

PRESCOTT UNIFIED SCHOOL DISTRICT
Virtual Meeting
300 East Gurley Street
Prescott, Arizona 86301

GOVERNING BOARD
WORKING MEETING
8:00 AM
JANUARY 13, 2021

This Meeting can be viewed via live stream using the following link:

<https://www.youtube.com/c/BadgerMedia/Live>

Members of the Governing Board will attend either in person or by telephone conference call.

The Governing Board may consider any item on this agenda in any order and at any time during the meeting.

Copies of agendas and supplementary documentation relative to public meetings are available from the Superintendent's Office during normal work hours 24 hours prior to meeting and on the evening of the meeting.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the Superintendent's Office at (928) 445-5400. Requests should be made as early as possible to arrange the accommodation.



Mission Statement

- P**roviding extraordinary opportunities through a variety of programs and challenging curriculum.
- U**niting the PUSD family of students, staff, and community members through positive relationships.
- S**upporting exceptional staff through on-going individualized professional development.
- D**eveloping a highly educated, civic-minded, and productive community, one student at a time.

Vision Statement

Prescott Unified School District educates students to be confident, lifelong-learners prepared to achieve their full potential in a complex, interconnected world.

AGENDA

1. **CALL TO ORDER** - Governing Board President

2. **OPENING CEREMONY**

A. Welcome - Governing Board President

B. Pledge of Allegiance

3. **APPROVAL OF AGENDA** - Governing Board President

A. Consider approving the agenda, as presented.

4. **GOVERNING BOARD RETREAT DISCUSSION ITEMS**

A. State of the District

Presenter: Joseph W. Howard, Superintendent

B. Governing Board Goal Review and Discussion

3

Presenter: Deb Dillon

2019-2020 PUSD Governing Board Goals

Dated: November 1, 2019

S.M.A.R.T.	Questions...
Specific	Does your goal clearly and specifically state what you are trying to achieve? <i>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</i>
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal? <i>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</i>

Board Goal #1: Work together with the superintendent, share responsibility for the orientation of new board members and forming a new and inclusive team.

The benefits of achieving this goal will be...

- Know each other better
- Operate efficiently, more quickly

Verify that your goal is S.M.A.R.T.

Specific: *What exactly will you accomplish?*

- Know each other better
- Operate efficiently, more quickly

Measurable: *How will you (and others) know when you have reached your goal?*

- Self evaluation process
- Completion of action items within this goal

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

- Yes

Relevant: *Why is this goal important to you? Hone in on why it matters.*

- The better we function the better the district functions (all for the kids)
- Model positive leadership for the district

Time-bound: *When will you achieve this goal?*

- Upon re-evaluation (annually in the Fall)

ACTION PLAN

What specific steps must you take to achieve your goal?

This action plan may just get you started. Feel free to create a more detailed step-by-step plan.

Task / to-do item	Expected completion date	Date actually completed
Progress report at February retreat	February, 2020	

New Member, President & Superintendent meet to go over onboarding packet	By swearing in	
Superintendent to meet with candidates Q&A	Prior to election	
Candidates attend YCESA new board member training	Prior to January 1st	
Encourage attendance at all ASBA orientation conferences (new members)	Prior to January 1st	
Board discussion about the state of the district	February, 2020	
Ensure these practices continue	Annually	
New member visits to each site/community	As needed	

OBSTACLES / CHALLENGES
What obstacles stand in the way of you achieving your goal?

Obstacle	How will you address the challenges if/when they arise?
Time	Creating a stand alone board calendar. Administration follows up board direction by calendaring it.
Personal agendas	Education and board discussion

Board Goal #2: Continually monitor progress toward the goals and outcomes of the district strategic plan to ensure that all strategic plan goals are being met.

The benefits of achieving this goal will be...

- Ensuring that strategic plan goals are being reviewed/adjusted/met.
- Ties the Board with District Administration, in the spirit of collaboration.
- Ensuring that we are meeting the dynamic needs of the community and state
- Keeps the lines of communication open

Verify that your goal is S.M.A.R.T.

Specific: *What exactly will you accomplish?*

- Transparency
- Recognition of accomplishments
- Determining where adjustments need to be made

Measurable: *How will you (and others) know when you have reached your goal?*

- February yearly update at retreat
- Monthly within the board agendas

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

- Yes

Relevant: *Why is this goal important to you? Hone in on why it matters.*

- The strategic plan is the work we are doing for kids

Time-bound: *When will you achieve this goal?*

- Monthly

ACTION PLAN

What specific steps must you take to achieve your goal?
This action plan may just get you started. Feel free to create a more detailed step-by-step plan.

Task / to-do item	Expected completion date	Date actually completed
Add specific strat plan goal area to each governing board agenda item (color coded)	Monthly	
Annual strategic plan review	February retreat	
School data presentations	Monthly	
Specific programs and data presentations	Monthly	

OBSTACLES / CHALLENGES

What obstacles stand in the way of you achieving your goal?

Obstacle	How will you address the challenges if/when they arise?
Time	Calendaring times to make solutions
Overwhelming	Teams working together to accomplish goals. Everybody's responsibility.

Board Goal # 3: Together with the superintendent review student achievement regularly to determine where to focus support and efforts.

The benefits of achieving this goal will be...

- We will know where we will stand in terms of progress
- We will know where improvements are needed
- Celebrate achievements
- Proper allocation of resources
- Better understanding of standardized testing and how it is reported

Verify that your goal is S.M.A.R.T.

Specific: *What exactly will you accomplish?*

- We will know where we will stand in terms of progress
- We will know where improvements are needed
- Celebrate achievements
- Proper allocation of resources
- Remain competitive

Measurable: *How will you (and others) know when you have reached your goal?*

- Assessment data shows improvement

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

- Yes

Relevant: *Why is this goal important to you? Hone in on why it matters.*

- Public perception
- We need to know if students are achieving

- The board can take action based on what improvement is needed

Time-bound: *When will you achieve this goal?*

- Annually

ACTION PLAN
 What specific steps must you take to achieve your goal?
This action plan may just get you started. Feel free to create a more detailed step-by-step plan.

Task / to-do item	Expected completion date	Date actually completed
Board presentations of school data	Monthly	
Based on presentations, suggestions for future agenda action items	Monthly	
Prioritize funding to support identified areas	Yearly	
Educating the board on what test results mean	Monthly with school data presentations	

OBSTACLES / CHALLENGES

What obstacles stand in the way of you achieving your goal?

Obstacle	How will you address the challenges if/when they arise?
Achievement and measurement is vague	Keep looking at it annually, keep it on the radar
Moving target	Trying to stay on top of it

C. Review and Discussion of Draft Calendar for Governing Board Meeting Topics

12

Presenter: Joseph W. Howard, Superintendent & Deb Dillon

Board Calendar 2021

December
<p>Create board calendar for 2021</p> <p>New Member Orientation: New member orientation: board role/processes/meeting procedures; calendars; ASBA; BoardBook</p>
January
<p>Retreat State of the district; Board goals/evaluation; strategic plan; budget How to expand/improve relationships with staff; What feedback do we want from Staff, Students, families?</p>
February
<p>Have students/families talk about school culture: What do they like? What would they change? – Abia Judd Review Culture section of Strategic Plan</p>
March
<p>Have students/families talk about school culture: What do they like? What would they change? – Lincoln Budget discussion</p>
April
<p>Have students/families talk about school culture: What do they like? What would they change? – Taylor Hicks Review Community/Stakeholder Relations section of Strategic Plan</p>
May
<p>Year in Review Have students/families talk about school culture: What do they like? What would they change? – Discovery Gardens</p> <p>Retreat: Discuss staff/student/family feedback; What/how to communicate with public: Tell community of our needs and struggles as well as our successes; What does the community expect/want? How to gather community feedback; Ways for board to be in contact with the community</p>

June
Review student data - Testing, attendance, graduation, enrollment Review Student Achievement section of Strategic Plan
July
Explain what federal funds do – Title, Impact Aid, IDEA How do we help students make up for lost ground? Post COVID health/safety policies/protocols; Ways to determine compliance
August
Review Resource Accountability section of Strategic Plan How are we handling suicide prevention? Retreat: Staffing concerns; Discuss board’s role; how do board members really know what’s going on? What can board members do to enhance district success? Board self-evaluation; Board goal setting
September
Review Auditor’s Report Explain Curriculum Adoption process
October
Have students/families talk about school culture: What do they like? What would they change? – Granite Mountain Review Enrollment section of Strategic Plan How can we change the perception that the schools (including ours) are failing?
November
Have students/families talk about school culture: What do they like? What would they change? - Mile High Retreat: Review charters; How can we compete? How can we create a small school environment? What do the schools need? Long-term facilities plan
December
Have students/families talk about school culture: What do they like? What would they change? - PHS

