club Funds \_\_\_\_\_  
Parent Organization \_\_\_\_\_

**EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)**

	APPROX. COST	BUDGET CODE
Registration	\$ 19,500.00	525/526.00.610.1001.6892.115.0000
Transportation	\$ 6,050.50	525/526.00.410.2710.6519.115.0000
Meals	Included	-----
Lodging	Included	-----
Substitutes	\$ 1,800.00	525.00.100.1001.6105.115.0000
<b>TOTAL</b>	<b>\$ 27,350.50</b> =====	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No

IF SO, SOURCE & AMOUNTS:

\* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? Chaperones are free based on enrollment of students.

COST TO EACH STUDENT: \$500.00

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? We are working on fundraising in a variety of ways. We will apply for a grant to supplement the needed funds for the scholarship. We have asked the students to tell us how much they can afford and have a fundraising goal to make sure that all eligible students have a means of attending.

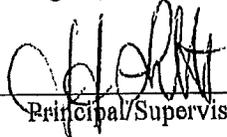
FUNDING SOURCE(S): The parents/guardians will pay for most of the trip. Other funding will come from tax credits, scholarships, and fundraising.

FUNDRAISING ACTIVITIES PLANNED (If applicable):

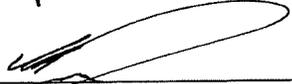
The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY:   
Signature

                      
Date

APPROVED BY:   
Principal/Supervisor

10/28/25  
Date

  
Associate Superintendent/Superintendent

11/18/2025  
Date

AMPHITHEATER PUBLIC SCHOOLS  
STAFF/STUDENT TRAVEL REQUEST

*Attach supporting documentation as needed*

**ORIGINAL SUBMISSION**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL**

SCHOOL: Ironwood Ridge High School

ESTIMATED NUMBER OF STUDENTS: 14

NAME OF SCHOOL GROUP/CLUB/ENTITY: IRHS Pomline

STAFF ADVISOR(S)/CHAPERONES: Madison Tweedy, Whitney Vincent, and Whitney Vincent

ABSENCE: # Days 7 Sub Required:   No # of School Days Missed 5

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Dance Team Union Nationals Dance Competition

DESTINATION OF TRAVEL: Orlando, FL

DATES OF TRAVEL: February 4-10, 2026

ACADEMIC BENEFITS TO STUDENTS: College Recruitment, Exposure, and Scholarships

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Academic Content             | <input type="checkbox"/> Caring                   | <input type="checkbox"/> Citizenship                  |
| <input checked="" type="checkbox"/> Collaboration     | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Problem-Solving          |   |

PROPOSED METHOD OF TRANSPORTATION:

- District-owned vehicles  
Transportation approval: \_\_\_\_\_  
 Other American Airline

Are expenses paid from any of the following accounts? Auxiliary \_\_\_\_\_ Tax Credits \_\_\_\_\_ Club Funds \_\_\_\_\_  
Parent Organization

**EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)**

APPROX. COST

BUDGET CODE

rev. 6.1.2022

Registration	<u>\$8,700.00</u>	<u>Paid by boosters and self pay</u>
Transportation	<u>\$7,380.48</u>	<u>Paid by Boosters and self-pay</u>
Meals	<u>\$3,500.00</u>	<u>Paid by boosters and self pay</u>
Lodging	<u>\$5,325.75</u>	<u>Paid by booster and self pay</u>
Substitutes	<u>0</u>	
<b>TOTAL</b>	<b><u>\$24,906.23</u></b>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No

IF SO, SOURCE & AMOUNTS: 0

\* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? Chaperones are the Pomline Coach: Madison Tweedy and a pomline parents: Whitney Vincent and Lindsey Oswald. Payment from boosters and out of pocket

COST TO EACH STUDENT \$ \$1,779.02

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Booster Fundraisers

FUNDING SOURCE(S): Booster Fundraisers

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Banner Sponsorship, Calendar Donations, Car Wash Sales, Restaurant Dinners, Kendra Scott Give Back, Future Pommie Clinic

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY: \_\_\_\_\_

Signature

11/24/25  
Date

APPROVED BY: \_\_\_\_\_

Principal/Supervisor

11-24-25  
Date

\_\_\_\_\_  
Associate Superintendent/Superintendent

12/1/2025  
Date

AMPHITHEATER PUBLIC SCHOOLS  
STAFF/STUDENT TRAVEL REQUEST

*Attach supporting documentation as needed*

**ORIGINAL SUBMISSION**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL**

SCHOOL: CDO High School

ESTIMATED NUMBER OF STUDENTS: 15

NAME OF SCHOOL GROUP/CLUB/ENTITY: CDO Stunt & Cheer

STAFF ADVISOR(S)/CHAPERONES: Veronica Soto, Keara McCombs, Sabrina See

ABSENCE: # Days 3 Sub Required:  Yes  No # of School Days Missed 3

ACTIVITY / EVENT / PURPOSE OF TRAVEL: USA Cheer Nationals

DESTINATION OF TRAVEL: 11747 S Harbor Blvd, Garden Grove, CA 92840

DATES OF TRAVEL: 2/19/26-2/23/26

ACADEMIC BENEFITS TO STUDENTS:     

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Academic Content         | <input checked="" type="checkbox"/> Caring          | <input type="checkbox"/> Citizenship       |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication   | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking        | <input checked="" type="checkbox"/> Problem-Solving |  |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval:     

Other Parent/Guardian transportation

Are expenses paid from any of the following accounts? Auxiliary      Tax Credits  Club Funds   
Parent Organization

**EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)**

	APPROX. COST	BUDGET CODE
Registration	<u>\$2685.00</u>	<u>850.00.610.1001.6892.282.0000</u>
Transportation	<u>      </u>	<u>      </u>
Meals	<u>\$600.00</u>	<u>526.00.610.2190.6892.282.0000</u>
Lodging	<u>\$7367.61</u>	<u>850.00.610.2190.6892.282.0000</u>
Substitutes	<u>      </u>	<u>      </u>
<b>TOTAL</b>	<b><u>\$10,652.61</u></b>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **No**

IF SO, SOURCE & AMOUNTS: \_\_\_\_\_

\* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? **n/a**

COST TO EACH STUDENT \$ **\$728.00**

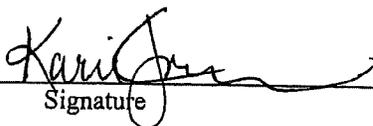
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **Season Fundraising**

FUNDING SOURCE(S): **Club, Tax Credit and Booster Club**

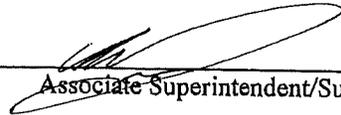
FUNDRAISING ACTIVITIES PLANNED (If applicable):

**Popcorn & Cookie Sales, Spirit Clinic, Boosters Credits, Textathon**

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY:  11/19/05  
 Signature Date

APPROVED BY:  \_\_\_\_\_  
 Principal/Supervisor Date

 12/1/2005  
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS  
STAFF/STUDENT TRAVEL REQUEST

*Attach supporting documentation as needed*

**ORIGINAL SUBMISSION**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL**

SCHOOL: CDO

ESTIMATED NUMBER OF STUDENTS: 12

NAME OF SCHOOL GROUP/CLUB/ENTITY: CDO Varsity Pomline

STAFF ADVISOR(S)/CHAPERONES: Nikki Sevinsky (Head Coach) / Sheila Sevinsky (Chaperone)

ABSENCE: # Days 4 Sub Required:  Yes  No # of School Days Missed 4

ACTIVITY / EVENT / PURPOSE OF TRAVEL: National Dance Team Championship

DESTINATION OF TRAVEL: Orlando, Florida

DATES OF TRAVEL: February 4<sup>th</sup>, 2026 – February 9<sup>th</sup>, 2026

ACADEMIC BENEFITS TO STUDENTS: Students will set two individual goals and one team goal prior to competing. After competing, students will reflect on their progress towards those goals through a written reflection submitted to the coach. This supports student's written expression, practicing self-evaluation, communication skills, citizenship, and collaboration.

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content  | <input checked="" type="checkbox"/> Caring          | <input checked="" type="checkbox"/> Citizenship       |
| <input checked="" type="checkbox"/> Collaboration     | <input checked="" type="checkbox"/> Communication   | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving |   |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: \_\_\_\_\_

Other American Airlines / Mears Connect Shuttle / UDA Provided Transportation

Are expenses paid from any of the following accounts? Auxiliary NO Tax Credits YES Club Funds YES  
Parent Organization NO

**EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)**

	APPROX. COST	BUDGET CODE
Registration	<u>\$5,500</u>	<u>850.00.610.2190.6892.282.0000</u>
Transportation	<u>\$9,765</u>	<u>526.00.620.2190.6892.282.0000</u>
Meals	_____	_____
Lodging	<u>\$9,733</u>	<u>850.00.610.2190.6892.282.0000</u>
Substitutes	_____	_____
<b>TOTAL</b>	<b><u>\$24,998</u></b>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? NO

IF SO, SOURCE & AMOUNTS: \_\_\_\_\_

\* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? Students voted to use Club Account funds to pay for chaperones.

COST TO EACH STUDENT \$ 1.150

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? The CDO Pomline is holding numerous "big ticket" fundraisers throughout the year to raise funds. Our goal is to only have each athlete pay \$100 out of pocket. The coach will also request assistance from the CDO Site Council for airfare. Each athlete is being asked to bring in \$600 in Tax Credit donations that will be used for airfare ONLY.

FUNDING SOURCE(S): Club Account for Lodging & Registration / Tax Credit for Airfare

FUNDRAISING ACTIVITIES PLANNED (if applicable):

Victory Fundraising Cookie Sales, CDO Football Spirit Clinic, Victory Fundraising Text-a-Thon, Tax Credit donations, Dance Clinics, and restaurant nights.

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY: Nicole Swinsky 11/17/25  
Signature Date

APPROVED BY: Tara Bullitt 11/18/25  
Principal/Supervisor Date

[Signature] 12/8/2025  
Associate Superintendent/Supintendent Date

**AMPHITHEATER PUBLIC SCHOOLS  
STAFF TRAVEL/CONFERENCE REQUEST**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.**

EMPLOYEE(S): Todd A. Jaeger, J.D. SCHOOL: District Offices  
 Department (opt.): Superintendent's Office  
 DATE(S): 4/25/26-4/29/26

ACTIVITY/EVENT: LRP's National Institute on Legal Issues of Educating Individuals with Disabilities  
 LOCATION: New Orleans, LA

ABSENCE: # Days 5 Sub Required:  Yes  No # of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$2875.00</u>	<u>140.26.100.2320.6360.501.0000</u>
Transportation	<u>\$600.00</u> Mode <u>Air</u>	<u>140.26.100.2320.6582.501.0000</u>
Rental Car	<u>\$331.00</u>	<u>001.00.100.2320.6582.501.0000</u>
Meals	<u>\$315.00</u>	<u>140.26.100.2320.6582.501.0000</u>
Lodging	<u>\$1367.64</u>	<u>140.26.100.2320.6582.501.0000</u>
Substitutes		
<b>TOTAL</b>	<b><u>\$5488.64</u></b>	

The District will  (or) will not  receive reimbursement from outside sources.  
 \* PO must be submitted and approved *prior* to travel to qualify for reimbursement.  
 Purpose of travel: Attending the LRP National Institute on Legal Issues of Educating Individuals with Disabilities.

Outcomes and academic benefits to students and staff: The conference offers sessions on compliance and implementation strategies in the areas of IDEA, Section 504, Behavior Management and Special Education Law.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

<input checked="" type="checkbox"/> Academic Content	<input type="checkbox"/> Caring	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Collaboration	<input type="checkbox"/> Communication	<input type="checkbox"/> Creative Thinking
<input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Problem-Solving	

The travel is necessary for the implementation of the project funding the travel.

Submitted by: \_\_\_\_\_  
 Signature Date  
 \_\_\_\_\_  
 Principal/Supervisor Date  
  
 Associate Superintendent/Superintendent 12-1-25  
 Date



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**      **December 9, 2025**

**TITLE:**            **Review of Superintendent’s Proposal for Consolidation of Schools Due to Declining Enrollments, to Be Effective for the 2026-2027 School Year:**

- a. Closure of E.C. Nash Elementary School, with Students to Attend Walker Elementary and Keeling Elementary;**
- b. Closure of Francis Owen Holaway Elementary School, with Students to Attend Rio Vista Elementary;**
- c. Closure of Marion Donaldson Elementary School, with Students to Attend Mesa Verde Elementary and Walker Elementary; and**
- d. Closure of Copper Creek Elementary School, with Students to Attend Harelson Elementary and Wilson K-8.**

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**BACKGROUND:**

**AMPHI FUTURE-READY: A Comprehensive Report and Recommendation on School Consolidation, Demographic Realignment, and Fiscal Sustainability**

**I. EXECUTIVE SUMMARY: HONORING OUR LEGACY BY SECURING OUR FUTURE**

For 132 years, the Amphitheater Unified School District (AUSD) has stood as a beacon of educational excellence in Pima County. From our humble beginnings to our peak enrollment at the turn of the 21st century, we have evolved alongside our community. However, stewardship requires more than preservation; it requires the courage to adapt. We are currently navigating a historic inflection point—a convergence of structural demographic shifts, aggressive privatized competition, and fiscal constraints that demand decisive action.

This report serves as my formal recommendation to the Governing Board to authorize the consolidation of **Copper Creek, Marion Donaldson, Francis Owen Holaway, and E.C. Nash Elementary Schools** effective for the 2026-2027 school year. This recommendation is the product of exhaustive data analysis and reflects a necessary pivot from a district built for 19,000 students to one optimized for our current enrollment of approximately 10,500.

By rightsizing our physical footprint, we protect the "heart" of our mission: our students, our people and our programs. We choose to invest in students, teachers, and classrooms rather than in the maintenance of under-utilized facilities.

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**II. SITUATIONAL ANALYSIS: THE DATA BEHIND THE DECISION**

The decision to consolidate is not a reaction to a temporary downturn but a response to permanent structural changes in the educational landscape. The following analysis details the three primary drivers of this recommendation: the "birth dearth," the impact of private school vouchers, and the fiscal inefficiency of our current utilization rates.

## A. The Demographic Cliff: A National and State Crisis

Our enrollment challenges mirror a broader national trend, often described as a "demographic winter."

- National Fertility Decline:** As detailed in my companion presentation to this item, as well as the attached detailed narrative on birth rate in Arizona, the U.S. fertility rate has fallen to a historic low of **1.6 births per woman**, well below the replacement rate of 2.1. This is not merely a dip; it is a sustained downward trajectory that began during the Great Recession and has accelerated post-pandemic.
- Arizona's Birth Rate Collapse:** The decline is even more acute locally, as Chart 1 below illustrates. Data from the Arizona Department of Health Services indicates that **resident births in Arizona declined by 33% between 2007 and 2021**. Demographers with whom the District has consulted in this matter advise that the decline has reached a current level (2025) of **36 to 38%**.

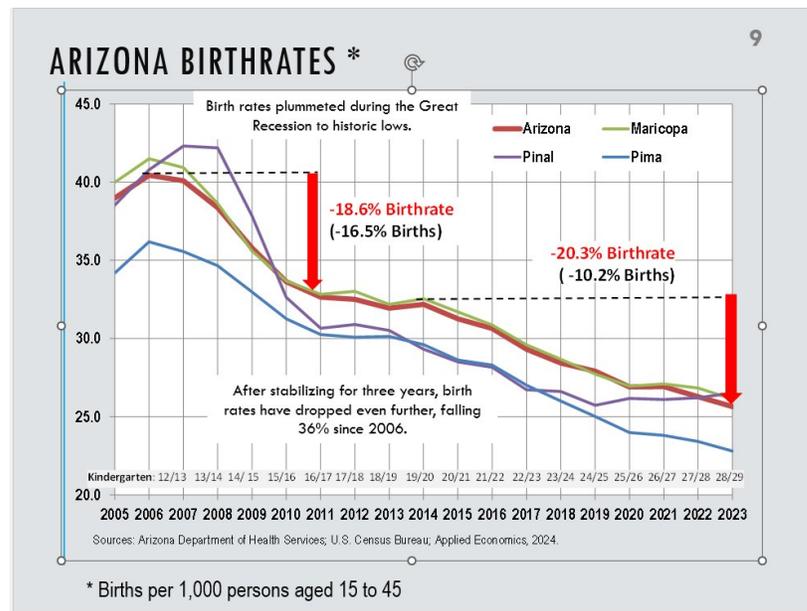
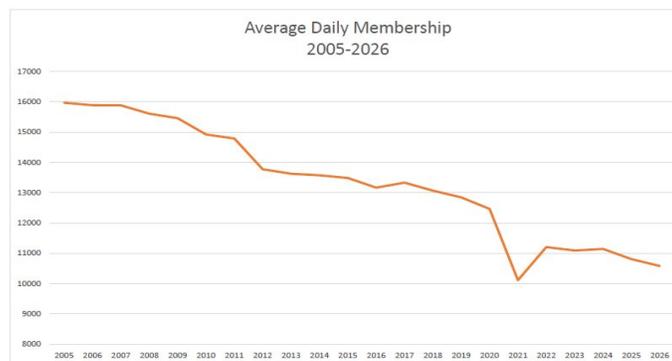


Chart 1

- The Lagging Indicator:** This decline in birth rate creates a mathematical certainty for school districts. A drop in births in 2020 results in smaller Kindergarten cohorts in 2025. There are simply fewer school-aged children living within our zip codes today than there were a decade ago. Thus, you can observe a trajectory of enrollment which mirrors, almost exactly, that of birth rate. See Chart 2 below.



Projected Enrollment Drop for Fiscal Year 2026 – 323 Average Daily Membership

Chart 2

## B. The "Voucher Effect": Subsidized Competition

The universal expansion of Empowerment Scholarship Accounts (ESAs) has also fundamentally altered the marketplace.

