

Study Session with vote of a Consent  
Agenda  
Tuesday, October 17, 2023 6:00 PM

Dr. Matthew Prophet Education Center  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda: Resolutions 6780 through 6781 Vote- Public Comment Accepted
  - 2.(a) Resolution 6780: Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority
  - 2.(b) Resolution 6781: Expenditure Contracts that Exceed Delegation of Authority
3. 6:10 pm - Update: Fund for PPS
4. 6:30 pm - Equity in Action Plan Implementation
5. 7:00 pm - Other Business
6. 7:05 pm - Adjourn

**RESOLUTION No. 6780**

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Reynolds School District	8/29/23 through 6/30/24	Intergovernmental Agreement / Revenue IGA/R 94121	Columbia Regional Program will provide school age classroom services for Deaf/Hard of Hearing regionally eligible students.	\$255,700	C. Proctor Fund 299 Dept. 5430 Grant S0031

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

**RESOLUTION No. 6781**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Rosemary Anderson High School	10/18/23 through 9/30/24	Personal Services PS 94100	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds. Request for Proposals 2020-2894	\$1,241,010	C. Proctor Funding Source Varies	N/A - Nonprofit
Native American Youth and Family Center (NAYA)	10/18/23 through 9/30/24	Personal Services PS 94101	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds. Request for Proposals 2020-2894	\$165,185	C. Proctor Funding Source Varies	N/A - nonprofit
Curriculum Associates	10/18/23 through 9/10/24	Personal Services PS 94097	Professional development associated with the adoption of K-5 iReady Math. Special Class Procurement – Copyrighted Materials and/or Creative Works PPS-47-0288 (4)	\$176,000	C. Proctor  Fund 205 Dept. 5445 Grant G2094	No
Bora Architects, Inc.	10/18/23 through 12/31/24	Architecture ARCH 94130	Phase 1 design of Ida B. Wells High School Modernization project. Request for Proposals 2023-037	\$1,073,960	D. Jung  Fund 458 Dept. 5511 Project DE120	No

\*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

**NEW COOPERATIVE PURCHASING AGREEMENTS**

NO NEW COOPERATIVES

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
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Portland Community College	10/18/23 through 9/30/24	Intergovernmental Agreement IGA 94098	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds.	\$549,188	C. Proctor Funding Source Varies
North Clackamas School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94148	Columbia Regional Inclusive Services and North Clackamas SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$466,400	C. Proctor Fund 205 Dept. 5433 Grant G2308
Lake Oswego School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94161	Columbia Regional Inclusive Services and Lake Oswego SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$174,900	C. Proctor Fund 205 Dept. 5433 Grant G2308

### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Black Excellence Group	10/18/23 through 6/30/24	Personal Services PS 93813 Amendment 1	Provide RESJ services to District students. This amendment adds service to West Sylvan and Jackson Schools.	\$92,400 \$295,000	R. Adams	No

New encumbered contracts: \$4,273,191

On-call, potential spend contracts: \$0

Amendments: \$92,400

**THE  
FUND  
FOR PORTLAND  
PUBLIC SCHOOLS**

# ANNUAL REPORT 2021-22 & 2022-23



*Uniting business, philanthropy and community to build lasting partnerships that expand opportunity for students.*

# WHO WE ARE

The Fund for Portland Public Schools is a 501(c)(3) non-profit organization that facilitates public, private and philanthropic partnerships that foster equitable opportunities for our students. We are working to align resources and human capital to a number of initiatives as we build a movement in support of the PPS Mission.

***Portland Public Schools' Mission Statement:***  
***We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.***



# BOARD OF DIRECTORS

FISCAL YEARS 2021-22 AND 2022-23



## **JONATHAN GARCIA**

President, The Fund for PPS  
Chief of Staff, Portland Public Schools

## **VICTORIA LARA**

Board Chair, The Fund for PPS  
CEO, Lara Media Group

## **CHRIS MINNICH**

CEO, NWEA

## **REBECCA KOTEEN**

Director of Strategic Accounts, 3Form

## **NOLBERTO DELGADILLO**

Chief Financial Officer, Portland Public Schools  
Ex officio board member

## **GUADALUPE GUERRERO**

Superintendent, Portland Public Schools  
Ex officio board member



## VICTORIA LARA

*Board Chair*

### **¡Hola! and Greetings Dear Community!**

Time has flown by in my role as Chair of the Board of The Fund! We're again coming to you with our report on two years of learning, growth and continued support for students and families in Portland Public Schools. When I look back on 2021-2022, I remember with gratitude all the generous businesses and individual donors who helped us in our ongoing COVID Relief for PPS families most impacted. Reflecting on the past year, 2022-2023, I feel proud that The Fund for PPS has continued to provide aid for those in need with Crisis Relief but has also evolved, bringing a new focus on the intersection of innovation in education and ways to support student voice and belonging.