D. Board Relationships with Staff and Schools

Presenter: Deb Dillon

1. School Liaisons
2. School visits

E. PUSD Strategic Plan overview

15

Presenters: Joseph W. Howard, Superintendent & District Administration Team

Goal Area: Student Achievement			
Objective: Unify curriculum, instruction, and assessment processes to increase student achievement.			
Target Area 1: Curriculum Development			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Assess current state of curriculum, instruction, and assessment. Collaborate in order to develop a culture of ongoing curriculum design, using district instructional guides and curriculum maps.	Implemented curriculum adoption cycle, ongoing curriculum development led by collaborative teacher groups.	Well developed curriculum systems that are imbedded in the culture, taught to all new staff through systematic induction. Systems for reflection and refinement are in place through a scheduled format and used as a model program for other districts.
Action Steps:	<p>Ongoing communication with all staff regarding Communicate new and revised curriculum to all staff</p> <p>Quarterly content and grade level meetings to review and revise DIGs / end of year submission</p> <p>Induction program will thoroughly explain DIG process (review & revise continually)</p> <p>Specials/electives and new courses complete DIGs (in progress as of 12/10/19)</p> <p>Teachers and admin dialogue in regard to curriculum progress (adherence to DIG's)</p> <p>Keep DIGs updated and posted to District website year to year</p> <p>Develop curriculum maps that reflect instruction & use data (we don't use curriculum maps, rely on DIG's only)</p> <p>Develop District wide expectations for STEAM</p> <p>Recreate curriculum adoption cycle based on needs</p> <p>Develop curriculum resource/collaboration websites for each grade level or subject (DIG's fulfill this)</p> <p>As state standards are adopted in different content areas, begin the process of collaborative curriculum adoption</p>		
Target Area 2: Systemic Differentiation (based on December CIA/DLT meeting the new focus is on Tier I differentiation strategies)			
	1 to 3 Years	3 to 5 years	5 to 10 Years
Expected Outcome:	Assess current programs, recommend solutions and create differentiated programs to meet the needs of all students. Begin implementation.		Well developed systemic differentiation that are embedded in the culture, taught to all new staff through induction, and used as a model program for other districts. Systematic reflection and refinement processes are in place, and used as a model program for other districts.
Action Steps:	<p>Provide professional development to interventionists to use data and support Tier II students</p> <p>Enhance & grow gifted programs & pathways and accelerated programs (create stand alone honors)</p> <p>Provide professional development, co-planning, and pilot implementation of co-teaching models to provide access of core curriculum to all students</p> <p>Offer differentiated learning options and resources to close achievement gaps</p> <p>Build structured MTSS/RTI time into daily schedule at each school</p>		

Target Area 3: Assessments			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	Develop a comprehensive assessment program process that informs instruction to remediate and enrich students. Develop a balanced student assessment program to assess student progress toward curriculum goals, determine appropriate differentiation needs of all students and inform instruction.	Teachers and students systematically use assessment data to inform and impact learning instruction. Administrators, teachers and students systematically use assessment data to inform teacher instruction and impact student achievement.	Assessment systems are dynamic, common, electronic, district specific, and seen as a model program.
Action Steps:	Professional Development for data analysis & Galileo usage (this action step has been accomplished but is ongoing) Maintain an ongoing district assessment calendar with access Develop a vision and purpose for assessment Collaboration of gen ed, ELL, and special ed teachers create formative assessments through Galileo that align w/ lessons All teachers will use formative assessment Galileo results to differentiate instruction Students use data to monitor their own progress and set goals Collaboration of gen ed, ELL, and special ed teachers Review Galileo, DIBELS, State, STAR Reading assessment results, adjust instruction as needed (redundant) Use multiple measures of data including attendance, behavior, and surveys to increase achievement Ongoing assessment calendar for our district Maintain an ongoing district assessment calendar with access to all stakeholders. Use multiple measures of data including attendance, behavior, and surveys to increase academic achievement Students: 1. will become partners in their own education and in the process of their own learning 2. will use data to monitor their progress and develop goals for improvement, extension, and enrichment Administrators: Will use data to identify school wide needs, identify trends, inform staff of needs. Teachers: Will collaboratively (gen ed, ELL, special ed, interventionists, & instructional coaches)... 1. review summative assessments (State, Galileo, Dibels, STAR Reading, etc.), and formative assessments in a timely manner 2. create formative assessments that align with lessons Teachers: Will collaboratively (gen ed, ELL, special ed, interventionists, & instructional coaches)... 1. adjust instruction based on assessment data 2. differentiate instruction to meet the unique needs of students Provide professional learning opportunities, as needed, for topics associated with assessments and data (analysis, student data tracking, differentiation based on data, etc.)		
Target Area 4: Consistent Instructional Program (Anchor)			
	1 to 3 Years	3 to 5 Years	Every teacher in PUSD
Expected Outcome:	Select an instructional anchor based on research and best practices. Begin providing PDs on this anchor to teachers.	Teachers become fluid in the use of the instructional anchor and positively impact student achievement.	Teachers are experts in the anchor. The instructional anchor is implemented evenly across district and the program is seen as "the way we teach" in PUSD.
Action Steps:	Continue providing engagement and cooperative learning strategies to teachers (Kagan, etc.) Develop an instructional program implementation and review plan Provide a review of PD and resources to support for nine instructional strategies of CITW Make sure the instructional anchor is monitored through evaluation Modify evaluation tool to directly support CITW strategies		

Target Area 5: Instructional Technology			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	Teachers use instructional technology tools and programs to prepare students for 21st century skills and to improve student achievement.	Teachers are experts at embedding technology into instruction to deepen learning and able to implement trends in technology as they emerge.	PUSD is a model district of technological implementation with cutting edge, dynamic technology.
Action Steps:	<p>Support all instructional staff, and Provide all instructional staff them with continuing technological support and professional development, so they can create unique learning environments for each and every student with access to a variety of technologies to learn and share their experiences.</p> <p>Utilize digital age tools for teaching and learning across all grades and subjects</p> <p>All students have access to technology devices</p> <p>Provide members of the education community with anytime, anywhere educational access to technology. <i>(not relevant)</i></p> <p>Offer adaptive technology differentiated learning options and resources to close achievement gaps</p> <p>Employ technology based assessment tools</p> <p>Use technology to design and enable the work of our district</p> <p>Explore equitable student access beyond the school</p> <p>Teaching digital citizenship to all students</p>		
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	All schools are using data to create successful tri-lateral goals in academic areas, as well as in areas aligning to the District Strategic Plan.	Teachers are driving the focus of tri-lateral goal setting, creating their own performance goals based on the school tri-lateral, and teaching students how to self assess their own achievement.	Students are involved in self assessment and goal setting. Students can give input to drive the focus of tri-lateral goal setting.
Action Steps:	<p>School goals reflect district curriculum, instruction, and assessment to increase student proficiencies in the core areas.</p> <p>School trilateral goals are based on school and district data</p> <p>A district wide system is in place to ensure that all new teachers and admin receive induction and training with developing tri-lateral goals.</p> <p>A system is in place that supports district collaboration on an ongoing basis.</p> <p>Teachers collaborate to identify curriculum objectives and instruction that aligns with identified school goals. Teachers will work together on strategies, implementation, resources, and assessment of skills and knowledge within the goal areas.</p> <p>District leadership participates in an ongoing process of focusing on areas of the strategic plan</p> <p>School leadership teams are frequently reviewing and monitoring tri-lateral goals</p> <p>Tri-lateral progress goals are communicated to the community (school board presentations, site council meetings, bulletins & newsletters)</p>		
Target Area 7: Post Grad Preparation			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	Identify and implement programs that allow students to be successful and confident about their plans after graduation.	All students feel prepared for college and or career. Staff at all grade levels feel a responsibility in post grad preparation. Curriculum shows links to post grad preparation.	PUSD is widely known for producing students who are confidently prepared for college and career needs as evidenced by recruiting of our students to enter into their businesses and colleges.
Action Steps:	<p>Enhance curriculum that focuses on personal finance, interviewing, resume, college apps <i>(Naviance, Freshman academy)</i></p> <p>Explore Develop internship opportunities credit courses through the online courses</p> <p>Provide SAT/ACT testing & scholarship opportunities</p> <p>Giving students the option to explore their aptitudes, passions and pathways: Start pathways and life planning early on to address passions/aptitudes: honors, band, athletics, art, music, science & math (Naviance, college visits, growth mindset and time travelling)</p> <p>Review Enhance current college and career practices at PHS (including surveys) to create a comprehensive college and career program</p> <p>Develop and implement Freshman academy for post-grad</p>		

Goal Area: Culture

Objective: Deliberately set and lead school/district culture through positive relationships.