- **Direct Financial Impact:** Currently, **1,367 students** residing within AUSD boundaries utilize state-funded vouchers to attend private schools or homeschool. This represents **\$13.5 million** in state funding diverted away from the public system.
- **The "Switcher" Loss:** While some ESA users never attended AUSD, the students who *transferred* from our classrooms to private options account for a direct annual operational loss of approximately **\$1.7 million**.
- **Hyper-Competition:** We operate in a saturated market. With **21 charter and private schools** within or adjacent to our boundaries, the supply of classroom seats in our area vastly exceeds the demand from the shrinking population of children.

## C. The Efficiency Gap: The Cost of Under-Utilization

Our infrastructure was built for a different era. Maintaining 14 elementary/K-8 sites with our current population is fiscally unsustainable.

- **Utilization Crisis:** Only **3 of our 14** elementary/K-8 schools are currently operating at or above 50% of their building capacity.
- **The Fixed-Cost Trap:** Fixed costs—utilities, insurance, administrative salaries, and maintenance—remain static regardless of enrollment. When a campus operates at 40% capacity, the per-pupil cost of *operations* spikes, cannibalizing funds that should be spent on *instruction*.
- **Protecting the Override:** Our community has generously supported Bond and Override measures to fund small class sizes, art, music, and PE. If we do not reduce our operational overhead, we risk depleting the general fund to the point where these voter-approved priorities are threatened.

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## III. SUMMARY OF COMMUNITY ENGAGEMENT & FEEDBACK

Following my Superintendent's letter on November 17, 2025, and the subsequent community forums held at Ironwood Ridge, Amphitheater, and Canyon del Oro High Schools (Nov 19–21), the District has received substantial input via email, surveys, and public comment. The following summary synthesizes the key themes, questions, and concerns raised by our stakeholders.

### A. Recognition of Fiscal Reality and Support for Stewardship

While school closures are inherently difficult, a significant portion of the feedback reflects a pragmatic understanding of the District's challenges.

- **Acknowledgment of Necessity:** Many families recognize that closures may be financially necessary to ensure the District remains solvent. Some stakeholders have explicitly stated their agreement that closing schools is the right decision to protect long-term resources, provided the execution is handled equitably.
- **Appreciation for Transparency and Timing:** Community members have expressed gratitude for the District's communication efforts and the transparency regarding the challenges we face. There was also specific appreciation that the District chose not to close schools mid-year, allowing families time to plan and transition.

- **Support for Tackling Difficult Issues:** Several comments commended the District leadership for having the courage to tackle these difficult but necessary structural issues rather than deferring them.

## B. Constructive Engagement and Proposed Alternatives

Rather than merely opposing the plan, our community has engaged as active partners, offering detailed and constructive alternative proposals. This level of engagement demonstrates a deep commitment to the District's success.

- **Programmatic Suggestions:** There is strong interest in expanding specialty programs, such as STEM or K-8 conversions (specifically mentioned for Cross/Harelson or Prince/Amphi Middle), to attract enrollment and improve efficiency.
- **Boundary and Feeder Pattern Ideas:** Families offered thoughtful suggestions regarding boundary adjustments, such as splitting the Copper Creek population between Harelson, Painted Sky, and Wilson to reduce the strain on any single receiving school.
- **Asset Utilization:** There is a strong preference for ensuring closed buildings are repurposed for District use (e.g., Early Childhood centers or District offices) rather than sitting vacant or being sold to competitors.
- **Feeder Alignment Consistency:** Almost immediately following my Superintendent Letter of November 17, we received feedback from Copper Creek constituents noting a disparity in the approach between current Copper Creek students who normally matriculate to Cross Middle School versus those who normally matriculate to Wilson K-8 for middle school. There was concern that there was not consideration of the opportunity for elementary students to attend school at Wilson (K-5) on the same campus they would ultimately attend for grades 6-8, as the original proposal had those students attending Painted Sky Elementary.

## C. Areas of Concern and Focus

While understanding the necessity of the decision, stakeholders raised valid concerns regarding specific impacts that must be managed during implementation.

- **School Identity & Leadership:** Families spoke passionately about the "heart" and resilience of their neighborhood schools, particularly **Nash, Holaway, and Copper Creek**.
- **Specialized Student Needs:** Parents of students with special needs (including those with autism and apraxia) expressed concern about the disruption of routines and the potential loss of trusted providers who have built relationships with their children.
- **Equity and Fairness:** Some feedback noted the importance of ensuring that consolidations do not disproportionately affect Title I populations and that the "sacrifice" of losing a neighborhood school is felt to be equitable across the District.
- **Rationales & Metrics:** A prevailing question from the community is, "*Why these specific schools?*" Stakeholders have requested greater understanding of the criteria used (e.g., building condition vs. academic performance vs. enrollment). There is a perception among some that decisions were pre-determined.
- **The "Fairness" of Sacrifice:** Families in the Copper Creek area, who supported the recent Override Election (Prop 413), expressed a sense of "asymmetrical sacrifice." They argue that closing a high-performing, neighborhood-centric school feels like a violation of the trust placed in the District when they voted for increased funding.

- **Traffic & Safety:** Significant concerns were raised regarding traffic congestion at **Mesa Verde** and **Painted Sky** during drop-off/pick-up times. Families requested coordination with Pima County for improved signage, crosswalks, and traffic control.
- **Property Disposition:** Residents near **Donaldson** and **Holaway** are worried about "blight" from vacant buildings and strongly oppose selling properties to charter competitors.

This feedback has been instrumental. While the fiscal necessity of consolidation remains unchanged, we are actively refining our implementation plans—specifically regarding leadership assignments, special education transition teams, and traffic mitigation—to address these valid community concerns.

In addition, the very salient and pragmatic suggestions regarding the consolidation of half of current Copper Creek students to Wilson rather than Painted Sky was incorporated into the proposal presented to the Board by the item – a revision directly resulting from feedback.

#### IV. DETAILED CONSOLIDATION RECOMMENDATION

Based on the synthesis of demographic data, facility analysis, and community input, I recommend the following consolidations. These pairings were selected to maximize geographic proximity, optimize facility capacity, and preserve neighborhood cohorts.

##### 1. Copper Creek Elementary

- **Action:** Consolidate student body into **Wilson K-8** and **Harelson Elementary**.
- **Rationale:** Despite high academic performance, Copper Creek’s enrollment has declined significantly in a region with excess capacity. The school is the most costly to operate with a centralized plant that does not lend itself to utilization adjusted to physical need. It is an “all or nothing” proposition when it comes to heating and cooling. Wilson and Harelson offer more plants and controls that are more responsive to changing need, and both schools can accommodate these students without overcrowding. These consolidations also allow cohorts the opportunity to have comprehensive experiences for the entirety of their K-8 education, providing an expanded relationship with their campuses and staffs that enhances the nurturing benefits.
- **Addressing Feedback:** We will work to preserve the "neighborhood feel" by keeping peer groups together and ensuring that the unique culture of excellence from Copper Creek is integrated—not erased—at the receiving sites.

##### 2. Marion Donaldson Elementary

- **Action:** Consolidate the majority of students into **Mesa Verde Elementary**, with a small attendance zone adjustment to **Walker Elementary** for the very small “pocket boundaries” that would have normally attended from the Walker neighborhood but are currently assigned to Donaldson.
- **Rationale:** Proximity allows for a seamless merger. This consolidation creates a robust feeder pattern for Cross Middle School and CDO High School, ensuring that students have access to full-time specialists (Art, Music, PE) that smaller schools struggle to fill with qualified staff.

##### 3. Francis Owen Holaway Elementary

- **Action:** Consolidate student body into **Rio Vista Elementary**.
- **Rationale:** Rio Vista has the physical capacity to welcome the Holaway community and is in close proximity to the Holaway neighborhood. This merger unifies resources in the southern portion of the

District, allowing for a more concentrated and effective delivery of Title I support services and special education interventions.

#### 4. E.C. Nash Elementary

- **Action:** Consolidate student body into **Keeling Elementary** and **Walker Elementary**.
  - **Rationale:** Nash faces significant capital renewal costs. Keeling and Walker are centrally located and equipped to absorb this population. This move strengthens the central corridor by pooling resources to support academic interventions and enrichment programs.
- 

### V. IMPLEMENTATION: A "PEOPLE-FIRST" TRANSITION

The closing of a building is a logistical event; the moving of a school community is a human one. Our transition plan is designed to mitigate trauma and maximize stability.

- **Staffing Guarantee:** We value our educators. Through natural attrition (historically 50-60 vacancies annually), we aim to place every displaced effective teacher into a role within the District, minimizing RIFs and retaining talent.
  - **"Merging Cultures" Initiative:** Transition teams comprised of parents and staff from *both* merging schools will co-design the integration process. This includes joint spring events, "buddy" systems for students, and the potential renaming of campus wings or libraries to honor the legacy of closed schools.
  - **Special Education Priority:** A dedicated task force will oversee the transfer of every IEP and 504 plan. We are committed to ensuring that service minutes and provider relationships are preserved to the greatest extent possible.
  - **Traffic & Safety Studies:** We have already initiated conversations with the Pima County Department of Transportation to conduct traffic studies at receiving schools and will implement necessary safety upgrades before August 2026.
- 

### VI. CONCLUSION

We cannot cut our way to excellence, but we can *consolidate* our way to sustainability. By reducing our overhead, we preserve our override funds for their intended purpose: the classroom, and we ensure we maximize the resources otherwise available to enhance our educational programs and staff recruitment and retention. In undertaking this work, we follow in the steps of other school districts throughout the state, but we will lead other districts more locally – all of whom also face enrollment issues.

This plan is not a retreat; it is a strategic realignment designed to ensure that Amphitheater Public Schools remains a competitive, high-performing district for the next century.

I respectfully request the Governing Board's review of this proposal, with a final vote scheduled for January 13, 2026.

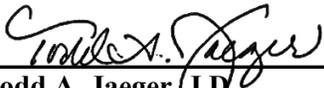
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**RECOMMENDATION:**

No action can be taken at the December 9 meeting, as this item is only presented for study at this time. It is proposed that the Governing Board take action on this matter on Tuesday, January 13, 2026.

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**INITIATED BY:**

  
Todd A. Jaeger, J.D.  
Superintendent

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**Date: December 3, 2025**

*Arizona Resident Births 2007–2022:*  
*A Comprehensive Demographic Analysis of the Post-Millennial Contraction*  
Prepared for the Governing Board of the  
Amphitheater Unified School District

Todd A. Jaeger, J.D.  
Superintendent  
Amphitheater Unified School District

## **1. Introduction: Defining the Steep Downward Trajectory**

The demographic history of Arizona in the early 21st century is defined by a singular, dramatic structural shift: the collapse of its resident birth rate. For decades, Arizona was synonymous with explosive growth, driven not only by migration but by a robust rate of natural increase. However, between 2007 and 2022, the state witnessed a profound demographic contraction. The trajectory of resident births during this fifteen-year period depicts a steep, persistent downward line, falling from a historic peak of approximately 102,687 births in 2007 to a stabilized low of approximately 78,355 in 2022.<sup>1</sup>

This report provides an exhaustive examination of this decline. It serves not merely as a compilation of vital statistics but as a sociological and economic autopsy of the "Baby Bust." By dissecting the data year by year, county by county, and demographic by demographic, this review reveals how the Great Recession, legislative changes regarding immigration, shifting cultural norms around family formation, and the COVID-19 pandemic collectively erased nearly a quarter of the state's annual birth volume.

The analysis that follows is grounded in the understanding that birth rates are a lagging indicator of societal health and economic optimism. The "steep downward trajectory" visualized in the data corresponds precisely with Arizona's transition from a high-growth, affordable housing haven to a complex economy grappling with maturity, rising costs, and an aging population. The drop from over 102,000 births to under 78,000 is not a statistical anomaly but a new demographic reality with far-reaching implications for the state's educational systems, labor markets, and healthcare infrastructure.

## **2. The Peak of the Boom: The 2007 Baseline**

To understand the magnitude of the subsequent decline, one must first appreciate the extraordinary nature of the 2007 peak. In 2007, Arizona recorded 102,687 resident births, a figure that stands as the high-water mark for the state.<sup>1</sup> This number was the product of a specific confluence of economic and social factors that characterized the pre-recession Southwest.

### **2.1 The Economic Engine of Fertility**

The mid-2000s in Arizona were fueled by a hyper-active housing market and a construction boom that acted as a magnet for young, working-age families. The availability of entry-level jobs and relatively affordable housing allowed for earlier family formation compared to coastal states.

The 2007 birth count was not an outlier in the context of the time, but rather the culmination of a decade-long trend of aggressive natural increase.

The sheer volume of births in 2007 exerted immense pressure on the state’s medical infrastructure. A granular look at the monthly data from that year reveals a system operating at maximum capacity. The summer and early autumn months were particularly intense. In July 2007, the state recorded 9,011 births. This surged to 9,396 in August and remained high at 9,077 in September.<sup>3</sup> This seasonality—a distinct late-summer peak—suggests a pattern of conception during the cooler winter months, a common demographic rhythm in hot climates. However, the consistency of the volume, with every single month of 2007 recording thousands of births (the lowest being February at 7,721 due to its shorter length), indicated a population with high fertility confidence.<sup>3</sup>

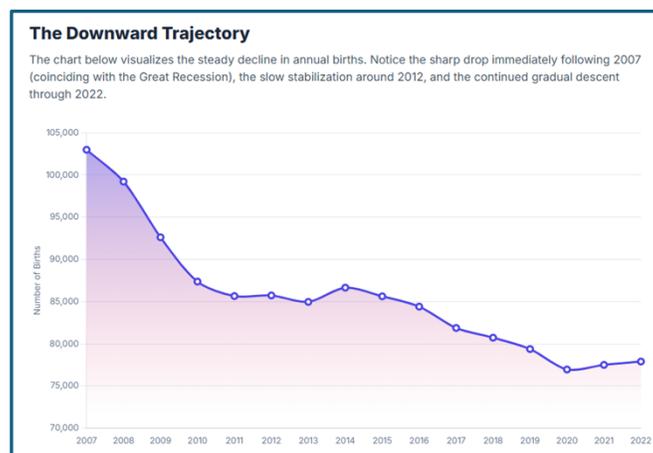
## 2.2 Geographic Distribution of the 2007 Peak

The 2007 data provides a baseline for county-level capacity that has since been hollowed out. Maricopa County, the state’s demographic engine, recorded 65,931 births in 2007 alone.<sup>4</sup> To put this in perspective, this single county’s birth output in 2007 nearly rivaled the entire state’s output fifteen years later.

Pima County contributed 13,798 births, while rapidly growing suburban areas like Pinal County were exploding with 5,285 births.<sup>4</sup> Even rural counties were experiencing robust numbers relative to their population. Yuma County recorded 3,252 births, and Mohave County recorded 2,439.<sup>4</sup> These figures represented thriving local maternity wards and a steady pipeline of enrollment for rural school districts—a pipeline that would soon begin to run dry.

## 2.3 Visualizing the Baseline

The visual representation of this data point on a line graph is the summit of a mountain. At 102,687, the 2007 coordinate sits high on the Y-axis. The trajectory from this point forward is almost exclusively negative. This peak serves as the reference point for the "steep downward trajectory". Every subsequent year represents a subtraction from this baseline, quantifying the "lost" population growth that planners in 2007 had anticipated but which never materialized.



### **3. The Great Contraction: 2008–2011**

The descent from the 2007 peak was neither gradual nor gentle. It was a demographic crash precipitated by the collapse of the very economic pillars that had supported the boom. Between 2008 and 2011, Arizona experienced a perfect storm of economic recession and exclusionary policy that drove birth rates down faster than the national average.

#### **3.1 The 2008 Inflection Point**

The first sign of structural weakness appeared in 2008. Resident births dropped to 99,215.<sup>5</sup> While a decline of roughly 3.4% might seem modest in isolation, it was significant because it marked the first annual decrease in resident births since 1991.<sup>5</sup> This 1991 parallel is instructive; it suggests that Arizona's fertility is highly sensitive to economic downturns. However, unlike the 1991 dip, the 2008 decline was the beginning of a sustained trend rather than a momentary blip.

The economic context of 2008 is well-documented: the subprime mortgage crisis disproportionately devastated Arizona. Home values plummeted, construction projects halted, and unemployment spiked. For young families, the loss of home equity or the inability to enter the housing market acted as a powerful contraceptive. The confidence required to have a child—faith in future income stability—evaporated.

#### **3.2 The Acceleration of Decline: 2009–2010**

As the recession deepened, the slope of the birth decline steepened. In 2009, births fell to 92,616.<sup>5</sup> By 2010, the number had plunged to 87,053.<sup>5</sup> In just three years, the state had shed over 15,000 annual births.

This period was characterized by the "double shock" of economics and policy. The 2010 vital statistics report highlights a crucial factor unique to Arizona: the implementation of the Legal Arizona Workers Act and the widespread use of E-Verify. These measures, aimed at curbing undocumented immigration, had a profound demographic ripple effect. The Hispanic or Latino population, which had been a primary driver of the pre-2007 fertility boom, faced an environment of intense hostility and economic exclusion.

The data corroborates this link explicitly. Between 2007 and 2010, Hispanic births experienced an unprecedented decrease of roughly 25%.<sup>5</sup> This was not merely a slowing of growth but a contraction of the population base. By 2009, a historic demographic crossover occurred: for the first time since 2003, the number of births among White non-Hispanics (39,781) exceeded the number of Hispanic births (38,362).<sup>5</sup> This inversion signaled the end of the Hispanic baby boom that demographic projections had relied upon.

#### **3.3 The 2011 Trough**

The initial crash bottomed out in 2011, with resident births falling to 85,190.<sup>6</sup> At this point, the "steep downward trajectory" from the 2007 peak was undeniable. The state was producing 17,500 fewer babies annually than it had just four years prior—a decline of 17%.<sup>6</sup>

The 2011 data offers a granular look at the unequal nature of this decline. While the overall drop was 17%, Hispanic births had fallen by a staggering 29.2% compared to 2007.<sup>6</sup> In contrast, births to Black or African American mothers actually rose by 4.8% during the same period, indicating that the forces driving the decline were not affecting all communities equally.<sup>6</sup> However, because the Hispanic population was such a large component of the state's total fertility, their specific decline dragged the aggregate numbers down precipitously.

This period solidified the new demographic reality. The 100,000-birth years were gone, replaced by a "new normal" in the mid-80,000s. Planners who had anticipated continuous exponential growth were forced to recalibrate for a state that was growing older and growing slower.

#### **4. The Plateau of Stagnation: 2012–2016**

Following the rapid descent of the recession years, Arizona's birth numbers entered a phase of stagnation. From 2012 to 2016, the annual birth count hovered in a narrow band between 84,000 and 86,000. This plateau phase is critical to understanding the long-term trajectory because it represents a failure to recover. Despite the broader U.S. economy and Arizona's employment numbers recovering during these years, the birth rate did not bounce back.

##### **4.1 The Data of Stagnation**

The annual figures for this period describe a flat line at the bottom of the previous crash:

- **2012:** 85,725 births.<sup>2</sup>
- **2013:** 84,963 births.<sup>2</sup>
- **2014:** 86,648 births.<sup>2</sup>
- **2015:** 85,024 births.<sup>2</sup>
- **2016:** 84,404 births.<sup>2</sup>

The brief uptick in 2014 to 86,648 was a temporary recovery that failed to sustain momentum. The persistence of these lower numbers, despite population growth in terms of migration, indicates a fundamental shift in fertility behavior. The "replacement rate" was slipping away.

##### **4.2 Structural Shifts in Fertility**

During this plateau, the composition of births continued to evolve. The teen birth rate, historically high in Arizona, began to plummet. By 2011, teen pregnancies were already significantly lower than the 2007-2010 average<sup>7</sup>, and this trend accelerated through the decade. While socially positive—reducing poverty risks and improving educational outcomes for young women—the removal of thousands of teen births from the aggregate data contributed to the overall stagnation of numbers.

Furthermore, the "Millennial delay" began to take full effect. The generation that would have been expected to start families in the early 2010s faced significant headwinds: student loan debt, the lingering psychological trauma of the recession, and a housing market that, while recovering, was becoming expensive relative to wages. The cultural script had flipped from "early marriage and family" to "delayed adulthood." Consequently, the natural rebound that typically follows an economic recovery never materialized in the maternity wards.

## **5. The Secondary Decline and the Pandemic Low: 2017–2022**

If the 2008–2011 period was the "crash" and 2012–2016 was the "stagnation," the period from 2017 to 2022 can be characterized as the "secondary erosion" leading to a historical nadir.

### **5.1 The Pre-Pandemic Slide (2017–2019)**

Well before the first case of COVID-19 was detected, Arizona's birth numbers began to slide again. This suggests that the weakness in fertility was endogenous and structural, not merely a reaction to acute external shocks.

- **2017:** 81,664 births.<sup>2</sup>
- **2018:** 80,539 births.<sup>2</sup>
- **2019:** 79,183 births.<sup>2</sup>

The breach of the 80,000 threshold in 2019 was a significant psychological milestone. It meant that despite a decade of population growth via migration, the state was producing fewer children than it had in the mid-1990s. The decline was broad-based, affecting both urban and rural counties, and reflected a national malaise regarding family size.

### **5.2 The Pandemic Shock: 2020**

The arrival of the COVID-19 pandemic in early 2020 acted as an accelerant to existing downward trends. The uncertainty surrounding the virus, coupled with the immediate economic lockdowns, caused a sharp, immediate contraction in conception.

In 2020, resident births fell to 76,781, the lowest figure in the entire 2007–2022 dataset.<sup>2</sup> This 2020 nadir represents the bottom of the "steep downward trajectory." Compared to the 2007 peak of ~102,000, the 2020 figure represents a decline of roughly 25%.

The mechanisms for this drop were multifaceted. Health anxieties deterred couples from trying to conceive, fearing the effects of the virus on pregnancy or the prospect of delivering in overwhelmed hospitals. Economic anxiety was arguably a stronger driver; with unemployment spiking to record highs in the spring of 2020, financial prudence dictated delaying children. Furthermore, the social mechanics of dating and partnership formation were disrupted by lockdowns and social distancing, reducing the number of new relationships that might eventually lead to children.

### **5.3 Stabilization and the "New Normal": 2021–2022**

The years 2021 and 2022 show a slight rebound, stabilizing the freefall but not reversing the long-term trend.

- **2021:** 77,857 births.<sup>2</sup>
- **2022:** 78,355 births.<sup>2</sup>

This stabilization at approximately 77,000–78,000 births confirms the user’s query regarding the endpoint of the trajectory. The curve has flattened, but at a level roughly 24,000 births lower than the 2007 peak. The 2022 birth rate of 10.67 per 1,000 people was the 20th lowest in the nation.<sup>9</sup> This indicates that Arizona has transitioned from a leader in fertility to a state below the national median, completing its demographic transformation.

**6. Table: Arizona Resident Births 2007–2022**

<b>Year</b>	<b>Total Resident Births</b>	<b>Year-over-Year Change</b>	<b>Context of Trajectory</b>	<b>Source</b>
<b>2007</b>	<b>102,687</b>	N/A	<b>Historical Peak</b> (Start of Graph)	1
<b>2008</b>	99,215	-3.4%	Onset of Recession / Employer Sanctions	5
<b>2009</b>	92,616	-6.7%	Accelerating Decline	5
<b>2010</b>	87,053	-6.0%	Deep Recession Trough	5
<b>2011</b>	85,190	-2.1%	Post-Recession Low	6
<b>2012</b>	85,725	+0.6%	Stagnation / Plateau	2
<b>2013</b>	84,963	-0.9%	Stagnation	2
<b>2014</b>	86,648	+2.0%	Temporary Uptick	2
<b>2015</b>	85,024	-1.9%	Return to Trend	2
<b>2016</b>	84,404	-0.7%	Stagnation	2
<b>2017</b>	81,664	-3.2%	Start of Secondary Decline	2
<b>2018</b>	80,539	-1.4%	Continued Erosion	2
<b>2019</b>	79,183	-1.7%	Pre-Pandemic Low	2

<b>2020</b>	<b>76,781</b>	-3.0%	<b>Pandemic Nadir</b> (Bottom of Graph)	<sup>2</sup>
<b>2021</b>	77,857	+1.4%	Slight Stabilization	<sup>2</sup>
<b>2022</b>	<b>78,355</b>	+0.6%	<b>Current Baseline</b> (End of Graph)	<sup>2</sup>

**7. Geographic Disparities: County-Level Analysis**

The aggregate state data masks significant variation at the county level. The decline in births has not been uniform; it has reshaped the balance of power between the urban cores and the rural periphery.

**7.1 Maricopa County: The Urban Core**

As the population center, Maricopa County generally mirrors the state trend but with slightly more resilience due to continuous net migration.

- **2007 Peak:** 65,931 births.<sup>4</sup>
- **2012:** 54,475 births.<sup>2</sup>
- **2020 Low:** 49,191 births.<sup>2</sup>
- **2022:** 50,573 births.<sup>2</sup>

Maricopa County lost roughly 16,000 annual births between the peak and the trough. However, unlike rural counties, Maricopa has shown a capacity to rebound, breaking back above 50,000 in 2021 and 2022. This suggests that the Phoenix metro area remains a destination for young professionals, even if they are having fewer children than their predecessors.

**7.2 Pima County: The Aging Metropolis**

Pima County (Tucson) exhibits a more concerning trend: a secular decline that shows little sign of reversing.

- **2007 Peak:** 13,798 births.<sup>4</sup>
- **2012:** 11,876 births.<sup>2</sup>
- **2022:** 9,968 births.<sup>2</sup>

The drop below 10,000 births in Pima County is a significant milestone. It reflects an aging population where retirees make up a larger share of residents, and a local economy that has not attracted young families at the same rate as Phoenix. The trajectory here is less of a "crash and stabilize" and more of a slow, steady attrition.

**7.3 Rural Arizona: A Crisis of Vitality**

The birth data for rural Arizona highlights a demographic crisis. In many counties, the decline in births threatens the viability of local services.

- **Cochise County:** Births fell from 1,860 in 2007<sup>4</sup> to 1,233 in 2022<sup>2</sup>, a decline of nearly 34%. This steep drop reflects the shrinking of the local civilian workforce and changes in military deployment patterns impacting Fort Huachuca.
- **Yuma County:** Historically a high-fertility agricultural hub, Yuma saw births drop from 3,252 in 2007<sup>4</sup> to 2,836 in 2022.<sup>2</sup> While the decline is less severe than Cochise in percentage terms, it indicates that even areas with high Hispanic populations are participating in the fertility decline.
- **Apache County:** Births plummeted from 1,149 in 2007<sup>4</sup> to just 735 in 2022.<sup>2</sup> This represents a collapse of nearly 36%, one of the steepest in the state. Such low numbers pose challenges for maintaining obstetric services at local Indian Health Service (IHS) facilities and other rural hospitals.
- **Mohave County:** Births dropped from 2,439 in 2007<sup>4</sup> to 1,720 in 2022.<sup>2</sup> Mohave County has one of the highest median ages in the state, and this birth data confirms its transition to a retirement-centric demographic profile.

## 8. Socioeconomic and Demographic Drivers

The raw numbers are driven by profound shifts in *who* is giving birth in Arizona and *how* those births are funded.

### 8.1 The Collapse of Teen Fertility

A major contributor to the decline in total numbers is the success of efforts to reduce teen pregnancy. In 2011, teen pregnancy rates had already fallen below 2007 levels.<sup>7</sup> By 2020, the rate for 15-17-year-olds was 9.3 per 1,000, a massive 74% reduction from public health objectives.<sup>10</sup> While this represents a public health victory—fewer teen births correlate with better life outcomes for mothers and children—it mathematically reduces the total birth count. A significant portion of the "missing" 24,000 births annually are births that, socially and economically, were considered high-risk.

### 8.2 Racial and Ethnic Shifts

The narrative of the 2007–2011 crash is inextricably linked to the Hispanic birth rate. The 29.2% decline in Hispanic births during that period<sup>6</sup> was the primary driver of the state's overall downward trajectory. This was not just a fertility shift but a population shift; the hostile legislative environment (SB1070 era) caused a net outflow of young Hispanic families. In recent years (2021-2023), the distribution has stabilized, with Hispanic births accounting for roughly 44% of the total.<sup>11</sup> The stabilization of Hispanic fertility is likely the reason the overall state numbers have plateaued rather than continuing to crash.

### 8.3 Payer Source and Economic Vulnerability

Despite the decline in births, the percentage of births paid for by public funds remains high, indicating persistent economic vulnerability among new parents.

- **2010:** ~53.9% of births paid by AHCCCS.<sup>12</sup>
- **2016:** ~52% of births paid by AHCCCS.<sup>13</sup>
- **2022 Context:** Nationally, Medicaid covers about 42% of births, suggesting Arizona remains above the national average in public reliance for maternity care. The persistence of this figure suggests that the "baby bust" has been most pronounced among the middle class, who face the "squeezed" economics of housing and childcare costs. Lower-income families continue to rely on AHCCCS, while wealthier families delay childbearing.

## 9. Implications for Arizona's Future

The "steep downward trajectory" from 102,000 to 77,000 births is a leading indicator for several critical sectors.

### 9.1 Education System Contraction

The children not born in 2008–2011 are the missing middle schoolers of today. The continued low numbers from 2017–2022 mean that kindergarten enrollment will face headwinds for the next five years. School districts, particularly in rural areas and mature suburbs, must plan for consolidation rather than expansion. The capital funding models, often predicated on continuous growth, will need to be restructured.

### 9.2 Labor Market Constraints

Arizona has historically relied on "homegrown" labor to fill entry-level positions in retail, construction, and hospitality. A 24% reduction in the annual cohort of new citizens translates directly to a 24% reduction in the native-born entry-level workforce 18 years later. By the late 2020s and early 2030s, Arizona will face an acute shortage of young workers, necessitating even higher levels of domestic and international migration to sustain economic growth.

### 9.3 Healthcare Adaptation

The obstetrics infrastructure built for the 2007 peak is now oversized for the 2022 reality. Hospitals may face pressure to consolidate maternity wards, particularly in rural areas where volumes have dropped below sustainable levels (e.g., Apache County). Conversely, the rise in maternal age (as women delay childbirth) requires a shift toward higher-acuity care, managing more high-risk pregnancies rather than high-volume low-risk deliveries.

## 10. Conclusion

Arizona resident births from 2007 to 2022 reveal a state in the midst of a profound demographic transition. The line graph of this data depicts a steep, undeniable downward trajectory: a plummet from the dizzying heights of **102,687** births in 2007 to a recession-driven low of **85,190**

in 2011, followed by a decade of stagnation and a pandemic-induced dip to **76,781** in 2020. The final data point of **78,355** in 2022 confirms that the state has not recovered its former vitality.<sup>1</sup>

This decline of approximately 24,000 annual births is structural, not cyclical. It is the result of the permanent dismantling of the mid-2000s housing-construction economic model, the long-term impact of immigration policy changes, and a nationwide cultural shift toward smaller, later families.

The "Arizona Baby Boom" is history; the state is now navigating the complex reality of the "Arizona Baby Bust."

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*A Perfect Storm: Historic Shifts in Enrollment and Funding  
Attributable to Birth Rate Decline and Private School Vouchers*  
Prepared for the Governing Board of the  
Amphitheater Unified School District

Todd A. Jaeger, J.D.  
Superintendent  
Amphitheater Unified School District

For 132 years, Amphitheater Public Schools has served as a foundational cornerstone of our community. We have weathered economic downturns, rapid growth, and global pandemics, always maintaining our commitment to educational excellence. However, as I have shared in recent communications, our District is now navigating a convergence of historic pressures that threaten our financial stability and the viability of our neighborhood schools.

We are currently facing a structural transformation precipitated by two primary forces: a long-term demographic contraction in birth rates (addressed in great detail in a companion report) and the rapid, market-altering expansion of state-subsidized private education vouchers, known as Empowerment Scholarship Accounts (ESAs) in Arizona.

This report is my forensic analysis of these trends. It is an explanation of the "Shadow District" now operating within our boundaries and the necessary, albeit painful, steps we must take to preserve the quality of education for the students who remain in our classrooms.

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## **Part I: The New Reality of Universal Vouchers**

To understand why we are facing a sudden **\$4.3 million budget deficit** despite our community's generous support of our recent override, we must look beyond our school walls to the changing policy landscape of Arizona.<sup>1</sup>

### **The Rise of a "Shadow District"**

One of the most common questions I receive is: "How many students are we actually losing to vouchers?" The answer requires us to look at two different numbers: those who have left us directly and more recently, and those who have lived among us but who were long attending private schools and are now simply taking advantage of funding from the state to continue attending elsewhere.

As of the 2024 fiscal year, the Arizona Department of Education reported that approximately **1,367 to 1,413 students** residing within the Amphitheater School District boundaries are utilizing Empowerment Scholarship Accounts.<sup>2</sup>

I want to be clear about what this number represents. This population constitutes the equivalent of an entire "Shadow District" equivalent to roughly **12% of our total public district enrollment**. If these students were enrolled in our schools, they would generate approximately **\$11 million in annual state funding**. Instead, this funding is being diverted to private tuition and homeschooling

(micro-private school) expenses, leaving our fixed costs—our buildings, utilities, and administrative structures—unsupported.

### **The "Switcher" Trend**

Historically, many of these families were already choosing private education before the voucher expansion began in 2022. However, we are seeing a troubling shift. Statewide data indicates that the "switcher" rate—the percentage of new ESA recipients who are leaving public schools—has climbed to nearly **60%**.<sup>4</sup>

In our own district, we have tracked approximately **240 to 270 students** who have left our classrooms specifically to take an ESA voucher since the program expanded. While this number may seem small compared to our total enrollment, the financial impact is asymmetric. When three students leave a class of 25, we lose the revenue for three students, but the cost to staff and cool that classroom remains exactly the same. This "fiscal lag" is what drives our current deficit.

In addition, we are seeing more and more of special needs students leaving the District to take private school vouchers, because their voucher rate can be as much as six times the normal voucher amount -- \$38,000 or more. Many of these students, whether special needs or otherwise, are being educated at home in micro-private school settings now allowed under the voucher system.

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## **Part II: Confronting the Demographic Cliff**

While vouchers act as an accelerant, we cannot ignore the demographic headwinds we have faced for over a decade.

### **The "Birth Dearth"**

Since the Great Recession, birth rates in Arizona have declined by **33-38%**, according to various measures.<sup>5</sup> We see this annually in our incoming kindergarten cohorts, which are consistently smaller than the graduating senior classes they replace.

Our enrollment peaked nearly thirty years ago at roughly 18,500 students. Today, we serve approximately **10,500 students**.<sup>7</sup> The pandemic accelerated this decline, dropping our enrollment by over 17% in a single year, and unlike in previous downturns, these students have not returned.<sup>8</sup>

This is not a temporary fluctuation. It is a new baseline. We simply have fewer children living in our neighborhoods than we did a generation ago.

### **The Financial Paradox**

Here lies our central challenge: **Our enrollment has dropped by 13% since 2019, yet our total expenditures have risen by 67% due to inflation and fixed costs.**<sup>9</sup>

We cannot continue to operate a district built for 18,000 students when we only have 10,500 or so. Doing so forces us to spread our limited resources too thinly, threatening the quality of programs like Art, Music, CTE, Gifted, and Advanced Placement that our community values.

### Part III: The Hard Decision — Consolidating for Survival

In November 2025, after a year-long review of demographic forecasts and facility usage, I am making the difficult recommendation to the Governing Board to close and consolidate four of our elementary schools effective for the 2026-2027 school year.<sup>10</sup>

#### The Schools Recommended for Consolidation

We identified these schools not because of their quality—our educators there are doing heroic work—but because their enrollment numbers can no longer support standalone operations in this fiscal environment.

1. **Copper Creek Elementary (Oro Valley):** This school, situated in a high-performing, affluent area, has seen its enrollment hollowed out to roughly 250 students. The decline here is a clear signal of market competition. In affluent areas like Oro Valley, the universal voucher acts as a "discount coupon" for private tuition, accelerating the exit of families who might otherwise have stayed in our top-rated public schools.
2. **Donaldson Elementary (Unincorporated Pima):** With approximately 205 students, Donaldson is critically under-enrolled. Operating a campus of this size is fiscally inefficient, diverting resources that could be better spent on instruction. Attempts to backfill lost population with special programs has disproportionately impacted our ability to serve those students in their neighborhoods.
3. **Holaway and Nash Elementary (Central Tucson):** These Title I schools serve our urban core. Here, the pressures are different—declining birth rates among working families and intense competition from charter schools have left these historic campuses significantly under capacity.