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Employees will begin to understand how excellent customer service affects enrollment and the district reputation.	Parents and families will feel welcome on campuses, enrollment will increase due to district reputation, and parents will share positive comments frequently in the community.	PUSD receives community recognition of customer service program and reputation of working with families, students and community with flexibility to meet individual student needs.
Action Steps:	<p>Implement a sustainable customer service training program differentiated for all different employee groups (using model employees as part of the process)-this needs to be ongoing</p> <p>Define and communicate norms and non-negotiables of customer service to staff (such as emails and phone calls)-create a written plan with expectations- reviewed yearly</p> <p>Monitor & hold employees accountable with customer service approach- we can do this through classified evaluation- revamp the eval tool- observations added in comments</p> <p>Share observations and data of customer service progress with staff- currently nothing in place to collect data/ do this through a new eval tool? share with individuals not group</p> <p>Identify employees' role in retaining students-Help employees see the connections between customer service and enrollment through training and ind. conversations during eval</p> <p>Respect parents' reasonable requests-this is not measureable. How can we make it so we can measure it? Should we embed in written expectations</p> <p>Admit mistakes and correct them- should we delete this? embed it in written expectations?</p> <p>Take surveys of incoming families to see if they are hearing positive things about our schools- did this with AdvancED - how do we make this ongoing? part of registration? How else can we get parents/community members to write up their positive comments: facebook? Twitter? Instagram? Let's brainstorm</p>		
Target Area 2			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	Each school will define their school culture around learning, discipline, family engagement, customer service, school spirit, morale, etc. Staff begins implementing school culture vision.	School culture protocols and philosophies are apparent and visible by visitors and families.	Students are well-behaved and polite. Staff morale is high. Families and visitors feel welcome and engaged. School spirit is evident across the campus. Student learning expectations are high.
Action Steps:	<p>Establish leadership team structure to address culture and school goals at each school- leadership team at each school- could be more deliberate about culture in particular</p> <p>Review district mission and vision at each site and review or create school district and vision- this is happening on an ongoing basis- part of trilateral- beginning and middle of year</p> <p>Train all principals and school leaders in McRel's Balanced Leadership (trilateral goals)- we have completed this</p> <p>Develop and continue staff recognition programs that demonstrate what we value-GEM, Pins, Teacher of Year, Cheers for Peers, Shout Outs, Facebook recognition, what else?</p> <p>Promote the belief in every child, every day- this is part of our school culture- through mission/vision/classrooms, the way we do business</p> <p>Set positive atmosphere & tone at the beginning of the school year- this is when it is at its best</p> <p>Maintain consistent and comprehensive expectations for behavior & discipline at each school - school based- not district based-</p> <p>Support social/emotional needs of students- working on this mental health counselors, character coaches, CKH-teachers need more training in trauma informed classrooms</p> <p>Utilize AdvancEd for school culture surveys to measure current culture and future needs- we did this- not relevant anymore</p>		
Target Area 3: District Culture			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome:	PUSD employees will increasingly see themselves as part of the district, not just a school or classroom.	Everyone in PUSD sees themselves as part of a district, not just a school or a classroom.	Every employee knows the benefit of a district-wide approach and how each level is interconnected to support the success of every child, every day.
Action Steps:	<p>Ensure that continuous school & district improvement is based on AdvancEd accreditation standards say instead say reviewed and evaluated based on district strategic plan</p> <p>-</p> <p>Develop procedures to reduce variability in processes and systems from school to school CKH, KAH and every child every day</p> <p>Lead AdvancEd survey process through District Leadership Council and administration</p> <p>Establish vertical alignment meetings regarding district culture and how we all work together at all levels for the success of the child-</p>		

Target Area 4: Student Transition to the Next Level (PK-12)			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	A formal transition program for students moving to the next level will be developed and teachers will advocate about the next level to students.	Data will show that PUSD's transition retention rate is improving due to the transition program.	Students who are still in the area remain with PUSD during transitions to the next level school.
Action Steps:	<p>Assess and evaluate transition programs that are already in place. <i>We could do better in defining our transition plans- put them in writing</i></p> <p>Collect and analyze data on student enrollment loss/gain at each transition- <i>this is ongoing through registration process- we could be more systematic about it</i></p> <p>Develop individualized student/parent transition meetings and plans.- <i>this is not happening</i></p> <p>Improve student and parent transition information and opportunities.</p> <p>Engage Students about opportunities about the next level.</p> <p>Educate Staff about opportunities available at the next level so they can accurately advocate</p> <p>Utilize Older students to present about transitions to their younger peers</p> <p>Support students in skills needed to be successful in their new school environment.</p> <p>Ensure alignment of Pathways from Pre-K through 12th grade. <i>work in progress</i></p> <p>Articulate and develop an academic counseling program for PK-12 (district-wide academic advising/counseling team). <i>in the works</i></p>		
Target Area 5: Parent Involvement in Culture			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	PUSD has a unified vision for what we want parent involvement to look like. A process to implement that vision has been created and is being acted upon.	Parent involvement vision is implemented, has become fluid and continues to evolve to meet student and family needs.	Parents feel they are a part of school district and are advocating for our district in the community because of their positive experiences.
Action Steps:	<p><i>Develop a protocol for parents to follow when they have a concern or need- put a statement on the PUSD website about our process for communicating questions/concerns</i></p> <p>Provide tools and training to involve parents effectively (PTAs, Site Council, parent advocacy groups)- <i>Sped Council training, - love and logic, family resource center, parent engagement summit, Armed to Know. action step: add to this list, advertise it better and discuss gaps that need to be filled.</i></p> <p>Visit out of district schools with strong parent involvement programs- <i>We are not aware of any? Anyone else?</i></p> <p>Collect data at school events to monitor parent involvement-<i>This is done through grants</i></p> <p><i>Increase percentages of parents completing surveys-This is a challenge- we need a districtwide survey and promote, promote, ask teachers to help</i></p> <p>Gather data regarding student and family needs-AdvancEd- Enrollment time-Phloat- low income- do we have a formal process?</p>		
Target Area 6: Community Involvement in Culture			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Community members/partnerships are a part of our team for student success.	Community members have formal partnerships with our schools. There are clear paths for involvement in our schools.	Community members strive to be a part of PUSD and seek ways to engage in schools and with our students.
Action Steps:	<p>Develop and implement a plan to incorporate community members in schools each day- <i>it is happening sporadically- not formally-</i></p> <p>Include community members in AdvancEd process-</p> <p>Give community members avenues to advocate and advertise about positive experience-<i>social media, RW- luncheon for volunteers- presentation to RWOP about our partnership, ongoing</i></p>		
Target Area 7: Culture of High Student Academic Achievement			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Students are recognized and celebrated by staff for academic achievement and successes.	Students recognize and celebrate each others' academic achievement and successes.	Families and the community see learning and achievement as the primary purpose of schools.
Action Steps:	<p>We need to look at some new action steps</p> <p>We need to create new action steps</p> <p>Create and market college "signing" celebration similar to the way athletes are recognized for scholarships, etc.</p> <p>Create multiple academic celebrations at each level to honor academic success frequently. Include ways to celebrate growth in schoolwide assessments. <i>honorable badger, granite academic</i></p>		

Goal Area: Community and Stakeholder Relationships

Objective: Develop partnerships, support, and input systems for district direction and initiatives.

Target Area 1 : Communicate Vision, Mission, and Role of Staff

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Staff's role and purpose in the district's mission is well defined and communicated.	Staff advocate for the district mission through their roles and responsibilities.	The district's mission is well known in the community, and stakeholders are involved at every level, as appropriate. (Consider a word change here from "involved at every level" to something like "have sustained trust in district outcomes"
Action Steps:	<p>Review site and district mission to develop understanding of each person's role and responsibility. This is implemented at sites through the trilateral process which is reviewed annually and throughout the year. It is also reviewed in a detailed manner in District Leadership Team throughout the year, as well as in depth annually at DLT and board retreats. -ongoing</p> <p>Examine the teacher evaluation tool to make sure teacher's ownership of mission and vision are incorporated as part of Domain 4. Evaluation has changed significantly with new CITW evaluation, which covers this in framework component #4 "Support"- ongoing</p> <p>Incorporate staff's role and purpose in school and district mission into evaluation process.</p> <p>Engage in the AdvancEd process.</p> <p>Implement changes based on AdvancEd survey outcomes. Ongoing. Use surveys to collect data</p> <p>Involve stakeholders and community in AdvancEd.</p> <p>Communicate results of AdvancEd surveys.</p> <p>Engage staff in their role for the 2020 override and subsequent voter initiatives, elections, overall advocacy, and responsibilities on what staff can and can not do to advocate</p>		

Target Area 2: Efficient and Effective Communication Updates to Staff, Families, and Community

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	A district wide communication process is developed for each stakeholder group and used by all PUSD employees.	PUSD's communication systems and delivery models are consistent throughout the district and well known by the community.	PUSD staff, families, and community are fully aware of district direction and initiatives through our communication delivery models.
Action Steps:	<p>Compile and evaluate district list of current staff and parent communications practices.</p> <p>Review effectiveness of communications at the district level, site level, and classroom level. Continue to review new technologies and best ways to communicate in an ongoing way.</p> <p>Create a communication process to communicate district information in a unified and efficient way.</p> <p>Create and train employees on district email protocol. Conduct a review of this concept through DLT, and onto sites to review progress and possible next steps in this area. Put a focus on work/life balance and times when we should refrain from emailing. Explore training to support teachers in protocols, tips and tricks for parent emails/communication. The district has trained all employees on cyber security and email safety. Needs to continue to monitor threats and retrain.</p>		

Target Area 3 : District Accomplishments

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	PUSD develops ways to market its positive accomplishments on an ongoing basis both internally and externally.	PUSD staff conducts ongoing marketing of district accomplishments through the marketing systems developed.	Because of the frequent communications regarding our accomplishments, the PUSD community takes pride in and starts to identify with the successes of our PUSD students.
Action Steps:	<p>Explore sustainability models for permanent marketing position possibilities - District marketing director has helped to accomplish most of these steps. Currently in 5-10 year range</p> <p>Compile district statistics and information about our accomplishments.</p> <p>Share internally and externally through marketing and web.</p> <p>Accomplishments embedded into marketing program.</p> <p>Create systems for marketing accomplishments.</p> <p>Train staff on how to communicate district accomplishments.</p>		