#### The Logic of Consolidation

By consolidating these students into neighboring campuses, we can:

- **Restore Class Sizes to Standard (not excessive) Levels:** Ensure robust cohorts that allow for better social and academic grouping.
- **Maximize Resources:** Redirect funds spent on half-empty buildings toward teacher salaries and student support services.
- **Preserve Programs:** Protect the "extras" that make an Amphi education special—our fine arts, athletics, and special education services—which are the first to be cut when we run structural deficits.

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### Part IV: Looking Forward

We must recognize that the proposed actions cause understandable anxiety. The loss of a neighborhood school feels like the loss of a community anchor. However, we must be honest with ourselves: the alternative to consolidation is a slow erosion of quality across *all* our schools.

The passage of **Proposition 413** was a lifeline, and we are deeply grateful to the voters for approving renewal of that 13.5% override.<sup>11</sup> But overrides are tied to student counts. As our

enrollment falls, the value of the override falls with it. And, ultimately, an override merely supplements a woefully lagging state budget allocation. It patches a hole; it does not fill the bucket.

We are facing a future where public education must compete in a subsidized marketplace. To survive and thrive, we must "right-size" our operations. By making these difficult decisions now, we ensure that Amphitheater remains a district of excellence—fiscally sound and educationally vibrant—for the generations of students still to come.

## Endnotes

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***The Ongoing Storm of Arizona's Public Education Funding:  
A Longitudinal Analysis of Historically Failing Fiscal Policies and Structural Inequities***  
**Prepared for the Governing Board of the  
Amphitheater Unified School District**

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### **Executive Summary**

The over-arching issue which pressures the Amphitheater District in this pivotal moment of school contraction is one steeped in a history of legislative and gubernatorial mix of inaction, negligence and deliberately harmful behaviors that have shocked the conscience of the public into an unfortunate state of numbness. The broad populace has long lost sight of the terrible realities which our state's governmental leaders have heaped upon us for decades, and it therefore begs recitation in our present circumstances.

The history of K-12 public education funding in the State of Arizona is a complex, multi-decadal narrative defined by a persistent and still unresolved tension between constitutional mandates for a "general and uniform" public school system and a legislative philosophy deeply rooted in and controlled by fiscal conservatism and local control. Over the last forty-five years, Arizona has navigated a tumultuous landscape characterized by landmark judicial interventions, volatile economic cycles, voter-initiated mandates, and a profound structural shift from traditional district-based funding toward privatized educational choices.

As of late 2025, our state finds itself at a critical inflection point. The education system is grappling with the aftermath of the historic *Glendale Elementary School District v. State of Arizona* ruling, which declared the state's capital funding mechanism unconstitutional *for the second time in three decades*. Simultaneously, the rapid and uncapped expansion of the universal Empowerment Scholarship Account (ESA) program has precipitated a significant budget deficit, challenging the very sustainability of the state's General Fund.

Relative to the rest of the nation, Arizona consistently ranks in the bottom tier (often dead last) across nearly all fiscal metrics, including per-pupil expenditure, average teacher salaries, and fiscal effort relative to personal income. This chronic underinvestment has manifested in tangible, widespread impacts on the public education sector: a severe teacher retention crisis necessitating the use of uncertified educators, the strategic adoption of four-day school weeks in some locales as a non-monetary recruitment incentive, and a bifurcated infrastructure system where facility quality is determined largely by local property wealth rather than state support.

This report provides an exhaustive analysis of these dynamics. Drawing upon legislative history, judicial opinions, and longitudinal data from the U.S. Census Bureau and the Arizona Joint

Legislative Budget Committee (JLBC), it traces the trajectory of school finance from the 1980 tax reforms to the 2025 fiscal cliff. It elucidates how structural mechanisms—such as the Aggregate Expenditure Limit (AEL) and the reliance on local bonds—have further entrenched inequities, ultimately compromising the state's ability to compete in a knowledge-based economy.

This is a report, however, that to this Board will ring familiar and clear, as we have had extensive discussions in our District about all that follows below. We have decried, bemoaned, and challenged it all, but it has not changed – instead being what may be the heaviest of the hands on the scales that has unfairly pushed us to the precipice of school closures to avoid the alternative of financial insolvency.

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## **I. Structural Foundations: The 1980 Code and the Era of Equalization**

To understand the current state of Arizona education finance, one must examine the foundational reforms of 1980, which established the architectural framework that continues to govern—and constrain—school spending today.

### **The 1980 Education Finance Code**

Prior to 1980, Arizona's schools were funded primarily through local property taxes, creating vast disparities between property-rich districts (often those with mines or utilities) and property-poor residential districts. In response to these inequities and a growing statewide "tax revolt," the Arizona Legislature passed the 1980 Education Finance Code during a special session.

This code was revolutionary in its intent to equalize operational funding. It established a "Base Level" support amount per pupil, which serves as the foundational unit of funding for every student in the state.<sup>1</sup> This base level is then adjusted by a series of weighted factors to account for the differing costs of educating specific student populations, such as students with disabilities, English language learners, and those in different grade levels (K-8 vs. High School).<sup>2</sup>

The 1980 reforms shifted the burden of funding significantly from the local taxpayer to the state General Fund, aiming to ensure that a student's zip code did not determine the operational resources available for their education. However, the legislation included a critical concession to fiscal conservatives: the Aggregate Expenditure Limit (AEL).

### **The Aggregate Expenditure Limit (AEL)**

Approved by voters as a constitutional amendment in 1980, the AEL imposed a rigid cap on the total amount of money that all school districts in the state could collectively spend in a given year. The limit was indexed to the spending levels of the 1979-1980 school year and is adjusted annually only for inflation and student population growth.<sup>3</sup>

Crucially, the AEL does not automatically account for new funding streams or modernization in educational delivery, such as the increased costs of technology, special education services, or school safety measures that were not as prevalent in 1980.<sup>4</sup> Furthermore, the AEL applies only to traditional public school districts; charter schools, which did not exist in 1980, are exempt from this constitutional cap.<sup>5</sup>

This mechanism has created a structural paradox: the legislature or voters can appropriate new money for schools (as seen with Proposition 208 or the “20 by 2020” plan), but schools may still be constitutionally prohibited from spending it if the total aggregate spending exceeds the 1980-indexed cap. This “fiscal cliff” has necessitated frequent, high-stakes legislative overrides in recent years to prevent school shutdowns.<sup>6</sup>

### **The Erosion of Equalization**

While the 1980 code successfully equalized “Maintenance and Operations” (M&O) funding, it failed to adequately address capital funding—money used for buildings, buses, and equipment. Over the subsequent decade, the state allowed capital funding to drift back toward local reliance. Wealthy districts passed bonds to build state-of-the-art facilities, while poor districts were unable to generate sufficient revenue even with high tax rates. This disparity set the stage for the most significant legal battle in Arizona education history: *Roosevelt v. Bishop* – a ground-breaking lawsuit brought against the State by several school district, including Amphitheater.

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## **II. The Judicial Era: *Roosevelt*, *Students FIRST*, and the Struggle for Capital Equity (1994–2010)**

The disparity in school facilities eventually prompted a coalition of largely property-poor districts to sue the state, arguing that the financing scheme violated the Arizona Constitution's Article XI, Section 1, which mandates the legislature “provide for the establishment and maintenance of a general and uniform public school system”.<sup>7</sup>

### ***Roosevelt v. Bishop* (1994)**

In 1994, the Arizona Supreme Court issued a landmark ruling in *Roosevelt Elementary School District No. 66 v. Bishop*. The Court held that the state's reliance on local property wealth for capital funding was unconstitutional because it created gross disparities that were neither “general” nor “uniform”.<sup>8</sup>

The Court's opinion was scathing in its assessment of the status quo, noting that some student in some districts attended schools in unsafe, dilapidated buildings while others enjoyed “lavish” facilities purely due to the presence of taxable industry within their borders.<sup>8</sup> The ruling explicitly stated that while local districts could supplement state funding, the state itself was responsible for providing a baseline of adequate facilities for all students.

### **The Legislative Response: *Students FIRST* (1998)**

For four years following the *Roosevelt* decision, the legislature and the courts engaged in a game of brinksmanship. The legislature passed several “fixes” that the Supreme Court rejected as insufficient. Finally, and only as they were facing the threat of a court-ordered shutdown of the entire public school system, the legislature passed the “Students Fair and Immediate Resources for Students Today” (*Students FIRST*) Act in 1998.<sup>9</sup>

*Students FIRST* radically centralized capital funding, moving it from a local responsibility to a state responsibility. It established the School Facilities Board (SFB) and created three primary funding streams:

1. **New School Facilities Fund:** To build new schools in growing districts.
2. **Building Renewal Fund:** A formula-based fund designed to provide annual maintenance dollars (based on building age and square footage) to prevent decay.
3. **Emergency Deficiencies Corrections Fund:** To address immediate health and safety hazards.<sup>9</sup>

### The Failure of Implementation

While Students FIRST was constitutionally compliant on paper, its implementation was marred by chronic underfunding. The Building Renewal Fund, designed to be the primary mechanism for preventative maintenance, was *fully funded only once—in 2001*.<sup>10</sup>

As the state entered the mid-2000s, the legislature began systematically sweeping (stealing) monies from the Building Renewal Fund to balance the state budget. This practice accelerated rapidly during the Great Recession, effectively dismantling the "preventative" aspect of the system and forcing districts to wait until systems (like HVAC or roofing) failed completely before qualifying for "emergency" aid.<sup>10</sup>

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### III. The Great Recession and the "Lost Decade" (2008–2015)

The global financial crisis of 2008 hit Arizona harder than almost any other state, due to the economy's heavy reliance on construction and growth. The legislative response to the plummeting revenue involved the deepest cuts to education funding *of any state in the nation*, the effects of which are *still being felt in 2025*.

#### The Collapse of Formula Funding

Between 2008 and 2015, the Arizona Legislature cut formula funding for K-12 education by billions of dollars.

- **Suspension of Inflation Adjustments:** In 2010, the legislature stopped providing the annual inflation adjustments to the Base Level mandated by Proposition 301 (passed in 2000). This decision triggered the *Cave Creek Unified School District v. Ducey* lawsuit, which the state eventually lost.<sup>11</sup>
- **Elimination of Soft Capital:** The state, through rather transparent renaming mechanisms, created two funding streams—"District Additional Assistance" (DAA) and "Charter Additional Assistance" (CAA)—to fund "soft capital" items like textbooks, technology, curriculum, and buses. During the recession, the legislature suspended these formulas, sweeping (again, *stealing*) the funds for the state's General Fund. Between 2009 and 2022, schools were shorted a cumulative total of **\$3 billion** in this category alone.<sup>12</sup>
- **Repeal of Building Renewal:** In 2013, the legislature formally repealed the Building Renewal formula, replacing it with a grant-based system. This effectively ended the state's commitment to preventative maintenance, reverting to a "break-fix" model that the courts would later scrutinize heavily.<sup>10</sup>

#### The Impact on Purchasing Power

These cuts occurred simultaneously with the advent of significant inflation. By 2015, the inflation-adjusted per-pupil spending in Arizona had plummeted. While nominal spending appeared to

recover slightly post-2015, the "purchasing power" of districts remained significantly below 2008 levels.<sup>13</sup>

In one shocking example of the impact of all of these cuts, consider just this single fact: the suspension of the DAA meant that districts had approximately *\$146 less purchasing power per student for essential materials in 2024 than they did two decades prior.*<sup>12</sup> This forced districts to divert Maintenance and Operations (M&O) funds—money intended for teacher salaries—to pay for capital needs like fixing buses or patching roofs, creating a drain on classroom resources.<sup>12</sup>

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#### **IV. The Proposition Era and the Fight for Restoration (2016–2024)**

The post-recession era has been defined by a series of high-stakes ballot initiatives and political battles aimed at restoring the funding lost during the "Lost Decade." This period also saw the rise of the "Red for Ed" movement, shifting the political calculus of education finance.

##### **Proposition 123 (2016): Settlement via Land Trust**

Following the court ruling that the state had illegally withheld inflation adjustments, the state faced a liability of billions. Rather than raising taxes or drawing from the General Fund, Governor Doug Ducey and the legislature proposed Proposition 123. At its heart, it was yet another way of stealing from our public schools.

Approved by voters in May 2016, Prop 123 settled the lawsuit by increasing the annual distribution from the State Land Trust Permanent Fund from 2.5% to 6.9% for a period of ten years.<sup>11</sup> This measure injected approximately \$3.5 billion into K-12 schools over a decade.

- **Critique:** Opponents argued that Prop 123 essentially used the schools' own savings account to pay for the state's legal debt, potentially reducing the corpus of the fund for future generations.<sup>11</sup>
- **Expiration:** The measure is set to expire this fiscal year (2025-2026), creating a looming "fiscal cliff" of over \$300 million annually that the state must address.<sup>14</sup>

##### **The "Red for Ed" Movement (2018)**

In the spring of 2018, Arizona educators joined a national wave of strikes, walk-outs, and marches, launching the #RedForEd movement. With 75,000 educators marching on the state capitol, they demanded a 20% salary increase, the restoration of pre-recession funding levels, and a halt to income tax cuts, which were limiting the state's ability to ever catch up in its support of schools.<sup>15</sup>

The movement achieved a partial victory with the passage of the "20 by 2020" plan, which promised a cumulative 20% increase in teacher base salaries by the year 2020. This influx of cash raised the average teacher salary significantly, from approximately \$48,000 in 2017 to over \$65,000 by 2024.<sup>1</sup> However, the plan did not adequately address funding for support staff (custodians, bus drivers, counselors) or restore the capital funding streams cut during the recession.<sup>16</sup>

## Proposition 208 and Judicial Review (2020-2022)

Frustrated by the limitations of legislative action, education advocates placed Proposition 208, the "Invest in Education Act," on the 2020 ballot. The measure, which proposed a 3.5% surcharge on high-income earners to fund teacher salaries and CTE programs, passed with voter approval.<sup>17</sup>

However, the victory was short-lived. In 2022, the Arizona Supreme Court ruled that the revenue generated by Prop 208 could not be spent if it caused districts to exceed the Aggregate Expenditure Limit (AEL). Since the AEL had not been modernized since 1980, the new revenue would almost certainly trigger the cap. Consequently, a lower court struck down the measure entirely.<sup>18</sup> This ruling underscored the power of the 1980 AEL to thwart modern funding initiatives, effectively vetoing the will of the voters on technical, but constitutional grounds.

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## V. The Universal ESA Expansion and the 2025 Fiscal Crisis

While the battles over Prop 208 and Red for Ed focused on increasing revenue for district schools, a parallel policy shift was fundamentally altering the structure of Arizona education finance: the expansion of Empowerment Scholarship Accounts (ESAs).

### From Targeted Support to Universal Access

Originally created in 2011, ESAs were designed as a small program for students with disabilities, allowing parents to use public funds for private school tuition or specialized therapies. Over the decade, eligibility was gradually expanded to include foster children, military families, and students in failing schools.

In 2022, the Arizona Legislature (along party lines) passed a universal expansion, making every K-12 student in the state eligible for an ESA, regardless of income or prior public school attendance. This transformed the program into the most expansive school voucher system in the nation.<sup>19</sup>

### The Budgetary Impact

By 2024 and 2025, the fiscal consequences of universal ESAs became the dominant theme in state finance.

- **Enrollment Surge:** Participation skyrocketed from approximately 12,000 students to over 88,000 by 2025, far exceeding legislative estimates.<sup>20</sup>
- **Cost Overruns:** The program's cost grew to nearly \$900 million annually. In FY 2024 alone, ESA spending exceeded the budget by \$52 million.<sup>21</sup>
- **Deficit Driver:** By mid-2025, the state faced a budget deficit of approximately \$200 million for the fiscal year, a shortfall driven significantly by the unbudgeted growth of the ESA program.<sup>22</sup>

### Structural Cost Disparities

A critical finding regarding the ESA expansion is the cost differential. A report by the Joint Legislative Budget Committee (JLBC) and outside analysts indicated that the state pays more for an ESA student than for a comparable student in a district school.

- **State vs. Local Mix:** District students are funded through a combination of local property taxes and state aid. If a student leaves a district for an ESA, the state must cover 100% of the ESA cost (approx. \$7,000-\$8,000), losing the local contribution offset.<sup>24</sup>
- **"Subsidizing the Wealthy":** Critics have noted that a significant portion of new ESA enrollees were students who were *already* attending private schools or being homeschooled, meaning the state began paying for education costs that were previously privately funded, adding hundreds of millions in new liabilities to the state ledger without reducing district enrollment costs proportionally.<sup>25</sup>

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## VI. Comparative Analysis: Arizona Relative to the Nation

To assess the adequacy of Arizona's funding, it is essential to compare its fiscal effort and inputs against national benchmarks. The data reveals a consistent profile: Arizona is a low-tax, low-spending state that relies heavily on federal aid to supplement meager local and state contributions.

### Per-Pupil Expenditure Rankings

Arizona consistently ranks in the bottom five states for per-pupil spending.

- **Census Bureau Data:** According to the most recent U.S. Census Bureau data, Arizona's per-pupil spending for public K-12 education is approximately **\$10,000 to \$11,000** (depending on the inclusion of capital funds), compared to a national average exceeding **\$16,000**.<sup>26</sup>
- **Inflation-Adjusted Trends:** While proponents argue that spending has reached "record highs" in nominal dollars (hitting nearly \$15,000 per pupil when all fund sources are combined in 2024), inflation-adjusted analysis shows that real spending power has struggled to keep pace with the costs of technology, special education, and construction.<sup>19</sup>
- **Instructional Spending Ratio:** In FY 2024, the percentage of district operational spending allocated to instruction fell to **52.6%**, the lowest level since 2001. This indicates that non-instructional costs (administration, plant operations, transportation) are consuming an increasing share of the limited resources available.<sup>1</sup>

### Fiscal Effort vs. Capacity

"Fiscal effort" measures the percentage of a state's economic capacity (personal income or GDP) that is dedicated to K-12 education.