Target Area 4 : Feedback from All Stakeholders -			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	A system for stakeholder feedback is developed and used by all PUSD schools.	Stakeholder feedback is used on a consistent basis to improve communication and encourage input.	The community's voice is an integral part of guiding the district's direction and initiatives.
Action Steps:	<p>Create a list of current feedback systems (so we don't duplicate). -</p> <p>Set up systems to gather internal feedback (district wide, school wide, classroom level). - Principals gather staff feedback (360) district wide, student feedback being gathered at PHS, consider exploring feedback at other levels, revisit leadership team communication models</p> <p>Set up systems to gather external feedback (business community, faith based community, higher ed institutions, etc.). - Numeorus systems in place. ie. churches have adopted schools, staff who sit on boards of Chamber, Rotary, meet with college board, articles/Columns in Courier, RWOP,</p> <p>Hold forums & town halls periodically to ask stakeholders what they want our schools to look like. - Social media has taken a lead role. That needs to be explored in a strategic way.</p> <p>Action plan is created to consider implementation of ideas from stakeholders. - System is in place for stakeholders to visit and share ideas with DLT, Principals, and other district leaders i.e Rosas, Cornerstone church, Armed to Know, Anti-bullying presentation</p> <p>A yearly input/feedback calendar is created so that stakeholders can anticipate opportunities to give input on a consistent basis.</p> <p>Community input is used to revise strategic plan.</p> <p>Create a system for career and college partners to provide feedback on the skill set needed in our graduates for various career opportunites. - Portrait of a graduate is an example of feedback to and from community, other forums exist where these discussions are taking place</p> <p>District admin team will work with marketing to develop a multiple use, multiple platform tool to gather feedback from stakeholders at various events</p> <p>Continue to seek input from community stakeholders to update and implement goals in strategic plan</p>		
Target Area 5: Community Partners			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district has a structured system that gives community partners an avenue to support our students.	Because of our structured system, the volume of partnerships grows significantly in a managable way. Community partners are sharing the strengths of PUSD out in the community.	Community partnership program is a self-sustaining, supportive and unifying system that interconnects the district with the community.
Action Steps:	<p>Create systems to work with PUSDEdF to support their initiatives to maximize successful outcomes for students.</p> <p>Review and expand current volunteer program and roll other community partnerships into this existing system. -</p> <p>Engage business community to support our students in internships, speaker's bureau, job opportunities, etc.- Made progress but more opportunities exist. Partner with YCCA Bootcamp, Chamber opportunities with FBLA, Forest Service, AmeriCorps, etc.</p> <p>Promote our schools and facilities as community centers.- Mile High and PHS used a lot for community events. Extreme growth in this area to the point where our systems have to be reevaluated to accomodate this need</p> <p>Foster additional partnerships with colleges and universities for dual-enrollment courses, concurrent enrollment, recruitment opportunities, etc. - Numerous courses have been added</p> <p>Explore what schools are doing to engage retirees in their schools and reach out to the community. - Junior Achievement program</p> <p>Create a system for community requests to be vetted by DLT.</p> <p>Each school develops a plan to communicate and encourage community involvement- All schools have developed in this category.</p> <p>Partner with senior centers, churches, and service organizations by encouraging participation in school events. - Create a more systematic approach for local business partners to support our schools in a variety of ways (organize our many fund raising programs so that businesses and community members are not inundated.)</p> <p>Continue to work with local law enforcement and other organizations on health and drug prevention programs.</p>		

Target Area 6: Education Advocacy			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	PUSD employees will understand the importance of their role in advocating for education.	Stakeholders in the PUSD community will be engaged in advocating for education. This will result in stakeholders who are investing in changes to improve education in Arizona.	The Prescott area is known statewide for education advocacy, and our efforts have turned the tide on the direction of education and legislation that supports it.
Action Steps:	Educate district leaders in advocacy techniques as well as issues that need attention.-District admin get regular updates about legislation changes,		
	Full DLT will create and share a presentation to educate all sites and departments on education advocacy. - PEAC Supports sites with information		
	PUSD will support and participate in community forums to educate stakeholders in education issues and provide an avenue for stakeholder action.		
	Collaborate with our Prescott Education Association so that teachers have a voice at the state and national level.		
	Create systems and plans to communicate with legislators and politicians regarding issues that our community values (i.e. letter/email campaigns, trips to the capitol.) - Change to "Continue to communicate with legislators..." rather than "Create systems and plans"		
Explore additional ways to expand our efforts to reach a wider community in order to have a larger impact.			

Goal Area: Enrollment

Objective: Meet the educational needs of the community to optimize enrollment.

Target Area 1: Community Input About Enrollment (Community implies all facets of community including students and parents)

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Create consistent systems to gain community input about what our community is looking for in our schools. Create a system to process community ideas for practicality and priority. Create a system for implementation.	PUSD is known in the community as an organization that crafts our programs and offerings to meet community needs.	The educational needs of our community are clear because there are systems in place to continually gain input.
Action Steps:	<p>Create community surveys and utilize AdvancED parent surveys to gain input about what is attracting or not attracting students.</p> <p>Offer public forums to stimulate discussion that addresses misconceptions and gathers perception of our schools and programs regarding what attracts or not attracts students.</p> <p>Create a "road show" that focuses on community clubs and organizations to gain perception of what attracts or not attracts students, ultimately driving more community members to</p> <p>Consider designing a website component for "suggestions" and feedback at any time.</p> <p>Designate a group or committee to review community input, develop an understanding for what makes students come or go, and make recommendations for action.</p> <p>Create a calendared yearly process to systematically review and implement changes based on the input possibly at the trilateral goal setting meeting.</p> <p>District Admin and Leaders take recommended action and create a plan for implementation.</p>		

Target Area 2: Internal Retention of Students

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Systems are created to educate all staff on the importance of student and family satisfaction. Staff are educated on their role in affecting enrollment.	Staff understands the importance of their role in attracting and retaining students. Systems are in place to give feedback regarding family enrollment decisions.	Staff fully understands their role in increasing enrollment and uses a system to share their ideas on what practices would help to increase enrollment.
Action Steps:	<p>Create district culture of values around the staff's role in customer service and respecting parents' reasonable requests.</p> <p>Develop a culture of situational flexibility as needed for each student (ie. allowing staff to admit mistakes and correct them).</p> <p>Develop strategies to attract and retain students and families.</p> <p>Identify Employee's role in retaining students.</p> <p>Provide ongoing professional development to all PUSD employees in customer service and employee's role in retaining students.</p> <p>Revamp and enhance Create and use systems to track entrance and exit enrollment data. (Collect where coming from or going to and why?)</p> <p>Address specific individuals or situations that may be affecting enrollment.</p> <p>Create systems to funnel feedback to all staff so that every employee can have ownership of enrollment trends as well as the ability to offer creative solutions.</p>		

Target Area 3: Enrollment trends

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Systematically gather data on perception, birth and census, current and past enrollment, charter school enrollment, new housing developments, and any other information that will show enrollment trends.	Systems are in place to proactively plan for future enrollment needs/resources/staffing/facilities. The district gains an ability to create and change trends by reaching out to potential untapped future families.	PUSD will be experts at analyzing enrollment so that future trends can be realistically predicted and marketing maximized.
Action Steps:	<p>Work with local organizations (city, county, college, etc.) to gain an understanding of birth and census data.</p> <p>Research organizations that have reputable experience in predicting trends to inform enrollment decisions.</p> <p>Create a system of in-district data and surveys to help to study enrollment data (start with what we use now, find ways to expand.)</p> <p>Create a calendared yearly process to systematically review identified enrollment data.</p> <p>Create a system/procedure to apply yearly enrollment findings to a staffing model and budget.</p> <p>Create a system with action steps to apply solutions to enrollment problems (change problems, add programs, market to an identified population, etc.)</p>		

Target Area 4: Economic Development Trends			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Investigate resources and partners to inform PUSD on local and regional economic development needs and trends.	PUSD Becomes the "driver" in advocating for creating a sustainable economic environment for families and children in the Prescott area.	PUSD is an active partner with the City, County and other local, regional and state entities in ensuring that the Prescott Area draws families to our community because of their ability to thrive here.
Action Steps:	Identify community entities that are natural partners in economic development. Work with city and other local and regional experts to identify where growth of families will happen. Initiate community discussions on the future and role of families in our community to maximize economic development Invite community entities (city, GPrep, CAP etc) to discussions focusing on creating an economic environment that attracts families and children (ex. panels, forums, discussions) (Redundant)		
Target Area 5: Marketing			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	Create a plan to optimize various forms of marketing to inform the community about the great things that PUSD offers.	As a result of input and information from other target areas in this goal, the marketing focus is fine tuned to the needs of our audience/customers.	Enrollment is maximized because PUSD is seen as the most appealing educational option in the area.
Action Steps:	Formalize a written marketing plan showing current successful practices in communicating about PUSD. Identify areas not currently included in marketing plan for expansion. (Monthly themes??) Conduct a budget feasibility study on possible expansion of marketing. Analyze data from enrollment and economic development surveys in order to focus marketing to future students and families not currently involved in PUSD.		
Target Area 6 : Creative Course Offerings			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcome	Systems are in place to frequently assess the course offering needs and desires of the current student population.	PUSD Course offerings change often based on the needs and desires of the current population.	PUSD has systems that are able to accurately predict the needs and desires of future students.
Action Steps:	Develop a system of surveys and other inputs to frequently assess and enhance the course offerings based on needs and desires of the current students population. Create a process to review and enhance course offerings and implement programs that will attract students. Conduct a study of future job market and respond with courses that feed those market needs (computer science, coding for example.) Conduct a study of highly successful schools/districts across the state and country to investigate their course offerings. Explore courses such as accelerated dual enrollment math courses for upper levels (Phoenix area schools are offering dual enrollment all the way up to....)		

Goal Area: Resource Accountability

Objective: Maximize resources to provide the best education for our students.

Target Area 1: Highest quality teachers and support staff

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district will create systems to recruit, retain and incentivize employment in PUSD.	Successful systems to recruit and retain staff are implemented with built in evaluation and reflection. Staff and community become natural recruiters, constantly recommending PUSD as a top notch employment option.	PUSD is well known for employing the highest quality staff due to a wide spread reputation of student success, competitive and respectable compensation, and a culture of empowered staff. Employees are proud and happy to work for PUSD.