- **Ranking:** Arizona ranks **49th** in the nation for fiscal effort. The state spends approximately **\$25.42** on K-12 education for every \$1,000 of personal income, significantly below the national average of **\$36.13**.<sup>29</sup>
- **Implication:** This metric suggests that Arizona's low spending is not a result of poverty or lack of economic capacity, but rather *a deliberate policy choice to maintain low tax burdens at the expense of education investment.*

**Table 1: Comparative Fiscal Metrics (2023-2024)**

Metric	Arizona	National Avg.	Rank/Status
Per-Pupil Spending (Current Expenditures)	~\$11,400	~\$16,280	Bottom 5
Spending per \$1,000 Personal Income	\$25.42	\$36.13	49th
Average Teacher Salary	\$65,113	~\$69,500	Bottom Tier
Student-Teacher Ratio	22.9 : 1	15.4 : 1	2nd Highest
Federal Revenue Dependence	~12-14%	~8-10%	High Vulnerability

**VII. Impact on the Public Education Sector: Workforce Crisis**

The financial environment described above has created a persistent crisis in the educational workforce, characterized by high vacancy rates, reliance on unqualified personnel, and the adoption of alternative schedules as retention mechanisms.

**The Teacher Retention Crisis**

Arizona faces one of the most severe teacher shortages in the United States. Data from the Arizona School Personnel Administrators Association (ASPAA) paints a stark picture of the 2024-2025 school year.

- **Vacancy Statistics:** As of September 2024, approximately **25.4%** of teacher vacancies across the state remained unfilled.
- **Quality Gap:** Even more concerning is the fill quality. **52.2%** of the vacancies that *were* filled were occupied by individuals who did not meet the state's standard certification requirements.<sup>31</sup>
- **Attrition Drivers:** Surveys of departing teachers consistently cite low pay and lack of administrative support/classroom discipline as the primary reasons for leaving the profession. In 2024, nearly 67% of departing teachers cited low pay as a factor.<sup>33</sup>

**The Rise of the Emergency Certified Educator**

To cope with the shortage, the state has relaxed certification rules, allowing individuals with no formal teacher training to lead classrooms. While this keeps schools open, it has profound implications for instructional quality. The "Subject Matter Expert" certificate and emergency substitute certificates have become standard staffing solutions in high-poverty districts, creating a

disparity where students in wealthy districts are taught by master teachers while students in poor districts are taught by uncertified substitutes.<sup>32</sup>

### **The Four-Day School Week Phenomenon**

Unable to offer competitive salaries to attract teachers, a growing number of Arizona districts have adopted a four-day school week. This policy is explicitly used as a non-monetary recruitment benefit, offering teachers a three-day weekend in exchange for slightly longer school days.

- **Prevalence:** By the 2023-2024 school year, districts in both rural and urban areas had made the switch. Notable examples include the **Liberty Elementary School District** (Goodyear) and the **Cartwright School District** (Phoenix).<sup>34</sup>
- **Case Study: Liberty Elementary:** Facing a failed budget override in 2022 and unable to raise salaries, the Liberty district moved its Estrella schools to a four-day week. The district found that while the move did not save significant money (contrary to popular belief), it was supported by 61% of parents and was viewed as a critical tool for retaining staff in a competitive market.<sup>34</sup>
- **Trade-offs:** While popular with staff, the four-day week poses significant childcare challenges for working families (39% of Liberty parents opposed it for this reason) and raises concerns about the reduction of instructional contact time for vulnerable students.<sup>34</sup>

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## **VIII. Impact on the Public Education Sector: Infrastructure and Equity**

The most visible impact of Arizona's funding history is the physical condition of its schools. The abandonment of the Students FIRST formula has led to a two-tiered infrastructure system that was recently (and yet again) declared unconstitutional.

### **The Glendale Ruling (2025)**

On August 13, 2025, Maricopa County Superior Court Judge Dewain Fox issued a historic ruling in *Glendale Elementary School District v. State of Arizona*. The court found that the state's capital funding system violated the "general and uniform" clause of the constitution.<sup>36</sup>

- **The Findings:** Judge Fox's brilliant and detailed 114-page order illustrates how the state's shift from a formula-based renewal system to a "grant-based" system (the Building Renewal Grant) was "slower and more cumbersome" and provided "no funding for preventative maintenance."
- **The Deficit:** The ruling cited evidence that the state had shorted schools nearly **\$7 billion** in capital funding since 2000.<sup>12</sup>
- **Physical Consequences:** The lack of preventative maintenance led to severe decay. In the **Amphitheater Public Schools** district, the judge noted that delayed roof repairs led to mold infestations that resulted in class-action lawsuits. In other districts, HVAC failures in the desert heat forced school closures.<sup>12</sup>

### **The Bonds and Overrides Gap**

In the absence of state funding, districts have turned to local bonds and overrides. However, this mechanism inherently favors wealthier districts.

- **The Disparity:** A district with high property values (like Scottsdale or Paradise Valley) can generate millions in bond revenue with a minimal tax rate increase. A rural or property-poor

district (like San Carlos or Chinle) often cannot generate sufficient revenue even with a high tax rate, or their voters—already economically stressed—reject the measures.

- **Data:** In 2018, districts with bonds and overrides had **four times** as much capital funding per student as districts without them.<sup>10</sup> This creates a system where the quality of a student's learning environment—the safety of their building, the technology on their desk, the age of their bus—is determined by the wealth of their neighborhood, precisely the condition *Roosevelt* sought to eliminate.

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## IX. Impact on Academic Outcomes

The cumulative effect of low per-pupil spending, teacher shortages, and inadequate infrastructure is reflected in student achievement data.

### NAEP Performance

Arizona students consistently score below the national average on the National Assessment of Educational Progress (NAEP), often referred to as the "Nation's Report Card."

- **2022 Results:** In the most recent full assessment (2022), only **31%** of Arizona students scored at or above proficient in reading, and **24%** were proficient in mathematics.<sup>37</sup>
- **Subgroup Gaps:** The data reveals deep achievement gaps. White students scored significantly higher than Hispanic and Black students, a disparity exacerbated by the funding inequities described above. Learning loss from the pandemic was more pronounced in low-income districts, which lacked the technology and resources to pivot effectively to remote learning.<sup>38</sup>

### Graduation Rates and Economic Impact

Arizona's high school graduation rate remains stagnant at approximately **77.3%**, well below the national average of **87%**.<sup>39</sup>

- **Trend:** While suburban counties often see rates above 80%, rural and tribal counties lag significantly, with rates as low as 71% in Pima County.<sup>39</sup>
- **Economic Cost:** An analysis by the Common Sense Institute projects that pandemic-related learning loss and low graduation rates could result in over **18,000 fewer high school graduates** by 2032. This reduction in human capital is estimated to cost the state billions in lost economic activity and increased social service costs over the coming decade.<sup>40</sup>

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## X. Future Outlook: The Path Forward from 2025

As Arizona approaches 2026, the state's education finance system is facing a "perfect storm" of legal, fiscal, and structural pressures.

### The Fiscal Cliff: Prop 123 Expiration

The funding from Proposition 123 is set to expire in mid-2026. Governor Katie Hobbs has proposed a plan to extend the Land Trust distribution and potentially increase it to create a permanent funding stream for educator raises. However, this proposal requires legislative approval and likely a statewide vote. Failure to renew this funding would result in an immediate cut of over \$300 million to schools.<sup>14</sup>

## **Addressing the *Glendale* Mandate**

The legislature must comply with the August 2025 court order to reform the capital funding system. The estimated cost to repair the accumulated deficit is \$7 billion. This will likely require the re-establishment of a formula-based Building Renewal Fund, funded by the General Fund. Given the state's current deficit, this poses a massive political challenge. But rather than comply with the court's ruling (which echoes that of the Arizona Supreme Court four decades ago) our state's legislative leaders have instead indicated they will appeal the ruling, potentially dragging the legal battle out for years while schools and their budgets continue to deteriorate.<sup>41</sup>

Shameful.

## **The ESA Sustainability Crisis**

The uncapped growth of the universal ESA program is mathematically unsustainable under current revenue structures. With costs currently exceeding \$1 billion annually, the legislature faces a choice: cap the program, means-test eligibility, or significantly raise revenue. The current trajectory creates a zero-sum game where ESA growth directly cannibalizes the General Fund capacity available for district schools and every other state need.<sup>22</sup>

## **Federal Vulnerability**

Finally, Arizona's high reliance on federal funding (12-14% of the education budget) makes its schools uniquely vulnerable to shifts in federal policy. Proposals to dismantle or block-grant the U.S. Department of Education would disproportionately harm Arizona, potentially stripping hundreds of millions of dollars from Title I (poverty) and IDEA (special education) programs, further destabilizing the state's most vulnerable districts.<sup>42</sup>

## **Conclusion**

The history of K-12 education funding in Arizona, as appalling as it is, is also testament to the resilience of the educators who still strive to meet student needs under their persistent resource constraints. While the state has, for relative moments in time, complied with constitutional mandates through iterative reforms like Students FIRST, the actual commitment to "general and uniform" funding has been eroded by decades of tax cuts, recessionary sweeps, and structural caps like the AEL – as well as the abandonment of those previous commitments to reform.

The data is unequivocal: relative to the rest of the nation, Arizona provides significantly less fiscal effort to support its schools, resulting in a system that relies on uncertified teachers, four-day weeks, and local wealth to function. The *Glendale* ruling of 2025 serves as a judicial confirmation of what district administrators have known for years: the system is broken. Broken still. Broken again.

Addressing these challenges will require more than piecemeal fixes. It demands a fundamental re-evaluation of the 1980 financing code, a modernization of the Aggregate Expenditure Limit, and a sustainable revenue model that balances the growth of school choice with the constitutional necessity of a robust public school system. Until such structural reforms are enacted, the "impact" on the sector will continue to be measured in vacancies, deferred maintenance, school closures and the unrealized potential of Arizona's students.

**Appendix A: Key Data Tables**

**Table 2: Arizona vs. National Teacher Pay and Certification (2024)**

<b>Metric</b>	<b>Arizona</b>	<b>National Average</b>
<b>Average Teacher Salary</b>	\$65,113	~\$69,500
<b>Salary Growth (2017-2024)</b>	+34.6% (Nominal)	Varies
<b>Unfilled Vacancies (Sept 2024)</b>	25.4%	N/A
<b>Filled by Not Standard Certified</b>	52.2%	N/A
<b>Starting Salary</b>	~\$46,000 - \$50,000	~\$46,500

**Table 3: Capital Funding Disparities by District Type**

<b>Funding Metric</b>	<b>Districts WITH Bonds/Overrides</b>	<b>Districts WITHOUT Bonds/Overrides</b>
<b>Capital Funding Per Pupil</b>	~4x Higher	Baseline Formula
<b>Source of Funds</b>	Local Property Tax + State	State Formula Only
<b>Infrastructure Condition</b>	Generally Adequate/Modern	High Deferred Maintenance
<b>Legal Status</b>	Compliant	Subject of <i>Glendale</i> Ruling

**Table 4: Universal ESA Program Growth and Cost**

<b>Fiscal Year</b>	<b>Enrollment</b>	<b>Total Cost (Approx.)</b>	<b>Budget Status</b>
<b>FY 2022 (Pre-Universal)</b>	~12,000	~\$200 Million	Within Budget
<b>FY 2024</b>	~75,000	~\$738 Million	Over Budget (\$52M deficit)
<b>FY 2025 (Projected)</b>	~88,000+	~\$900 Million	Major Deficit Driver

## Endnotes

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# Amphi: Future-Ready

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DECEMBER 9, 2025

# Our District: History



- Founded in 1893 with a one-room schoolhouse and 11 students – 12 pictured here in 1895.
- Over the years, the District grew.
  - 9 schools in 1960
  - 17 schools in 1986
  - 21 and our online school in 2017
- Enrollment climbed through the early 2000's to more than 18,000 students leading to construction and expansion for the same.
- Since then, however, enrollment has declined, that decline accelerating since the Great Recession and COVID.
- Today: approximately 10,500 students.

# Our District: Achievements



- Implemented the Promise of a Graduate.
- Substantially improved (a 450% increase in A ratings) our letter grades as designated by the Arizona Department of Education. Our schools consistently out perform state averages for student achievement.
- Celebrated three schools for earning the A+ School of Excellence designation, and we anticipate more this year.
- We implemented District-wide rigorous standards-based curricula.
- We placed highly qualified instructional support personnel in positions that help move the needle on student achievement.
- We have expanded opportunities for all students, including broad implementation of inclusion and expansion of CTE programs.
- We exponentially grew technology access for students, now providing at least one device (laptop or desktop) per student.

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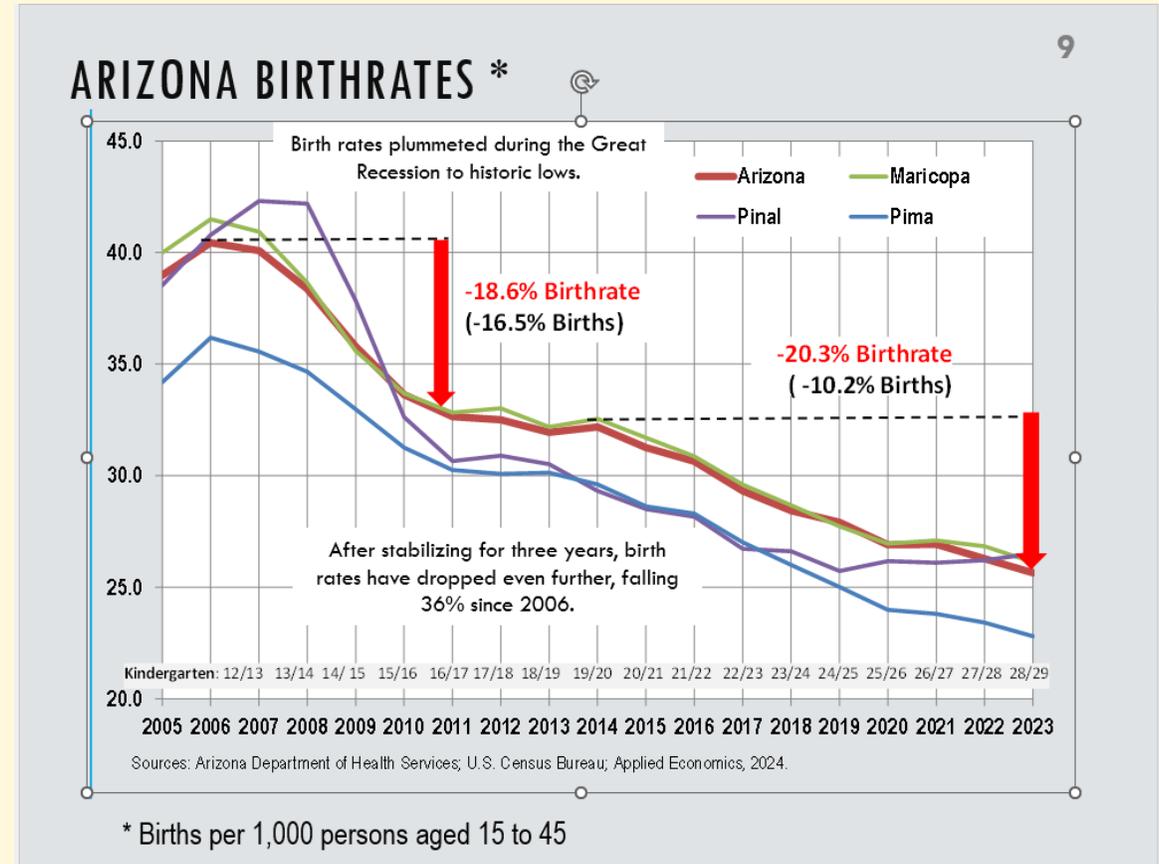
# The Challenges: Birth Rate



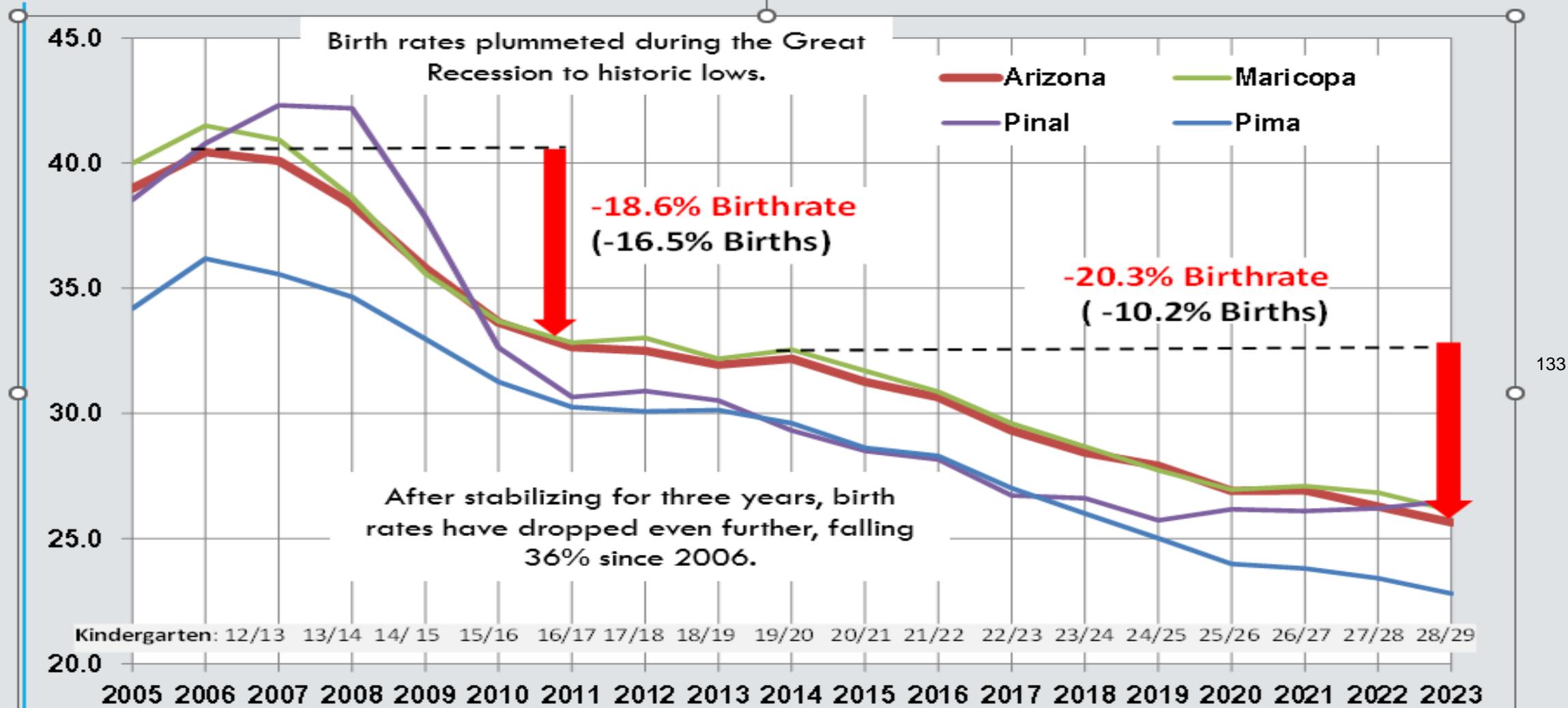
In Arizona, the birth rate has dropped 36 percent between 2006 and 2023. This trend has continued over the last two years with some estimates placing the drop at 38% in Arizona.