Action Steps:	Create a plan to address sunset of override/build into M&O.
	Explore options to provide a sustainable salary increase system for all staff. (We have moved to a stepless schedule)
	Explore cost of improved benefits to employees (ex. more affordable family options, dental, etc.). Switched insurance companies this past year.
	Investigate options for return to work for employees (ex. change to one year with third party and allow employee to return as a PUSD employee). Partner with ESI
	Explore program restrictions for benefits such as leave payout. Not sure why the word program is in there.
	Develop programs and culture that create a demand for teachers and support staff to come to PUSD. (ex. Open Positions are Filled in Less than Two Weeks, Robust Wellness program, Child Care).
	Bolster "grow your own" programs to recruit parents, student teachers, and community members. Create incentives for classified staff to explore teacher certification. Develop monetary incentives such as signing bonuses for these potential employees. Beat the Odds Training
	Enhance teacher induction & orientation program. Continuous trainings throughout the year for new teachers.
	Provide ongoing professional development for all staff using our instructional coaches.
	Enhance partnerships with local universities and colleges to place high numbers of student teachers in PUSD classrooms.
	Explore incentives for teachers to host student teachers (ex. p.d. hours). Implement surveys (entry, exit and annual) for staff regarding workplace satisfaction. Work with current staff to explore out of the box incentives (ex. payroll ideas for staff, balloon pay a winter break, early release for staff on Fridays, appreciation events).

Target Area 2: Competitive Salary Schedules

	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	PUSD will develop an equitable and appealing salary schedule that attracts and retains staff.	PUSD offers a competitive salary schedule that is at or above state average. PUSD does not have a problem with recruiting or retaining staff.	PUSD has a waiting list of people who want to work for the district as a result of our attractive salary schedule and great reputation.

Action Steps:	Revamp certified and classified job descriptions.
	Review position responsibilities and agreements to make adjustments based on changes in responsibilities over the years (example - consider elementary principals as 12 month positions).
	Create a three year tiered approach classified salary schedule that grows into new minimum wage requirements while adjusting all steps in a proportionate way.
	Finalize procedures for stepless salary schedule.
	Create Continue a cyclic review process for all salary schedules for the purpose of remaining competitive and consistent with cost of living. Continue to honor the proactive budgeting process. Explore sustainability through process/regulation.

Target Area 3: Staff Evaluation Tools			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	PUSD will refine and develop appropriate and relevant evaluation tools for all employees.	PUSD will develop a system to continuously review and revamp evaluation tools. Evaluation is seen by staff as a tool to provide improvement and reflection.	The evaluation tools are seen as the definition of success in the position. These tools help to identify needs and support improvement, overall enhancing the quality of staff in PUSD.
Action Steps:	Review and revise classified evaluation tool. Create director, academic advisor, counselors, and other administrator tools. Develop Continue recognition programs to celebrate successes Revise job descriptions. Develop an online evaluation tool that generates data for improvement across the district		
Target Area 4: Proactive Budgeting			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district will prioritize future budgeting needs.	The district will create and utilize a process to provide funding for future expenditures and needs.	The district will have a comprehensive proactive budgeting process in place that is recognized as a model trusted by the community.
Action Steps:	Create a process for reviewing contracts and expenditures to make sure we are efficient (ex: Food Services, Custodial). Develop a capital priority list for each site. Continue development of the Develop a district-specific staff allocation model. Develop a district-specific staff allocation model. Build pre-paid expenses to capture all allowable prepaid expenses. Work within the M&O budget to allow for all capital funds to stay within the capital bucket. Reserve funds for a curriculum adoption cycle. Reserve 20% each year of capital funds for carry forward. Design an aggressive tax credit campaign. Develop a transition plan in the case that there are no further overrides. Review Grants programs to ensure that they are maximizing and supporting our district Identify expense areas that can be reduced or eliminated.		
Target Area 5: Community Transparency in Budget			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district will develop a culture of trust by frequently communicating our expenditures and future needs.	The community understands our needs and willingly supports the district in financial matters.	The community brings unsolicited financial support to the district because they trust and understand our financial needs.
Action Steps:	"Budget 101" classes on PUSD campuses for community and staff. Frequent communications to staff and community regarding the budget. Explore with community a continuation of current override. Develop a survey for staff concerning priorities within the district.		
Target Area 6: Facilities			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district will assess facility maintenance needs on a district-wide level.	Based on the needs, the district will create a maintenance schedule.	District facilities will be maintained and replaced at optimal industry standards.
Action Steps:	Establish preventive maintenance program at all facilities to ensure equipment/buildings remain at optimal levels. Increase capital plan to focus on a long term, sustainable plan that can be managed by capital funds. Look at cost effectiveness of keeping facility personnel internal versus contracting service out. Ongoing assessment of safety of all physical property. Schools have moved towards single point entry. Make campuses available through partnership & civic rentals. Create a security/supervision plan for when outside agencies are on our campus. Revisit the YMCA agreement. Explore the future of our capacity		

Target Area 7: Transportation			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The transportation department will develop a vision of maintenance, efficiency, communication, and safety.	Systems to implement the vision will be created.	The transportation department will operate at optimal industry standards.
Action Steps:	Evaluate all bus routes looking for efficiencies. Ongoing training for bus drivers concerning student management. Establish a preventative maintenance program on all fleet vehicles. Purchase buses on a periodic basis that meet the current needs of the district. Develop a path for open communication with parents. (Where are we with using the Here Comes The Bus app?) Develop a path for open communication with schools. Ongoing assessment of student safety and bus stop areas. Ensure that policies, procedures, training and law are aligned to ensure student safety.		
Target Area 8: Technology			
	1 to 3 Years	3 to 5 Years	5 to 10 Years
Expected Outcomes:	The district will begin to implement and utilize the 3-year technology plan with fidelity.	The district will continue to revisit and revise the plan to meet the needs of the district.	PUSD is seen as a district with technology that maximizes student learning.
Action Steps:	Implementation of "Anytime-Anywhere" educational access for all students. Adequate and accessible bandwidth provided for students and educators. (Currently "spotty" and inconsistent on heavy traffic days) There is a plan in place and we will access in Spring Allow IT department to collaboratively review and modify the 3-year technology plan. Integrate and sustain one to one technology devices into the classroom. Produce long term technology resource plan. Have a sustainable technology replacement plan Support the use of digital curriculum & open source (EngageNY) Ensure standardization and uniformity of equipment to maximize efficiency.		

F. Curriculum Programs

Presenters: Mardi Read, Assistant Superintendent & Kelli Bradstreet, Director of Instructional Support

G. PUSD Budget

29

Presenters: Brian Moore, Chief Financial Officer & Joseph W. Howard, Superintendent

PUSD Proactive Budgeting Process

PUSD uses a “proactive” budgeting process.

This process is focused on a belief that PUSD needs to provide annual sustainable raises in order to retain great staff.

System:

- A staffing allocation model comparing student to staff ratio is used to provide data.
- Staffing adjustments are made based on need and enrollment numbers. Adjustments include all funding sources including special education, title one, and departments.
- The goal is to provide an inflation raise or more, if possible.
- Balancing **salaries, class size, and programs** is extremely important to consider; yet very challenging to accomplish.
- The Governing Board will consider approval of a budget package each spring, as early as possible, in order to offer contracts at the earliest practical date.
- Vacant positions will be posted as early as possible based on hard-to-fill parameters. Once contracts are approved, positions will be posted as they come available. Recruiting will be as competitive as possible in order to secure the most qualified staff.
- For proposed new positions, one time monies will be considered as an option to gap the need for one year. In the next budget cycle, these positions will be considered for implementation into M&O if the need is still eminent. (Year 1 = one-time monies, Year 2 = possible implementation into continuing M&O budget)
- As enrollment data becomes available, one-time monies may be considered in spring or summer for obvious growth needs.
- Adjustments may need to be made after the start of school based on the actual enrollment in contrast to the estimated enrollment. These adjustments go back to zero as the budget cycle resets with the next year’s staffing model.
- The proactive budget cycle starts over each January as PUSD plans for the next year.
- As of 2018, all employee group salary schedules have been updated after comparing to industry standards. If raises are not frozen, salary schedules do not have to be revisited. If raises are ever frozen, the rotation of updating salary schedules to industry standard will need to be implemented again.



FY 2021
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #1

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2021 was

Proposed	<u>June 30, 2020</u>
Adopted	<u>July 14, 2020</u>
Revised	<u>December 1, 2020</u>

Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SIGNED

SIGNED

The FY 2021 budget file for the version described above will be uploaded via the Common Logon on ADE's website by December 2, 2020.

Type the Date as MM/DD/YYYY

Superintendent Signature

Joe Howard

Superintendent Name (Typed Name)

Business Manager Signature

Brian Moore

Business Manager Name (Typed Name)

District Contact Employee: Brian Moore

Telephone: 928-445-5400

Email: brian.moore@prescottschools.com

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2020		\$	<u>31,905,095</u>
2. Estimated Revenues by Source for Fiscal Year 2021 (excluding property taxes)			
Local	1000	\$	<u>24,400,000</u>
Intermediate	2000	\$	<u>0</u>
State	3000	\$	<u>6,150,000</u>
Federal	4000	\$	<u>2,950,000</u>
TOTAL		\$	<u>33,500,000</u>

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2020	Est. Budget FY 2021
Primary Tax Rate:	2.4688	2.4562
Secondary Tax Rates:		
M&O Override	0.0961	0.0943
Special Program Override	0.0000	0.0000
Capital Override	0.0000	0.0000
Class A Bonds	0.0000	0.0000
Class B Bonds	0.1234	0.1432
CTED	0.0500	0.0500
Desegregation	0.0000	0.0000
Total Secondary Tax Rate	0.2695	0.2875

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>28,807,534</u>	\$ <u>28,807,534</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>1,214,360</u>	\$ <u>1,214,360</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>2,896,538</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>32,918,432</u>

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2021 (budget year)	\$ <u>45,509</u>
2. Average salary of all teachers employed in FY 2020 (prior year)	\$ <u>43,342</u>
3. Increase in average teacher salary from the prior year	\$ <u>2,167</u>
4. Percentage increase	<u>5%</u>

For FY20 teacher average salary, end-of-the-year FTE and teacher contract base amount were used. As additional revenue sources for teachers, e.g. clubs, coaching, department chair, Prop 301 monies, extra revenue sources for teachers, etc., are not included in the average salaries. As hiring is not complete for FY21, average salary of all teachers is based upon a budgeted amount. PUSD has given a total of 21% raise with 20x2020 monies. Teacher turnover decreases a district's average salary, thus resulting in a lower percent increase in average teacher salary since FY 2018. As stated above, a teacher who has been with PUSD since FY18 has received a total percentage increase of 21%.