Pima County has the lowest birth rate of all the major Arizona counties.

In comparison, the national birth rate has declined 19 percent.



# ARIZONA BIRTHRATES \*



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Sources: Arizona Department of Health Services; U.S. Census Bureau; Applied Economics, 2024.

\* Births per 1,000 persons aged 15 to 45

# Long Term Reality

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Demographers have advised us that the current trend of declining will not begin to change direction by any significant measure until at least 2050.

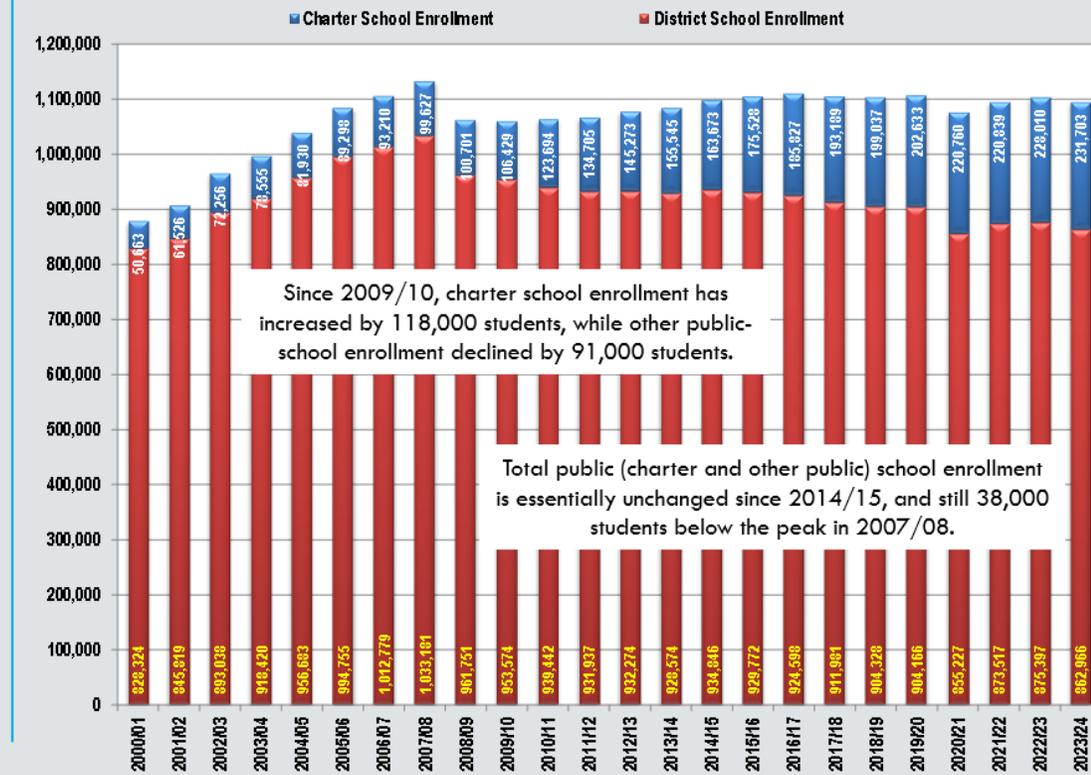
134

This is a long-term issue for our society.

# The Challenges: Charter Schools

## ARIZONA PUBLIC SCHOOL K-12 ENROLLMENT

11



Source: Arizona Department of Education, 2000-2024.

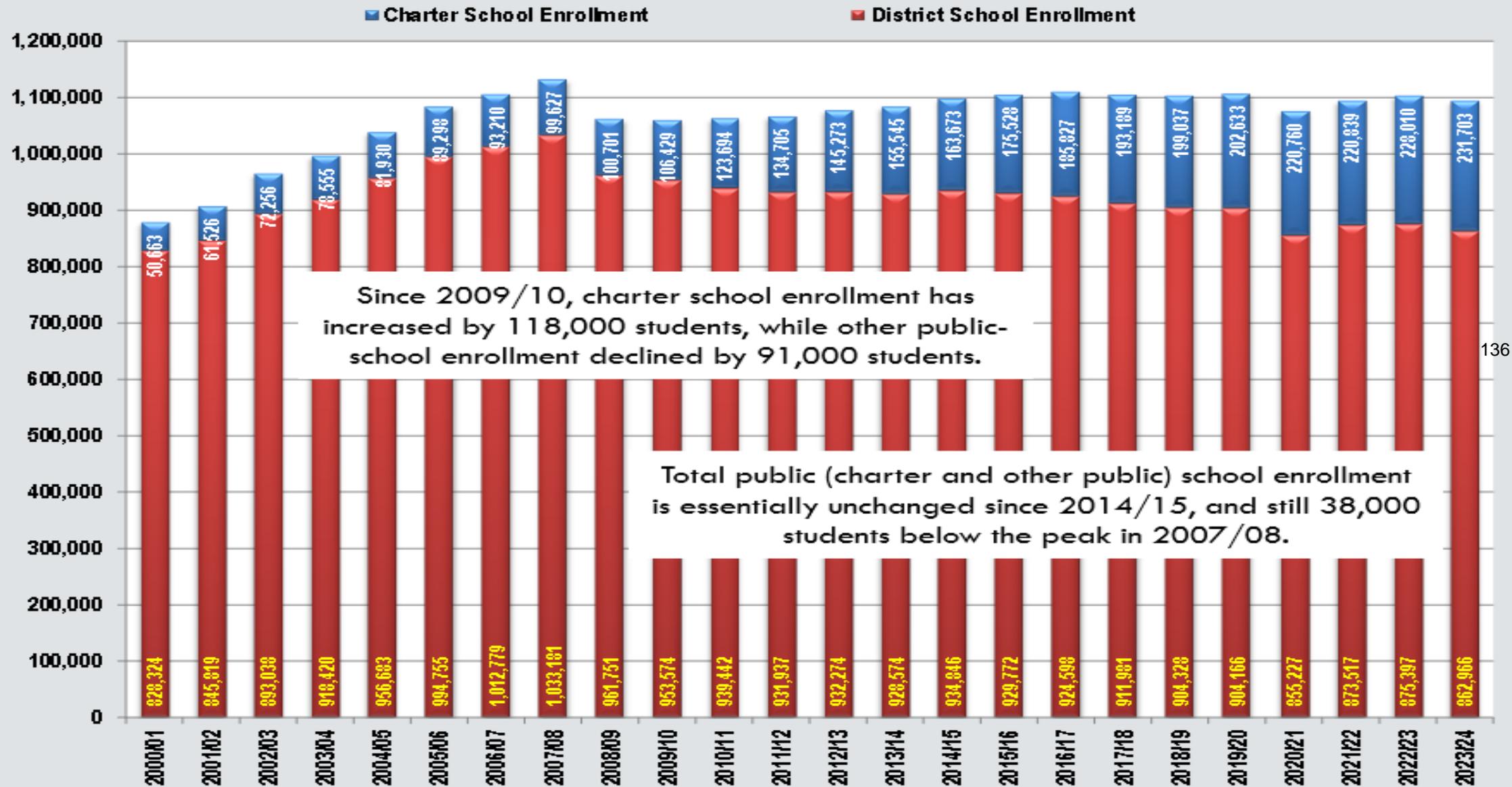
In 1997, the District's enrollment had topped 18,000 students, with overcrowding at many schools. That resulted in the construction of several new schools in the Oro Valley area.

The 1990s also saw the birth of charter schools in Arizona, which have grown in the years since. <sup>135</sup>

Amphitheater has 12 charter schools in our boundary, more than any other district except TUSD. Charter school enrollment has grown throughout the state, while traditional public-school enrollment has declined.

Private school vouchers are hitting charter school enrollment as well, causing them to spend more marketing dollars to attract public school students.

# ARIZONA PUBLIC SCHOOL K-12 ENROLLMENT



Source: Arizona Department of Education, 2000-2024.

# The Challenges: Vouchers



Vouchers: Arizona has a school voucher system (also known as "Empowerment Scholarship Accounts") offering parents funding for private schooling (including "micro-private schools" which they establish at home -- to be distinguished from traditional home schools).

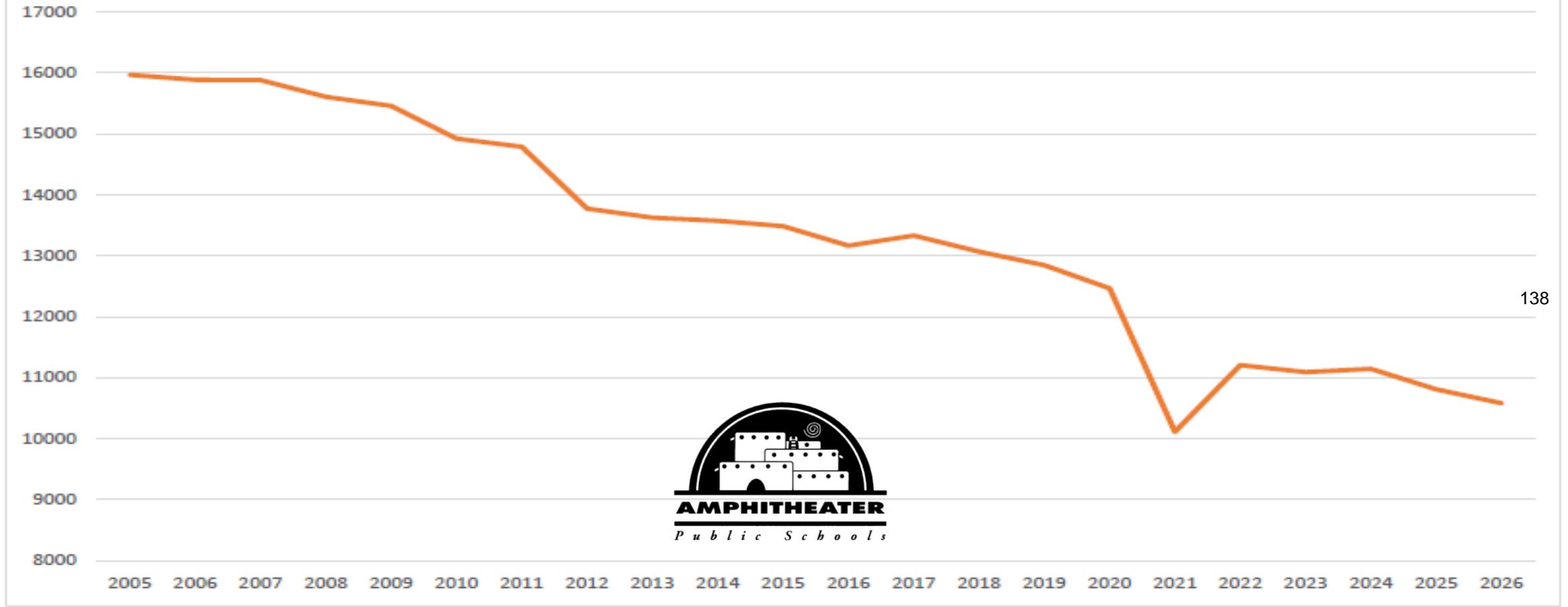
24-25 4th Quarter Report from the Arizona Department of Education :

- State was issuing vouchers for 85,195 students across Arizona (currently issuing 96,802)
- Total of vouchers (annualized basis) was \$881,662,142 (but is now over \$1 billion, an average of \$10,330 per private school student)
- 11,100 items and services were purchased (funded) for voucher families, including diamond rings, Rolex watches, luxury hotel stays, and vehicles.

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In 2024, parents/guardians of 1,367 students from within the Amphitheater boundaries took vouchers, amounting to more than \$9.5 million that would have funded public education if the students were enrolled in a public (district or charter) school.

## Average Daily Membership 2005-2026



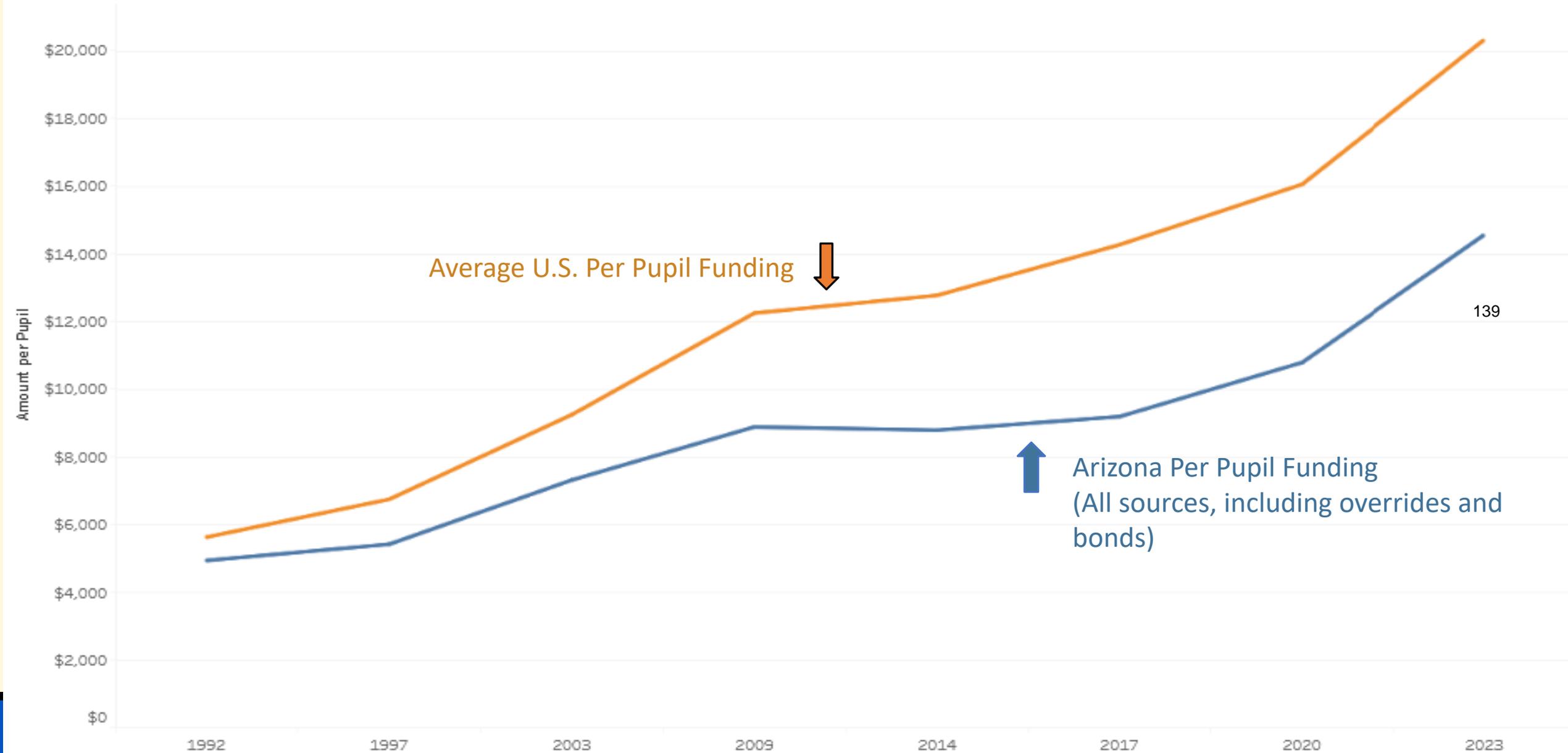
Projected Enrollment Drop for Fiscal Year 2026 – 323 Average Daily Membership

# Public Education Funding, State Comparisons to the US Average

## Per Pupil Total K-12 Revenues, Select Years 1992 - 2023

Source is Table 11. States Ranked According to Per Pupil Public Elementary-Secondary School System Finance Amounts

<https://www.census.gov/content/census/en/programs-surveys/school-finances/data/tables.html/>



# The Challenges: Operational Costs

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- Amphitheater operated at 231 square feet per pupil in 2024.
- The average square feet per pupil for our peer districts in the state was 158 in 2024.
- The estimated expenses for operating the additional square footage in 2024, alone, was \$7.2 million.
- These were very different propositions when our enrollment stood at 18,500+
- The State of Arizona has withheld \$7.2 billion from public schools that was supposed to support school building improvement, exacerbating operational cost impacts. Recurring lawsuits brought against (and lost by) the State have not led to change in legislative actions and behaviors. The rule of law, when it comes to education funding, apparently means little.

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# The Challenges: Inflation

Year	Funding Increase Provided by the Legislature	Average Annual Inflation
2021	2.0%	4.7%
2022	8.8%	8.0%
2023	2.9%	4.7%
2024	2.0%	2.9%
2025	2.0%	2.9%

This history follows a period near the turn of the 21st Century when after years and years of the Arizona Legislature failing to comply with state law mandating inflationary increases (at the rate of inflation), the Legislature simply repealed the law.

# Coming to Terms

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## We are not alone.