3. Average salary of all teachers employed in FY 2018	\$ <u>37,882</u>
6. Total percentage increase in average teacher salary since FY 2018	\$ <u>20%</u>

DISTRICT CONTACT INFORMATION

	Prefix	First Name	Last Name	Email Address	Telephone Number	Extension
Superintendent	Mr.	Joseph	Howard	joe.howard@prescottschools.com	928-445-5400	70126
Executive Assistant to Superintendent	Mrs.	Sarah	Torres	sarah.torres@prescottschools.com	928-445-5400	70104
Chief Financial Officer	Mr.	Brian	Moore	brian.moore@prescottschools.com	928-445-5400	70103
Business Manager 1	Mr.	Brian	Moore	brian.moore@prescottschools.com	928-445-5400	70103
Business Manager 2						
Business Consultant						
School District Employee Report (SDER) Coordinator	Mrs.	Christa	Simmons	christa.simmons@prescottschools.com	928-445-5400	70118
SPED Data Reporting Coordinator	Mrs.	Terry	Gorman	terry.gorman@prescottschools.com	928-717-3236	71120
AzEDS/ADM Data Coordinator	Ms.	Sheryl	Bloesel	sheryl.bloesel@prescottschools.com	928-445-5400	70133
Transportation Data Reporting Coordinator	Mrs.	Kim	Barker	kim.barker@prescottschools.com	928-717-3229	71100
CTE Coordinator	Mrs.	Jennifer	Woods	jennifer.woods@prescottschools.com	928-445-3233	72160
Poverty Coordinator	Mrs.	Kelly	Mattox	kelly.mattox@prescottschools.com	928-445-5400	70130
Assessments Coordinator	Mrs.	Rene	Steingraber	rene.steingraber@prescottschools.com	928-445-5400	70113
Curriculum Coordinator	Mrs.	Kelli	Bradstreet	kelli.bradstreet@prescottschools.com	928-445-5400	70115
Information Technology (IT) Director	Mr.	Steven	Peterson	steven.peterson@prescottschools.com	928-445-3233	70138
Bookstore Manager	Mr.	Bonnie	North	bonnie.north@prescottschools.com	928-445-3233	72115
Governing Board Member	Mr.	John	Mackin	john.mackin@prescottschools.com	928-445-5400	
Governing Board Member	Mrs.	Tina	Selley	tina.seeley@prescottschools.com	928-445-5400	
Governing Board Member	Dr.	Connie	Donovan	connie.donovan@prescottschools.com	928-445-5400	
Governing Board Member	Dr.	Scott	Hicks	scott.hicks@prescottschools.com	928-445-5400	
Governing Board Member	Mrs.	Deb	Dillon	deb.dillon@prescottschools.com	928-445-5400	
Governing Board Member						
Governing Board Member						
Governing Board Member						
Governing Board Member						

	SELECT from Dropdown	
Student Information Systems (SIS) Vendor	Pearson (Powerschool)	
Accounting Information System	Infinite Visions	
Bookstore Cash Receipting System	InTouch Reporting	
District's website home page address	www.prescottschools.com	

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
		Prior FY	Budget FY						Prior FY 2020	Budget FY 2021		
		100 Regular Education										
1000 Instruction	1.	157.98	158.00	8,934,620	3,235,974	311,939	84,000	11,000	11,981,174	12,577,533	5.0%	1.
2000 Support Services												
2100 Students	2.	20.21	2.20	778,548	352,055	12,285	6,000	800	1,099,400	1,149,688	4.6%	2.
2200 Instructional Staff	3.	10.24	12.25	477,519	196,143	68,952	670	2,000	543,552	745,284	37.1%	3.
2300 General Administration	4.	4.00	4.00	336,146	101,222	121,394	100	7,910	583,073	566,772	-2.8%	4.
2400 School Administration	5.	17.00	17.00	1,023,742	342,653	95,205	550	2,700	1,395,294	1,464,850	5.0%	5.
2500 Central Services	6.	11.01	11.00	536,206	195,133	212,737	13,850	30,500	936,994	988,426	5.5%	6.
2600 Operation & Maintenance of Plant	7.	11.75	11.75	560,589	239,524	2,028,096	1,052,421	1,100	3,689,235	3,881,730	5.2%	7.
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	3.25	3.25	59,715	29,300	93,164	4,400	0	324,895	186,579	-42.6%	9.
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00	11,900	2,499	0	0	0	14,304	14,399	0.7%	10.
620 School-Sponsored Athletics	11.	1.00	1.00	234,102	53,370	0	0	5,000	274,256	292,472	6.6%	11.
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	20,000	0	0	0	20,000	--	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	236.44	220.45	12,953,087	4,747,873	2,963,772	1,161,991	61,010	20,842,177	21,887,733	5.0%	14.
200 and 300 Special Education												
1000 Instruction	15.	60.13	61.00	2,038,163	857,865	80,396	7,200	0	2,722,445	2,983,624	9.6%	15.
2000 Support Services												
2100 Students	16.	19.35	22.00	1,174,581	414,016	129,688	1,600	1,200	1,481,664	1,721,085	16.2%	16.
2200 Instructional Staff	17.	4.50	4.50	267,742	89,906	2,980	0	0	351,591	360,628	2.6%	17.
2300 General Administration	18.	0.00	0.00	0	0	0	0	6,600	6,597	6,600	0.0%	18.
2400 School Administration	19.	0.00	0.00	1,199	245	0	0	0	1,447	1,444	-0.2%	19.
2500 Central Services	20.	0.00	0.00	300	0	6,724	0	0	796	7,024	782.4%	20.
2600 Operation & Maintenance of Plant	21.	0.00	0.00	0	0	101,518	0	0	0	101,518	--	21.
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	23.
Subtotal (lines 15-23)	24.	83.98	87.50	3,481,985	1,362,032	321,306	8,800	7,800	4,564,540	5,181,923	13.5%	24.
400 Pupil Transportation	25.	25.00	25.00	662,312	367,294	257,000	275,000	270	1,634,934	1,561,876	-4.5%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%	26.
530 Dropout Prevention Programs	27.	0.00	3.00	0	0	0	0	0	0	0	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	2.97	0.00	125,076	50,926				167,406	176,002	5.1%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	348.39	335.95	17,222,460	6,528,125	3,542,078	1,445,791	69,080	27,209,057	28,807,534	5.9%	30.

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

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	4,310,137	4,874,191	1.
2. Gifted Education	68,794	72,595	2.
3. Remedial Education	0	0	3.
4. ELL Incremental Costs	47,402	42,137	4.
5. ELL Compensatory Instruction	0	0	5.
6. Vocational and Technical Education (non-CTED)	3,645	5,000	6.
7. Career Education (non-CTED)	0	0	7.
8. Career Technical Education (CTED)	134,562	188,000	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	4,564,540	5,181,923	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 15
 Staff-Pupil 1 to 10

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	234.00	230.00
Number of FTE - Certified Purchased Services Personnel		1.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	48000
All Funds - Federal	6330	<u>0</u>

FY 2021 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component \$ -

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 93,000

(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)]