- Enrollment declines, for all the reasons stated, exist statewide.
- Competition for enrollment is fiercer than ever and requires robust programmatic offerings to attract and retain students.
- Excessive operational costs limit a District's capacity to offer programs.
- The cautionary tale of Isaac School District: placed into receivership after failing to respond to enrollment decline.
- Districts throughout the State of Arizona (and indeed, nationally) have had to close schools to reduce costs and implement consolidations to strengthen programs for the long term.
- Nearly 40 schools statewide have closed so far, with more coming – Paradise Valley, Phoenix Elementary, Scottsdale, Kyrene, Cave Creek, and Roosevelt are just some of the Districts involved.
- Charter schools have also closed.

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# The Hard Truth

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## What could happen if we don't close schools

- Financial Insolvency (e.g., Isaac School District)
- Class Size Increases beyond current policy maximums
- Reduction in class offerings, extracurricular programs and athletics
- Fee increases for students and families
- Wage and benefit freezes for staff
- Significant job losses



# The Hard Truth

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We are spread too thin.

With campuses with around 200 students that were built for hundreds more, we have classes that are too small and rooms sitting empty – but still air-conditioned. We have schools that struggle to form a band or orchestra, clubs, and PTOs.

To ensure Amphitheater's future and maintain our standards of excellence, we must consolidate.

Ironically, we have to shrink our physical footprint to grow our programmatic footprint. And, we have to do so now.

# Our Process

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## Last school year

- Unexpected, sudden enrollment loss demanded we take action.
- Cost reductions of \$3.6 million – administrative, programmatic, and operational.
- Announced District would spend this year on consolidation planning; school closures
- Formed a Budget Advisory Committee to study and provide recommendations on the issue over the course of several months, continuing into this year.
- Began discussions with our other various constituent representative groups: Teacher Advisory, Support Staff Advisory, Community Council, and Student Advisory (all 3 high schools).

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# Our Process

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## This school year

- Continued our study, involving stakeholder and advisory groups.
- Set non-negotiables.
  - Feeder patterns must be maintained.
  - Consolidation must still allow for future growth at welcoming schools.
  - Title 1 schools could not be combined with non-Title 1 schools.
  - Avoid disproportionate impacts on populations.
  - Transportation and meal service must be maintained.
  - Special Education programming must not be negatively impacted.
- Reviewed data (enrollment, capacity, costs).

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# Why These Schools: Data

School	District Capacity	SY 25-25 Enrollment (Current)	Percent of School Capacity	Annual Operational Costs
Keeling Elementary School	798	221	28%	\$420,450
Nash Elementary School	853	310	36%	\$399,590
Rio Vista Elementary School	825	344	42%	\$347,973
Walker Elementary School	770	327	42%	\$420,450
Holaway Elementary School	715	214	30%	\$355,748

# Why These Schools: Data

School	District Capacity	SY 25-25 Enrollment (Current)	Percent of School Capacity	Annual Operational Costs
Donaldson Elementary School	440	205	47%	\$464,508
Mesa Verde Elementary School	660	256	39%	\$249,837
Harelson Elementary School	687	391	57%	\$264,077
Painted Sky Elementary School	935	403	43%	\$420,450
Copper Creek Elementary School	853	247	29%	\$550,919

# Recommendations



Closing Buildings	Welcoming Schools
Copper Creek Elementary School	Wilson K-8 and Harelson Elementary Schools
Donaldson Elementary School	Mesa Verde Elementary School
Nash Elementary School	Keeling and Walker Elementary Schools
Holaway Elementary School	Rio Vista Elementary School

Notes:

- Some programs (specific special education classes and preschools may be consolidated to other sites) with an emphasis on having students attend their neighborhood schools. For example, with the boundary changes, Cross Categorical students who live in the Painted Sky boundary will attend Painted Sky next year under the proposal.
- Small groups of students who currently attend Donaldson and Rio Vista will shift to Walker with boundary changes.

# Why These Schools

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## Copper Creek:

- Low enrollment: 247 students (inclusive of self-contained programs) with capacity rate of 29%.
- High Operational costs: \$550,919 annually.
- Consolidation with Wilson K-8 and Harelson.
  - Currently, Copper Creek students go to Wilson or Cross for middle school.
  - Shifting students to Wilson and Harelson for elementary enables a clear path for smooth transitions to middle school on the very same campuses.
  - Wilson and Harelson have ample space for the Copper Creek students.
  - All three schools are high-performing A-rated schools. That level of excellence, therefore, will continue.
  - Consolidation has the potential to strengthen programs that benefit from more robust enrollment such as band, orchestra, REACH, clubs, and PTOs/Site Councils.
- Of all our affected schools, this one may be the most likely to appeal to third party use.

# Why These Schools



## Donaldson Elementary School:

- Low enrollment: 205 students with capacity rate of 47%. While the capacity rate isn't the lowest, opportunities for students decrease when a school has very low enrollment (band, orchestra, clubs)
- High Operational costs: \$464,508 annually
- Consolidation with Mesa Verde
  - Mesa Verde is a larger campus; less costly to operate and maintain.
  - No disturbance of Title I Status, School Meal Programs, or Transportation timing for either school.
  - Better Playground Experience at Mesa Verde.
  - Elimination of recurring groundwater issues at Donaldson.
  - Special education and preschool programs will be maintained.
  - This consolidation has the potential to strengthen programs that benefit from more robust enrollment such as band, orchestra, REACH and Odyssey of the Mind.
  - Mesa Verde has enjoyed ongoing status as an A-rated school. Both Donaldson and Mesa Verde are currently A-rated, so they have a common achievement profile.
  - Both schools have strong parent and community support, and we anticipate engagement to continue at a high level.

# Why These Schools



## Nash and Holaway Elementary Schools:

- Several schools throughout the AHS feeder pattern have low enrollment and need to be consolidated to secure the financial and programmatic health of the area schools.
- Although Keeling Elementary has lower enrollment and capacity than either of these schools, it possesses a prestigious international STEM accreditation and is an A-rated school.
- Both schools have had recent histories of academic challenges, but both are rebounding in that respect. Consolidation with schools of significant academic success will further enrich the education of the students at each sending school.

Nash Consolidation with Keeling and Walker	Holaway Consolidation with Rio Vista
<ul style="list-style-type: none"> <li>◦ Keeling is a newer and larger campus; less costly to operate and maintain.</li> <li>◦ Keeling has community resources on site.</li> <li>◦ Walker is a Highly Performing School</li> <li>◦ Walker has much larger facilities and interior hallways for year-round comfort and safety.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Rio Vista is a large campus</li> <li>◦ Rio Vista is a newer facility and is less costly to maintain.</li> <li>◦ Rio Vista has a strong STEM Lab/Maker Space program</li> <li>◦ Rio Vista has a history of strong academic performance</li> </ul>

# Student Impact

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- More students means more opportunities for social and programmatic participation, and beneficial growth in those programs.
- Transportation: The maximum length of any bus ride will not exceed current lengths, and there will be no reduction in service. Walking distance limits will not change.
- Food Service: School meals, including eligibility for free and reduced lunches, will be unaffected by consolidations.
- We will continue to provide the continuum of services for our students who have special needs.
- The changes proposed will help ensure more special needs students can be served at their neighborhood schools.

# Student Impact

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- To preserve feeder patterns, students who currently go to Copper Creek and then Cross and CDO will move to Harelson. Those students who currently go to Copper Creek and then Wilson (6-8) and IRHS will go to Wilson K-8. Students who currently go to La Cima and Amphi Middle School will remain in their feeder pattern.
- This reorganization provides for a more balanced distribution of students at all schools.
- All welcoming schools have either the same or higher academic achievement profile as each sending school.
- More students leads to more opportunity in clubs and activities such as band and orchestra.
- More grade-level classes means more teachers working together, with more options for grade level cooperative learning between classrooms.
- We will maintain class size ratios as set by current district policy and enabled by the override.

# Open Enrollment

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- As always, all families may apply for open enrollment at an Amphi school. Consolidation will not change that. To apply, families may visit our website at [www.amphi.com](http://www.amphi.com).
- Students who are currently open-enrolled in an Amphi school that closes for next year will automatically be enrolled in the new welcoming school and will receive notification when the process of "rolling-over" for all students occurs, typically in mid-January. The families will only need to fill out open-enrollment forms if they wish to apply to a school different from their assigned site.
- Students who are open-enrolled at a school that will be receiving students under the recommended plan will retain their open-enrollment. They do not need to reapply.

# Care for Special Needs

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- Personalized coordination with families of students in special programming regarding placement and supports for next school year.
- Our team is reaching out to families directly to provide support and answer questions for their students.
- Ensuring a continuum of programming and services in the feeder pattern and District to meet each student's individual needs.
- Maintaining continuity of IEP services for all students.
- Supporting students to remain in their homeschools with peers to maximum extent.
- Continued collaboration for students with families, schools, administrators, staff, and departments to ensure a positive and smooth transition for all.

# Staff Impact

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- Staffing decisions will be based on long-standing District policy grounded in fairness, clarity and respect, and with a focus on students, staff, and community well-being.
- District staff have met with teachers and staff at affected schools to discuss transition information.
- Staffing is largely dependent on enrollment every year.
- Each year, we hire 50 to 60 teachers due to natural attrition factors -- even last year after our sudden enrollment drop.
- Support staff positions are particularly subject to attrition factors, and we will have an ongoing process to match displaced support staff with positions as they become available.

# The Path Forward

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## Next Steps

- The Superintendent will submit the matter to the Governing Board for action at its January 13, 2026 meeting.
- When the decision is finalized by that action, we will begin working with school communities on developing new community relationships, preserving our common history, honoring our traditions and ensuring our students and families feel welcome and safe in their schools.
- Operational plans for new boundaries, bus routes, and food service will be developed, finalized and communicated.
- District teams will work to determine the best uses for the closed school buildings and land. The buildings and grounds will be maintained and secured until dispositions are finalized.

# Support Through Change

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- Throughout the spring, schools and the District will work on plans for combining schools, staffs and families to ensure smooth transitions and to create a combined positive culture where everyone feels a sense of caring and belonging.
- Families and staff will be invited to complete a survey to help schools identify matters of importance, such as traditions, programs and activities.
- Buildings will be maintained and secured until a new use or disposition can be determined.
- Communities will be consulted in the repurposing of facilities, recognizing that taxpayer investments should be respected and not wasted over time.

# Building Use in Future

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- Vacated buildings following consolidation still have value and significance; they will be protected with security measures and maintained to protect value.
- Future use will be determined on a case-by-case basis, but buildings will not remain vacant long term.
- Some sites may be repurposed for District use or for third-party use in coordination with other governmental entities or partners.
- Any sale of school sites requires voter approval, and proceeds can only be used to improve other school facilities, acquire new school sites, or reduce district bond debt. Community input will be obtained prior to any sale.

# Positives and Possibilities



- Continue our focus on student achievement and growth. Research from Texas shows that consolidation can lead to measurable improvements in math and reading scores.
- Expansion and strengthening of programs particularly specialized programs and other functions dependent upon larger populations (e.g., Orchestra, clubs, PTOs/site councils).
- Larger grade level teaching teams offer greater opportunity for collaboration and professional learning which benefits both staff and students.
- Opportunity to create shared values and a cohesive school identity, improving morale and collaboration among staff.
- Improved social interactions among students of diversified backgrounds.

# Positives and Possibilities

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- Reduces underutilization buildings and reduces per-student operational costs.
- Reduces duplication of services and administrative overhead.
- Frees up budget capacity to meet other needs such as programmatic expansion and staff pay increases.
- Most studies find neutral or positive impacts on achievement when transitions are managed effectively.

# Vision for the Future

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- Expanding programmatic depth, rigor and diversity.
- Meeting the needs of our community and its children.
- Ensuring the promise of every student is realized to the maximum extent possible by freeing up resources to support the same.
- A District that sees continuous improvement in our learning and working environments.
- A continuing culture of care for students, staff, parents and community.



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** December 9, 2025

**TITLE:** Study and Approval of the Revised Expenditure Budget #2 for Fiscal Year 2025-2026; Public Hearing

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**BACKGROUND:**

Arizona School Districts are funded based upon current year enrollment. This revision is to lower the budget to reflect the projected 100<sup>th</sup> day Average Daily Membership for this school year. The Projected reduction in Weighted Group A students is 282 and the estimated reduction in weighted Group B students is 760. The total reduction in Maintenance and Operations funding from this enrollment drop is estimated at \$5,374,554.

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**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approves this Revised Budget #2. State law (ARS 15-905) mandates that the Board conduct a public hearing on this revised budget to receive input from the public on any item or items in the budget. The Administration therefore recommends that the Board President declare a public hearing prior to Board action on this item.

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**INITIATED BY:**

*Scott Little*

Scott Little, Chief Financial Officer

Date: December 3, 2025

*Todd A. Jaeger*

Todd A. Jaeger, J.D., Superintendent



FY 2026
State of Arizona
School District Annual Expenditure Budget
Districtwide Budget

Revised #2
Version

By the Governing Board

We hereby certify that the Budget for the Fiscal Year 2026 was
Proposed June 28, 2025
Adopted July 8, 2025
Revised December 9, 2025

Date

District website link of posted budget

www.amphi.com

Signed \_\_\_\_\_
Signed \_\_\_\_\_

The FY 2026 budget file for the version described above will be uploaded via
the School Finance Budget System on ADE's website by December 10, 2025
Date

Superintendent signature

Business Manager signature

Todd Jaeger

Scott Little

Superintendent name (typed name)

Business Manager name (typed name)

District contact employee:

Scott Little

Telephone:

520.696.5000

Email:

slittle@amphi.com

Revenues and property taxation

Table with 2 columns: Description, Amount. Rows include Total budgeted revenues for fiscal year 2025 (\$110,000,000) and Estimated revenues by source for fiscal year 2026 (Local, Intermediate, State, Federal, TOTAL).

3. District tax rates for prior and budget fiscal years (A.R.S. §15-903.D.4)

Table with 3 columns: Description, Prior FY 2025, Est. Budget FY 2026. Rows include Primary Tax Rate, Secondary Tax Rates (M&O Override, Special Program Override, Capital Override, Class A Bonds, Class B Bonds, CTED, Desegregation, Total Secondary Tax Rate).

Total budgeted expenditures and aggregate school district budget limit (A.R.S. §15-905.H)

Table with 4 columns: Description, Budgeted Expenditures, Budgeted Carryforward, Budget Limit. Rows include Maintenance and Operation Fund, Unrestricted Capital Fund, Federal projects other than Impact Aid, Total aggregate school district budget limit.

Average teacher salaries (A.R.S. §15-903.E)

Table with 2 columns: Description, Amount. Rows include Average salary of all teachers employed in FY 2026 (budget year), Average salary of all teachers employed in FY 2025 (prior year), Increase in average teacher salary from the prior year, Percentage increase.

Check this box if your district has no teachers (transporting districts and some CTEDs).

Comments on average salary calculation (Optional):

**Fund 001 (M&O)**

**Maintenance and Operation (M&O) Fund**

Instructions	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
	Prior FY	Budget FY						Prior FY 2025	Budget FY 2026		
<b>Expenditures</b>											
100 Regular Education											
1000 Instruction	1.	189.43	417.80	21,515,834	6,721,900	766,683	157,269	358,136	33,014,150	29,519,822	-10.6%
2000 Support Services											
2100 Students	2.	104.95	63.13	2,708,226	685,682	111,854	47,039	2,827	4,081,196	3,555,628	-12.9%
2200 Instructional Staff	3.	89.66	41.40	1,970,664	409,199	125,976	50,882	18,720	3,039,689	2,575,441	-15.3%
2300 General Administration	4.	12.60	10.00	991,676	229,648	433,988	15,524	28,644	1,873,622	1,699,480	-9.3%
2400 School Administration	5.	112.00	76.50	4,864,282	1,230,556	1,339	28,891	1,685	7,050,960	6,126,753	-13.1%
2500 Central Services	6.	85.40	37.00	2,456,285	658,167	1,287,588	51,330	221,790	4,955,454	4,675,160	-5.7%
2600 Operation & Maintenance of Plant	7.	394.99	385.00	7,072,409	2,003,400	4,271,813	5,592,023	67,446	20,901,276	19,007,091	-9.1%
2900 Other	8.	0.00	0.00	0	26,691	0	0	0	0	26,691	
3000 Operation of Noninstructional Services	9.	16.00	6.00	236,048	60,456	275,000	0	0	655,652	571,504	-12.8%
610 School-Sponsored Cocurricular Activities	10.	42.50	40.00	136,325	37,370	1,627	386	52,147	214,148	227,855	6.4%
620 School-Sponsored Athletics	11.	25.00	4.00	874,229	186,329	220,357	227,910	52,243	1,730,151	1,561,068	-9.8%
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	522	0	-100.0%
Regular Education Subsection Subtotal (lines 1-13)	14.	1,072.53	1,080.83	42,825,978	12,249,398	7,496,225	6,171,254	803,638	77,516,820	69,546,493	-10.3%
200 and 300 Special Education											
1000 Instruction	15.	394.59	197.35	9,717,347	2,020,215	558,192	14,731	4,075	14,681,634	12,314,560	-16.1%
2000 Support Services											
2100 Students	16.	73.80	48.90	3,395,751	798,776	1,972,908	52,098	4,915	7,811,375	6,224,448	-20.3%
2200 Instructional Staff	17.	38.70	12.00	475,785	201,165	60,658	6,995	8,887	1,249,978	753,490	-39.7%
2300 General Administration	18.	3.00	2.00	146,464	37,327	0	0	0	214,966	183,791	-14.5%
2400 School Administration	19.	2.30	2.00	49,444	8,383	0	0	0	67,266	57,827	-14.0%
2500 Central Services	20.	0.00	0.00	58,761	10,234	28,570	995	0	43,566	98,560	126.2%
2600 Operation & Maintenance of Plant	21.	5.00	2.00	63,037	10,914	0	1,948	1,481	86,053	77,380	-10.1%
2900 Other	22.	0.00		0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	23.	0.00		0	0	0	0	0	0	0	0.0%
Subtotal (lines 15-23)	24.	517.39	264.25	13,906,589	3,087,014	2,620,328	76,767	19,358	24,154,838	19,710,056	-18.4%
400 Pupil Transportation	25.	189.88	188.00	2,875,159	861,965	1,838,488	740,153	5,093	6,671,202	6,320,858	-5.3%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	85.35	46.85	2,945,248	714,478	356,421	4,505	4,348	4,025,000	4,025,000	0.0%
530 Dropout Prevention Programs	27.	0.75	0.75	103,000	20,600	5,812			129,412	129,412	0.0%
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	29.	7.00	7.00	421,467	84,294				524,169	505,761	-3.5%
Budgeted expenditures (lines 14, and 24-29)	30.	1,872.90	1,587.68	63,077,441	17,017,749	12,317,274	6,992,679	832,437	113,021,441	100,237,580.00	-11.3%
Maintained for spending after FY 2026 (budgeted carryforward)	31.									0	
Total budget limit expenditures (lines 30-31) (Cannot exceed page 7, line 11)	32.	1,872.90	1,587.68	63,077,441	17,017,749	12,317,274	6,992,679	832,437	113,021,441	100,237,580	-11.3%

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

**Instructions**  
**Special education programs by type (M&O Fund Programs 200 and 300)**

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total all disability classifications	21,249,490	18,347,650	1.
2. Gifted Education	1,774,274	1,507,207	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,131,074	992,972	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	24,154,838	20,847,829	9.
10. IEP required pupil transportation costs coded within Program 400	775	3,400,000	10.

**Proposed ratios for special education**

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18  
 Staff-Pupil 1 to 27

**Expenditures budgeted for audit services**

M&O Fund - Nonfederal	<b>6350</b>	50,400
All Funds - Federal	6330	<u>6,000</u>

**FY 2026 Performance Pay (A.R.S. Section 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.

**Invalid. The amount should equal the total budgeted amount reported on line**

**Expenditures budgeted in the M&O Fund for food service**

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 275,000  
 (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)]

**Fund 010 (CSF)**

**Classroom Site Fund (CSF) and CSF Budget Limit (A.R.S. §§ 15-977 and 15-978)**

Expenditures	Instructions	Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Debt service and miscellaneous 6800	Totals		% Increase/ Decrease
								Prior FY 2025	Budget FY 2026	
1000 Instruction	1.	10,061,354	2,515,338					12,616,896	12,576,692	-0.3%
2100 Support services - students	2.	271,929	67,982					340,997	339,911	-0.3%
2200 Support services - instructional staff	3.	125,505	31,376					157,383	156,881	-0.3%
2300 Support services - general administration	4.							0	0	0.0%
2500 Central services	5.							0	0	0.0%
3300 Community services Oerations	6.							0	0	0.0%
4000 Facilities acquisition and construction	7.							0	0	
5000 Debt service	8.							0	0	
Budgeted expenditures (lines 1-8)	9.	10,458,788	2,614,696	0	0	0	0	13,115,276	13,073,484	-0.3%
Maintained for spending after FY 2026 (budgeted carryforward)	10.									
Total budget limit expenditures (lines 10-11)	11.	10,458,788	2,614,696	0	0	0	0	13,115,276	13,073,484	-0.3%

The district has budgeted an amount in Fund 010 equal to the Classroom Site Fund Budget Limit as calculated below.

**Classroom Site Fund Budget Limit Calculation**

FY 2025 Classroom Site Fund Budget Limit (from FY 2025 latest revised Budget, page 3, line 16)	12.	13,115,276
FY 2025 Actual expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	13.	11,093,000
Unexpended Budget Balance (line 12 minus 13)	14.	2,022,276
Interest earned in the Classroom Site Fund in FY 2025	15.	105,208
FY 2026 Classroom Site Fund allocation, provided by ADE based on: \$842	16.	10,946,000
Adjustments to FY 2026 Classroom Site Fund Budget Limit (1)	17.	
FY 2026 Classroom Site Fund Budget Limit (Sum of lines 12 through 17) (2)	18.	13,073,484

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

(2) The amounts budgeted on line 11 cannot exceed the respective amounts on this line.

**Fund 610 (UCO)**

**Unrestricted Capital Outlay (UCO) Fund**

Instructions	Expenditures	Rentals	Library books, textbooks, & instructional aids (2)	Short-term noninstructional software subscription	Property (2)	Redemption of principal (3)	Interest (4) 6841, 6842, 6843, 6850	All other object codes (excluding 6900)	Totals		% Increase/Decrease	
									Prior FY	Budget FY		
	<b>Unrestricted Capital Outlay Override (1)</b>	6440	6641-6643	6655	6700	6831, 6832, 6833			2025	2026		
	1.								0	0	0.0%	
	<b>Unrestricted Capital Outlay Fund 610 (6)</b>											
	1000 Instruction		3,000,000		300,000				6,302,500	3,300,000	-47.6%	
	2000 Support Services											
	2100, 2200 Students and Instructional Staff		150,000	50,000	575,000				975,000	775,000	-20.5%	
	2300, 2400, 2500, 2900 Administration			250,000	2,125,927				3,492,039	2,375,927	-32.0%	
	2600 Operation & Maintenance of Plant			35,000	500,000				35,000	535,000	1428.6%	
	2700 Student Transportation				100,000				25,000	100,000	300.0%	
	3000 Operation of Noninstructional Services (5)								0	0	0.0%	
	4000 Facilities Acquisition and Construction				1,000,000			250,000	1,000,000	1,250,000	25.0%	
	5000 Debt Service								0	0	0.0%	
	Budgeted expenditures (lines 2-9)	10.	0	3,150,000	335,000	4,600,927	0	0	250,000	11,829,539	8,335,927	-29.5%
	Maintained for spending after FY 2026 (budgeted carryforward)	11.								0		
	Total budget limit expenditures (lines 10-11) (Cannot exceed page 8, line 12)	12.	0	3,150,000	335,000	4,600,927	0	0	250,000	11,829,539	8,335,927	-29.5%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(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	\$ 150,000
6642 Textbooks	1,500,000
6643 Instructional Aids	1,500,000
673X Furniture and Equipment	575,000
673X Vehicles	100,000
673X Tech Hardware & Software	3,925,927

(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 leases of \_\_\_\_\_, and principal on bonds of \_\_\_\_\_.

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

Other funds—required capital expenditure detail [(A.R.S. §15-904.(B))]

Instructions	Unrestricted Capital Outlay		Bond Building		New School Facilities		Adjacent Ways			
	Fund 610		Fund 630		Fund 695		Fund 620 (2)			
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY		
<b>Expenditures</b>										
<b>Total Fund Expenditures</b>	1.	11,829,539	8,335,927	11,120,578	2,129,763	0	0	901,032	804,925	1.
<b>Select Object Codes Detail (1)</b>										
6150 Classified Salaries	2.	0		0		0		0		2.
6200 Employee Benefits	3.	0		0		0		0		3.
6450 Construction Services	4.	0		0		0		0		4.
6655 Short-term Noninstructional Software Subscription	5.		335,000							5.
6710 Land and Improvements	6.	0		0		0		901,032	804,925	6.
6720 Buildings and Improvements	7.	0		4,155,405	2,129,763	0		0		7.
673X Furniture and Equipment	8.	600,000	575,000	0		0		0		8.
673X Vehicles	9.	3,000,000	100,000	1,400,000		0		0		9.
673X Technology Hardware & Software	10.	1,827,039	3,925,927	5,565,173		0		0		10.
6831, 6832, 6833 Redemption of Principal	11.	0		0		0		0		11.
6841, 6842, 6843, 6850, 6860 Interest and Debt-Issuance Costs	12.	0		0		0		0		12.
Total (lines 2-12)	13.	5,427,039	4,935,927	11,120,578	2,129,763	0	0	901,032	804,925	13.
Total amounts reported on lines 2-12 above for:										
Renovation	14.	2,000,000	1,000,000	4,155,405	2,129,763			0		14.
New Construction	15.	0		0		0		901,032	804,925	15.
Other	16.	3,427,039	3,935,927	6,965,173		0		0		16.
Total (lines 14-16, must equal line 13)	17.	5,427,039	4,935,927	11,120,578	2,129,763	0	0	901,032	804,925	17.

(1) Lines 2-12 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2026 \$ 350,000

Districts that are levying any amount for adjacent ways must fill in the Truth in Taxation Worksheet and follow the requirements of A.R.S. Sec. 15-905.01. The amount reported in footnote 2 above pulls to the Truth in Taxation Worksheet, Line

**Special projects**

**Instructions**

**Federal projects FTE & expenditures**

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. 349 National Forest Fees
16. 353 Taylor Grazing Fees
17. 374 E-Rate
18. 378 Impact Aid
19. 300-399 Other Federal Projects
20. 699 Federal Impact Aid (Construction)
21. Total Federal Project Funds (lines 1-20)

**State projects FTE & expenditures**

22. 400 Vocational Education
23. 410 Early Childhood Block Grant
24. 420 Ext. School Yr. - Pupils with Disabilities
25. 425 Adult Basic Education
26. 430 Chemical Abuse Prevention Programs
27. 435 Academic Contests
28. 450 Gifted Education
29. 456 College Credit Exam Incentives
30. 460 Environmental Special Plate
31. Other State Projects
32. Total State Project Funds (lines 22-31)
33. Total Special Projects (lines 21 and 32)

**Instructional Improvement Fund Expenditures (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
35.00	35.00	5,014,762	3,851,451
6.00	6.00	882,512	429,854
1.00	1.00	977,267	777,719
0.00		0	0
2.00	2.00	184,244	87,656
1.00	1.00	14,980	18,809
0.00		0	0
16.00	16.00	3,128,815	3,083,000
1.00	1.00	41,826	40,000
0.00		0	0
0.00		0	0
3.00	3.00	367,264	381,000
0.00		53,853	40,920
0.00		3,475,512	2,984,733
0.00		0	0
0.00		0	0
0.00	60.00	500,000	211,505
0.00		0	0
60.00		490,000	390,000
0.00		0	0
125.00	125.00	15,131,035	12,296,647
4.00		138,045	138,000
0.00		0	
0.00		0	
0.00		0	
0.00		0	
0.00		0	
0.00		0	
0.00		0	
0.00		0	
0.00		350,000	120,000
0.00		0	
19.00		1,767,549	1,101,810
23.00	0.00	2,255,594	1,359,810
148.00	125.00	17,386,629	13,656,457

	Prior FY	Budget FY
1.	200,000	200,000
2.	175,000	175,000
3.	159,924	159,924
4.	400,000	400,000
5.	934,924	934,924

**Other funds expenditures**

1. 050 County, City, and Town Grants
2. 071 English Language Learner (1)
3. 072 Compensatory Instruction (1)
4. 500 School Plant (2)
5. 510 Food Service
6. 515 Civic Center
7. 520 Community School
8. 525 Auxiliary Operations
9. 526 Extracurricular Activities Fees Tax Credit
10. 530 Gifts and Donations
11. 535 Career & Technical Education Projects
12. 540 Fingerprint
13. 545 School Opening
14. 550 Insurance Proceeds
15. 555 Textbooks
16. 565 Litigation Recovery
17. 570 Indirect Costs
18. 575 Unemployment Insurance
19. 580 Teacherage
20. 585 Insurance Refund
21. 590 Grants and Gifts to Teachers
22. 595 Advertisement
23. 596 Career Technical Education
24. 597 Arizona Industry Credentials Incentive
25. 639 Impact Aid Revenue Bond Building
26. 650 Gifts and Donations-Capital
27. 660 Condemnation
28. 665 Energy and Water Savings
29. 686 Emergency Deficiencies Correction
30. 691 Building Renewal Grant
31. 700 Debt Service
32. 720 Impact Aid Revenue Bond Debt Service
33. 850 Student Activities
34. 855 Employee Ins

**Internal Service Funds 950-989**

1. 9\_\_ Self-Insurance
2. 955 Intergovernmental Agreements
3. 951 Print Shop
4. 953-954 Warehouse & Trans

	Prior FY	Budget FY
0	0	
0	0	
0	0	
3,336,077	3,502,045	
6,000,000	6,000,000	
1,234,883	1,326,717	
2,164,453	1,346,539	
2,100,000	2,100,000	
2,000,000	2,000,000	
1,836,075	1,939,603	
37,260	14,816	
13,759	5,000	
0	0	
314,840	241,752	
76,864	85,352	
475,098	167,360	
1,224,517	1,449,870	
10,581	5,402	
0	0	
10,824	6,944	
0	0	
0	0	
2,100,000	1,900,000	
65,000	65,000	
0	0	
454,865	473,002	
30,499	31,715	
0	0	
0	0	
7,000,000	7,000,000	
16,000,000	16,000,000	
0	0	
1,250,000	1,000,000	
6,000,000	7,538,175	
0		
3,000,000	2,500,000	
100,000	100,000	
500,000	500,000	

(1) From Supplement, line 10 and line 20, respectively.  
 (2) Indicate amount budgeted in Fund 500 for M&O purposes

Calculation of FY 2026 General Budget Limit  
(A.R.S. §15-947.C)

Instructions		A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2026 Revenue Control Limit (RCL) (from BSA55 tab, page 3)	\$ 81,115,646	\$ 81,115,646	\$ 0
*2. (a) FY 2026 District Additional Assistance (DAA) (from BSA55 tab, page 4)	\$ 6,519,586		
(b) DAA Adjustment (from BSA55 tab, page 4)	\$ 0		
(c) Total DAA (line 2.a plus 2.b)	\$ 6,519,586	2,000,000	4,519,586
*3. FY 2026 Override Authorization (A.R.S. Sections 15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a) Maintenance and Operation		11,452,336	
(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) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) (Do <b>not</b> include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts		85,000	
(c) Out-of-State Districts and Other Governments			
(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 amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)		4,025,000	
* Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		0	
(c) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		129,412	
(d) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2024 (A.R.S. Section 15-910.M, as amended by Laws 2022, Ch. 285, §3)			
(e) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (f) FY 2025 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.e) (A.R.S. §15-920)		0	
(g) Excessive Property Tax Assessed Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (h) 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) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) Decrease for Transfer from M&O to Energy and Water Savings Fund			
(c) Increase for Energy and Water Savings Fund Transfer to M&O			
(d) Noncompliance Adjustment			
(e) ADM/Transportation Audit Adjustment			
(f) Other:			
10. Estimated Allocation of Additional Funding (Laws 2025, Ch. 233, §31)			
(a) State aid supplement		804,145	
(b) Onetime district additional assistance supplement		301,091	
(c) Onetime FRPL group B weight supplement		324,950	
11. FY 2026 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 32 cannot exceed this amount)		\$ 100,237,580	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line 11)			\$ 4,519,586

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

District name Amphitheater Unified

County Pima

CTD number 100210000

Instructions

Version Revised #2

**Calculation of FY 2026 Unrestricted Capital Budget Limit  
(A.R.S. Section 15-947.D)**

**Unrestricted Capital Budget Limit**

1. FY 2025 Unrestricted Capital Budget Limit (UCBL) (from FY 2025 latest revised Budget, page 8, line 12)	\$ <u>11,829,539</u>
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ <u>                    </u>
3. Adjusted Amount Available for FY 2025 Capital Expenditures (line 1 + 2)	\$ <u>11,829,539</u>
4. Amount Budgeted in Fund 610 in FY 2025 (from FY 2025 latest revised Budget, page 4, line 10)	\$ <u>11,829,539</u>
5. Lesser of line 3 or the sum of line 4 and any positive adjustment on line 2	\$ <u>11,829,539</u>
6. FY 2025 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>8,260,046</u>
7. Unexpended Budget Balance in Fund 610 (line 5 minus 6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>3,569,493</u>
8. Interest Earned in Fund 610 in FY 2025	\$ <u>246,848</u>
9. Monies deposited in Fund 610 from Division of School Facilities for donated land (A.R.S. §41-5741.F)	\$ <u>                    </u>
10. Adjustment to UCBL for FY 2026 (A.R.S. Section 15-905.M) Include year(s) and descriptions, as applicable.	
(a) Prior Year Over Expenditures/Resolutions:	\$ <u>                    </u>
(b) ADM/Transportation Audit Adjustment	\$ <u>                    </u>
(c) Other:	\$ <u>                    </u>
11. Amount to be used for capital expenditures (from page 7, line 12)	\$ <u>4,519,586</u>
12. FY 2026 Unrestricted Capital Budget Limit (lines 7 through 11) (1)	\$ <u><u>8,335,927</u></u>

(1) The amount budgeted on page 4, line 12 cannot exceed this amount.

**Supplement to school district annual expenditure budget for districts that budget for English language learners  
(A.R.S. §§15-756.04 and 15-756.11)**

Instructions English Language Learners Supplement	FTE		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2025	Budget FY 2026	
<b>Expenditures</b>											
<b>English Language Learner Fund 071 (A.R.S. §15-756.04)</b>											
1000 Instruction 1.	0.00								0	0	0.0% 1.
2000 Support Services											
2100 Students 2.	0.00								0	0	0.0% 2.
2200 Instructional Staff 3.	0.00								0	0	0.0% 3.
2300 General Administration 4.	0.00								0	0	0.0% 4.
2400 School Administration 5.	0.00								0	0	0.0% 5.
2500 Central Services 6.	0.00								0	0	0.0% 6.
2600 Operation & Maintenance of Plant 7.	0.00								0	0	0.0% 7.
2700 Student Transportation 8.	0.00								0	0	0.0% 8.
2900 Other 9.	0.00								0	0	0.0% 9.
<b>Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)</b> 10.	0.00	0.00	0	0	0	0		0	0	0	0.0% 10.
<b>Compensatory Instruction Fund 072 (A.R.S. §15-756.11)</b>											
1000 Instruction 11.	0.00								0	0	0.0% 11.
2000 Support Services											
2100 Students 12.	0.00								0	0	0.0% 12.
2200 Instructional Staff 13.	0.00								0	0	0.0% 13.
2300 General Administration 14.	0.00								0	0	0.0% 14.
2400 School Administration 15.	0.00								0	0	0.0% 15.
2500 Central Services 16.	0.00								0	0	0.0% 16.
2600 Operation & Maintenance of Plant 17.	0.00								0	0	0.0% 17.
2700 Student Transportation 18.	0.00								0	0	0.0% 18.
2900 Other 19.	0.00								0	0	0.0% 19.
<b>Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)</b> 20.	0.00	0.00	0	0	0	0		0	0	0	0.0% 20.