Expenditures	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
						Prior FY 2020	Budget FY 2021	
Classroom Site Fund 011 - Base Salary								
100 Regular Education								
1000 Instruction	367,477	77,735				423,357	445,212	5.2%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 1-3)	367,477	77,735				423,357	445,212	5.2%
200 and 300 Special Education								
1000 Instruction	107,128	22,497				122,548	129,625	5.8%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	107,128	22,497				122,548	129,625	5.8%
Other Programs (Specify)								
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
3300 Community Services Operations						0	0	0.0%
Other Programs Subtotal (lines 9-12)	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 13)	474,605	100,232				545,905	574,837	5.3%
Classroom Site Fund 012 - Performance Pay								
100 Regular Education								
1000 Instruction	700,470	147,098				827,935	847,568	2.4%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 100 Subtotal (lines 15-17)	700,470	147,098				827,935	847,568	2.4%
200 and 300 Special Education								
1000 Instruction	189,504	42,872				226,272	232,376	2.7%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
Program 200 and 300 Subtotal (lines 19-21)	189,504	42,872				226,272	232,376	2.7%
Other Programs (Specify)								
1000 Instruction						0	0	0.0%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
3300 Community Services Operations						0	0	0.0%
Other Programs Subtotal (lines 23-26)	0	0				0	0	0.0%
Total Expenditures (lines 18, 22, and 27)	889,974	189,970				1,054,207	1,079,944	2.4%
Classroom Site Fund 013 - Other								
100 Regular Education								
1000 Instruction	416,656	92,243		11,000		507,864	519,899	2.4%
2100 Support Services - Students	31,535	6,622				38,531	38,157	-1.0%
2200 Support Services - Instructional Staff	298,994	110,794	23,500			351,091	433,288	23.4%
2310 Support Services - Governing Board							0	0.0%
Program 100 Subtotal (lines 29-32)	747,185	209,659	23,500	11,000		897,486	991,344	10.5%
200 and 300 Special Education								
1000 Instruction	97,199	20,212				144,527	117,411	-18.8%
2100 Support Services - Students						0	0	0.0%
2200 Support Services - Instructional Staff						0	0	0.0%
2310 Support Services - Governing Board						0	0	0.0%
Program 200 and 300 Subtotal (lines 34-37)	97,199	20,212	0	0		144,527	117,411	-18.8%
530 Dropout Prevention Programs								
1000 Instruction						0	0	0.0%
Other Programs (Specify)								
1000 Instruction						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff						0	0	0.0%
2310 Support Services - Governing Board						0	0	0.0%
3300 Community Services Operations						0	0	0.0%
Other Programs Subtotal (lines 40-43)	0	0	0	0		0	0	0.0%
Total Expenditures (lines 33, 38, 39, and 44)	844,384	229,871	23,500	11,000		1,042,013	1,108,755	6.4%
Total Classroom Site Funds (lines 14, 28, and 45)	2,208,963	520,073	23,500	11,000	34 0	2,642,125	2,763,536	4.6%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2020	Budget FY 2021	
Unrestricted Capital Outlay Override (1)	1.	0	0	0	0	0	0	0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.	0	492,969	420,000			0	415,685	912,969	119.6%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.	0	50,000	35,000			0	6,500	85,000	1207.7%
2300, 2400, 2500, 2900 Administration	4.	0		25,000		0	0	10,000	25,000	150.0%
2600 Operation & Maintenance of Plant	5.	0		145,626		0	0	100,000	145,626	45.6%
2700 Student Transportation	6.	0		0		0	0	50,000	0	-100.0%
3000 Operation of Noninstructional Services (5)	7.	0				0	0	0	0	0.0%
4000 Facilities Acquisition and Construction	8.	0				0	0	0	0	0.0%
5000 Debt Service	9.				40,672	5,093		45,765	45,765	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	542,969	625,626	40,672	5,093	0	627,950	1,214,360	93.4%

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.

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ -
6642 Textbooks	0
6643 Instructional Aids	85,000
673X Furniture and Equipment	3,000
673X Vehicles	0
673X Tech Hardware & Software	150,000

(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)]

\$ -

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

\$ -

(3) Includes principal on Capital Equity Fund loans of \$ - , principal on capital leases of \$ 40,672 , and principal on bonds of \$ - .

(4) Includes interest on Capital Equity Fund loans of \$ - , interest on capital leases of \$ 5,093 , and interest on bonds of \$ - .

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

Expenditures	UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		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		
Total Fund Expenditures	1.	627,950	1,214,360	3,724,908	2,305,171	0	0	42,000	42,000	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	0	0	2,404,206	1,664,838	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	0	0	0	0	0	0	5.
6720 Buildings and Improvements	6.	0	0	0	0	0	0	0	0	6.
673X Furniture and Equipment	7.	5,000	3,000	702	0	0	0	0	0	7.
673X Vehicles	8.	50,000	0	720,000	357,000	0	0	0	0	8.
673X Technology Hardware & Software	9.	30,000	150,000	600,000	283,333	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	40,672	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	5,093	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	130,765	153,000	3,724,908	2,305,171	0	0	0	0	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	0	0	2,404,206	1,664,838			0	0	13.
New Construction	14.	0	0	0	0	0	0	0	0	14.
Other	15.	130,765	153,000	1,320,702	640,333	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	130,765	153,000	3,724,908	2,305,171	0	0	0	0	16.

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

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021 _____

SPECIAL PROJECTS

FEDERAL PROJECTS

		FTE		TOTAL ALL FUNCTIONS			
		Prior FY	Budget FY	Prior FY	Budget FY		
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	10.03	10.03	643,400	580,615	1.
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	2.25	2.25	118,390	100,154	2.
3.	160 ESEA Title IV - 21st Century Schools	6000	0.73	0.73	480,000	142,358	3.
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0	4.
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	0.00	0.00	9,800	4,290	5.
6.	200 ESEA Title VII - Indian Education	6000	0.22	0.64	14,000	14,335	6.
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0	7.
8.	220 IDEA Part B	6000	19.04	19.27	914,000	710,945	8.
9.	230 Johnson-O'Malley	6000	0.00	0.00	10,500	9,876	9.
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0	10.
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0	11.
12.	260-270 Vocational Education - Basic Grants	6000	0.50	0.50	103,000	97,072	12.
13.	280 ESEA Title X - Homeless Education	6000	0.00	0.00	0	0	13.
14.	290 Medicaid Reimbursement	6000	1.78	1.12	605,000	300,000	14.
15.	374 E-Rate	6000	0.00	0.00	275,000	90,000	15.
16.	378 Impact Aid	6000	0.00	0.00	0	0	16.
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	1.09	1.09	794,000	846,893	17.
18.	Total Federal Project Funds (lines 1-17)		35.64	35.63	3,967,090	2,896,538	18.

STATE PROJECTS

19.	400 Vocational Education	6000	0.00	0.00	90,000	10,197	19.
20.	410 Early Childhood Block Grant	6000	0.00	0.00	0	0	20.
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00	0.00	0	0	21.
22.	425 Adult Basic Education	6000	0.00	0.00	0	0	22.
23.	430 Chemical Abuse Prevention Programs	6000	0.00	0.00	0	0	23.
24.	435 Academic Contests	6000	0.00	0.00	0	0	24.
25.	450 Gifted Education	6000	0.00	0.00	2,500	2,500	25.
26.	456 College Credit Exam Incentives	6000	0.00	0.00	23,000	23,000	26.
27.	457 Results-based Funding	6000	1.00	2.00	75,000	75,000	27.
28.	460 Environmental Special Plate	6000	0.00	0.00	0	0	28.
29.	465-499 Other State Projects	6000	0.00	0.00	302,000	291,274	29.
30.	Total State Project Funds (lines 19-29)		1.00	2.00	492,500	401,971	30.
31.	Total Special Projects (lines 18 and 30)		36.64	37.63	4,459,590	3,298,509	31.

INSTRUCTIONAL IMPROVEMENT FUND (020)

		Prior FY	Budget FY		
1.	Teacher Compensation Increases	6000	0	0	1.
2.	Class Size Reduction	6000	252,000	250,000	2.
3.	Dropout Prevention Programs (M&O purposes)	6000	0	0	3.
4.	Instructional Improvement Programs (M&O purposes)	6000	50,000	50,000	4.
5.	Total Instructional Improvement Fund (lines 1-4)		302,000	300,000	5.

OTHER FUNDS

		Prior FY	Budget FY		
1.	050 County, City, and Town Grants	6000	10,000	10,000	1.
2.	071 English Language Learner (1)	6000	0	0	2.
3.	072 Compensatory Instruction (1)	6000	0	0	3.
4.	500 School Plant (2)	6000	3,941,502	2,700,000	4.
5.	510 Food Service	6000	1,317,000	1,320,000	5.
6.	515 Civic Center	6000	408,500	400,000	6.
7.	520 Community School	6000	0	0	7.
8.	525 Auxiliary Operations	6000	1,493,000	1,500,000	8.
9.	526 Extracurricular Activities Fees Tax Credit	6000	1,390,000	1,400,000	9.
10.	530 Gifts and Donations	6000	1,062,000	1,100,000	10.
11.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	0	0	11.
12.	540 Fingerprint	6000	20	20	12.
13.	545 School Opening	6000	0	0	13.
14.	550 Insurance Proceeds	6000	85,000	107,000	14.
15.	555 Textbooks	6000	40	40	15.
16.	565 Litigation Recovery	6000	0	85	16.
17.	570 Indirect Costs	6000	142,000	150,000	17.
18.	575 Unemployment Insurance	6000	0	0	18.
19.	580 Teacherage	6000	0	0	19.
20.	585 Insurance Refund	6000	0	0	20.
21.	590 Grants and Gifts to Teachers	6000	11,000	11,000	21.
22.	595 Advertisement	6000	0	0	22.
23.	596 Career Technical Education	6000	412,000	400,000	23.
24.	597 Arizona Industry Credentials Incentive	6000		0	24.
25.	639 Impact Aid Revenue Bond Building	6000	0	0	25.
26.	650 Gifts and Donations-Capital	6000	0	0	26.
27.	660 Condemnation	6000	0	0	27.
28.	665 Energy and Water Savings	6000	17,000	17,000	28.
29.	686 Emergency Deficiencies Correction	6000	0	0	29.
30.	691 Building Renewal Grant	6000	2,322,008	2,100,000	30.
31.	700 Debt Service	6000	1,272,375	1,275,375	31.
32.	720 Impact Aid Revenue Bond Debt Service	6000	0	0	32.
33.	850 Student Activities	6000		155,294	33.
34.	Other 533, 855	6000	408,300	246,870	34.

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	6000	0	0	1.
2.	955 Intergovernmental Agreements	6000	21,000	29,000	2.
3.	9__ OPEB	6000	0	0	3.
4.	9__ _____	6000	0	0	4.

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

**CALCULATION OF FY 2021 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)**

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ 22,690,950	\$ 22,690,950	\$ 0
*2. (a) FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ 1,806,008		
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	291,477		
(c) Total DAA (line 2.a minus 2.b)	\$ 1,514,531	697,455	817,076
*3. FY 2021 Override Authorization (A.R.S. §§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		956,268	
(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) Local (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources		13,649	
(b) Other Arizona Districts		400,429	
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed 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)			
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)		0	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		3,802,375	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)			
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i) 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 (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		246,408	
11. FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 28,807,534	
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 A.11)			\$ 817,076

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

**CALCULATION OF FY 2021 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
 (A.R.S. §15-947.D and A.R.S. §15-978)**

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2020 Unrestricted Capital Budget Limit (UCBL) (from FY 2020 latest revised Budget, page 8, line A.12)	\$ <u>627,950</u>
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ <u>23,674</u>
3. Adjusted Amount Available for FY 2020 Capital Expenditures (line A.1 + A.2)	\$ <u>651,624</u>
4. Amount Budgeted in Fund 610 in FY 2020 (from FY 2020 latest revised Budget, page 4, line 10)	\$ <u>627,950</u>
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ <u>651,624</u>
6. FY 2020 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>267,796</u>
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>--</u>
8. Interest Earned in Fund 610 in FY 2020	\$ <u>13,456</u>
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$ <u>0</u>
10. Adjustment to UCBL for FY 2021 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$ <u>0</u>
_____	\$ <u>0</u>
(b) ADM/Transportation Audit Adjustment	\$ <u>0</u>
(c) Other: _____	\$ <u>0</u>
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ <u>817,076</u>
12. FY 2021 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ <u><u>1,214,360</u></u>

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2020 Classroom Site Fund Budget Limit (from FY 2020 latest revised Budget, page 8, line B.7)	545,905	1,054,207	1,042,013	2,642,125
2. FY 2020 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	363,057	760,696	714,811	1,838,564
3. Unexpended Budget Balance (line B.1 minus B.2)	182,848	293,511	327,202	803,561
4. Interest Earned in the Classroom Site Fund in FY 2020	4,236	10,928	6,048	21,212
5. FY 2021 Classroom Site Fund Allocation (provided by ADE, based on \$425) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	387,752.20	775,504.40	775,504.40	1,938,761.00
6. Adjustments to FY 2021 Classroom Site Fund Budget Limit (2)	0	0	0	0
7. FY 2021 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	574,837	1,079,944	1,108,755	2,763,534

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

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)

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 2020	Budget FY 2021	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction	1.	0.00	0	0	0	0		0	0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00	0	0	0	0		0	0	0	0.0%
2200 Instructional Staff	3.	0.00	0	0	0	0		0	0	0	0.0%
2300 General Administration	4.	0.00	0	0	0	0		0	0	0	0.0%
2400 School Administration	5.	0.00	0	0	0	0		0	0	0	0.0%
2500 Central Services	6.	0.00	0	0	0	0		0	0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00	0	0	0	0		0	0	0	0.0%
2700 Student Transportation	8.	0.00	0	0	0	0		0	0	0	0.0%
2900 Other	9.	0.00	0	0	0	0		0	0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0	0	0	0		0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction	11.	0.00	0	0	0	0		0	0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00	0	0	0	0		0	0	0	0.0%
2200 Instructional Staff	13.	0.00	0	0	0	0		0	0	0	0.0%
2300 General Administration	14.	0.00	0	0	0	0		0	0	0	0.0%
2400 School Administration	15.	0.00	0	0	0	0		0	0	0	0.0%
2500 Central Services	16.	0.00	0	0	0	0		0	0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00	0	0	0	0		0	0	0	0.0%
2700 Student Transportation	18.	0.00	0	0	0	0		0	0	0	0.0%
2900 Other	19.	0.00	0	0	0	0		0	0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0	0	0	0		0	0	0	0.0%

I certify that the Budget of Prescott Unified School District District, Yavapai County for fiscal year 2021 was officially revised by the Governing Board on December 1, 2020, and that the complete Revised Expenditure Budget may be reviewed by contacting Brian Moore at the District Office, telephone (928) 445-5400 during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior Year	Budget Year	4. Average Teacher Salaries (A.R.S. §15-903.E)
Attending	2019 ADM	2020 ADM	2021 ADM	
	3,770.399	3,754.047	3,660.951	1. Average salary of all teachers employed in FY 2021 (budget year) 45,509
2. Tax Rates:				2. Average salary of all teachers employed in FY 2020 (prior year) 43,342
		Prior FY	Est. Budget FY	3. Increase in average teacher salary from the prior year 2,167
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)		2.4688	2.4562	4. Percentage increase 5%
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		0.2695	0.2875	For FY20 teacher average salary, end-of-the-year FTE and teacher contract base amount were used. As additional revenue sources for teachers, e.g. clubs, coaching, department chair, Prop 301 monies, extra revenue sources for teachers, etc., are not included in the average salaries. As hiring is not complete for FY21, average salary of all teachers is based upon a budgeted amount. PUSD has given a total of 21% raise with 20x2020 monies. Teacher turnover decreases a district's average salary, thus resulting in a lower percent increase in average teacher salary since FY 2018. As stated above, a teacher who has been with PUSD since FY18 has received a total percentage increase of 21%.
3. Budgeted Expenditures and Budget Limits:		Budgeted		5. Average salary of all teachers employed in FY 2018 37,882
		Expenditures	Budget Limit	6. Total percentage increase in average teacher salary since FY 2018 20%
Maintenance & Operation Fund		28,807,534	28,807,534	
Classroom Site Fund		2,763,536	2,763,534	
Unrestricted Capital Outlay Fund		1,214,360	1,214,360	

	MAINTENANCE AND OPERATION EXPENDITURES						% Inc./(Decr.) from Prior FY
	Salaries and Benefits		Other		TOTAL		
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular Education							
1000 Instruction	11,474,404	12,170,594	506,770	406,939	11,981,174	12,577,533	5.0%
2000 Support Services							
2100 Students	1,080,390	1,130,603	19,010	19,085	1,099,400	1,149,688	4.6%
2200 Instructional Staff	460,220	673,662	83,332	71,622	543,552	745,284	37.1%
2300, 2400, 2500 Administration	2,388,995	2,535,102	526,366	484,946	2,915,361	3,020,048	3.6%
2600 Oper./Maint. of Plant	566,076	800,113	3,123,159	3,081,617	3,689,235	3,881,730	5.2%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	120,395	89,015	204,500	97,564	324,895	186,579	-42.6%
610 School-Sponsored Cocurric. Activities	14,304	14,399	0	0	14,304	14,399	0.7%
620 School-Sponsored Athletics	269,266	287,472	4,990	5,000	274,256	292,472	6.6%
630, 700, 800, 900 Other Programs	0	0	0	20,000	0	20,000	--
Regular Education Subsection Subtotal	16,374,050	17,700,960	4,468,127	4,186,773	20,842,177	21,887,733	5.0%
200 and 300 Special Education							
1000 Instruction	2,714,756	2,896,028	7,689	87,596	2,722,445	2,983,624	9.6%
2000 Support Services							
2100 Students	1,456,751	1,588,597	24,913	132,488	1,481,664	1,721,085	16.2%
2200 Instructional Staff	339,912	357,648	11,679	2,980	351,591	360,628	2.6%
2300, 2400, 2500 Administration	1,447	1,744	7,393	13,324	8,840	15,068	70.5%
2600 Oper./Maint. of Plant	0	0	0	101,518	0	101,518	--
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	4,512,866	4,844,017	51,674	337,906	4,564,540	5,181,923	13.5%
400 Pupil Transportation	1,092,784	1,029,606	542,150	532,270	1,634,934	1,561,876	-4.5%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	167,406	176,002	0	0	167,406	176,002	5.1%
TOTAL EXPENDITURES	22,147,106	23,750,585	5,061,951	5,056,949	27,209,057	28,807,534	5.9%

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET (Concl'd)

CTD NUMBER 130201000
 VERSION Revised #1

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	27,209,057	28,807,534	1,598,477	5.9%
Instructional Improvement	302,000	300,000	(2,000)	-0.7%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	2,642,125	2,763,536	121,411	4.6%
Federal Projects	3,967,090	2,896,538	(1,070,552)	-27.0%
State Projects	492,500	401,971	(90,529)	-18.4%
Unrestricted Capital Outlay	627,950	1,214,360	586,410	93.4%
New School Facilities	0	0	0	0.0%
Adjacent Ways	42,000	42,000	0	0.0%
Debt Service	1,272,375	1,275,375	3,000	0.2%
School Plant Fund	3,941,502	2,700,000	(1,241,502)	-31.5%
Auxiliary Operations	1,493,000	1,500,000	7,000	0.5%
Bond Building	3,724,908	2,305,171	(1,419,737)	-38.1%
Food Service	1,317,000	1,320,000	3,000	0.2%
Other	6,288,868	6,126,309	(162,559)	-2.6%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	4,310,137	4,874,191
Gifted Education	68,794	72,595
Remedial Education	0	0
ELL Incremental Costs	47,402	42,137
ELL Compensatory Instruction	0	0
Vocational and Technical Education (non-CTED)	3,645	5,000
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	#REF!	188,000
TOTAL	#REF!	5,181,923

PROPOSED STAFFING SUMMARY				
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio
Certified --				
Superintendent, Principals, Other Administrators	0	12	12	1 to 305.1
Teachers	0	197	197	1 to 18.6
Other	0	35	35	1 to 104.6
Subtotal	0	244	244	1 to 15.0
Classified --				
Managers, Supervisors, Directors	0	7	7	1 to 523.0
Teachers Aides	0	61	61	1 to 60.0
Other	0	106	106	1 to 34.5
Subtotal	0	174	174	1 to 21.0
TOTAL	0	418	418	1 to 8.8
Special Education --				
Teacher	1	48	49	1 to 14.8
Staff	0	46	46	1 to 9.7

5. Governing Board discussion and questions on retreat items and board operations

6. **ADJOURNMENT**