The Fund had its first-ever event last April with the PPS Visual & Performing Arts annual HeART of Portland exhibition and performance extravaganza. Thank you to sponsors and to attendees of our reception at the Portland Art Museum. You are part of achieving the PPS vision of a Master Arts Education Plan and ensuring all students have access to excellent arts courses and authentic experiences in the arts throughout their entire PK-12 journey. Bravo!

If you want to learn more about The Fund and why it is so important to rally the business and philanthropic community around our students, watch the short video about The Fund that is on our home page, [fundforpps.org](http://fundforpps.org).

I think you'll like it - and I know you will want to join us!

### **¡Únanse a nosotros! Join Us!**

*Victoria*





## JONATHAN GARCIA

*President*

### **Dear PPS Families and Educators, Volunteers, Community Partners, Portland Businesses, Philanthropists,**

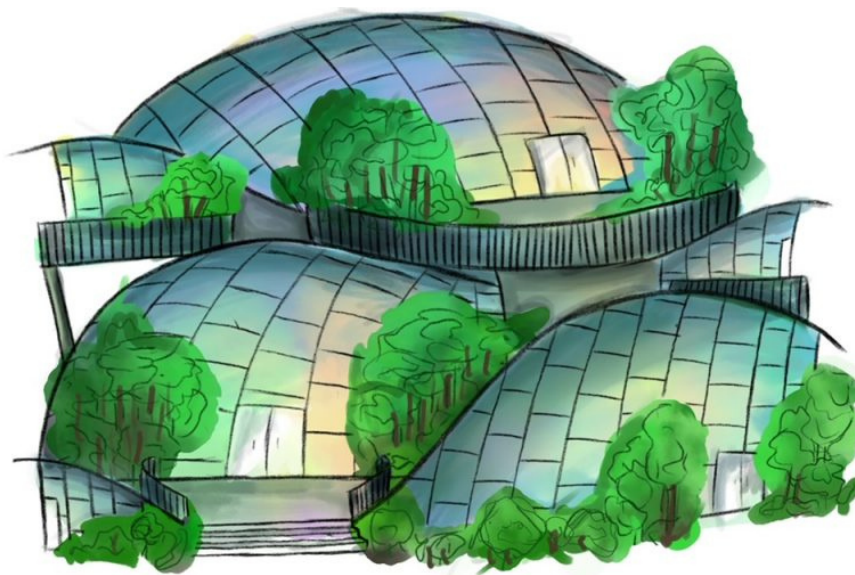
I'm excited to update you on our good work. As I have said before, The Fund for Portland Public Schools is focused on PPS as one united community, a school district whose students, faculty, staff and families are truly the heartbeat of this city. I see daily how the PPS community is gaining confidence and solidarity from togetherness and from meeting milestones - be that transition to kindergarten or high school graduation or anything in between - 'live and in person.' Following our early days that were consumed with pandemic response, The Fund is deepening its commitment to students and to supporting the whole child by creating an environment that promotes healing, health, joy and learning.

Words cannot express the gratitude I feel for the partners and supporters who so generously sponsored the HeART of Portland and showed up this past spring to celebrate excellence in teaching and learning the Visual and Performing Arts. I had a lot of fun talking with you all. Let's get together soon.

Whether it is climate justice, dance, band, debate, mathematics, world language, literature - you name it: Our students lead with heart and with intention. They consistently show up to demonstrate their mastery of content and skill. Their success is the heart of what we do.

**Don't hesitate to reach out to me for an invigorating conversation about our work.**

**Sincerely,**



# CRISIS RELIEF FUND

In 2022, our successful COVID-19 Relief Fund became an ongoing Crisis Relief Fund. We acknowledge that students need the basic building blocks – shelter, food, warm clothing – so that they can show up healthy and ready to learn. Our PPS School Social Workers identify PPS students and families, refer them to community resources and, when appropriate, access the Crisis Relief Fund. Help us support families who, even after trying to tap into community resources, still face extreme financial hardships that cause instability for their children.



## Crisis Relief Helps Those Most in Need

### IMPACT SNAPSHOT



**\$1.3 M Raised**



**850+ Donors**



**1500+ Donations**

### Gratitude expressed by PPS Social Workers to The Fund and its donors...

"Your generosity makes it possible for us to support our families so our students can focus on succeeding academically."

"Thank you for helping families in our neighborhoods!! The funds you shared went to folks facing eviction notices and trying to feed their families."



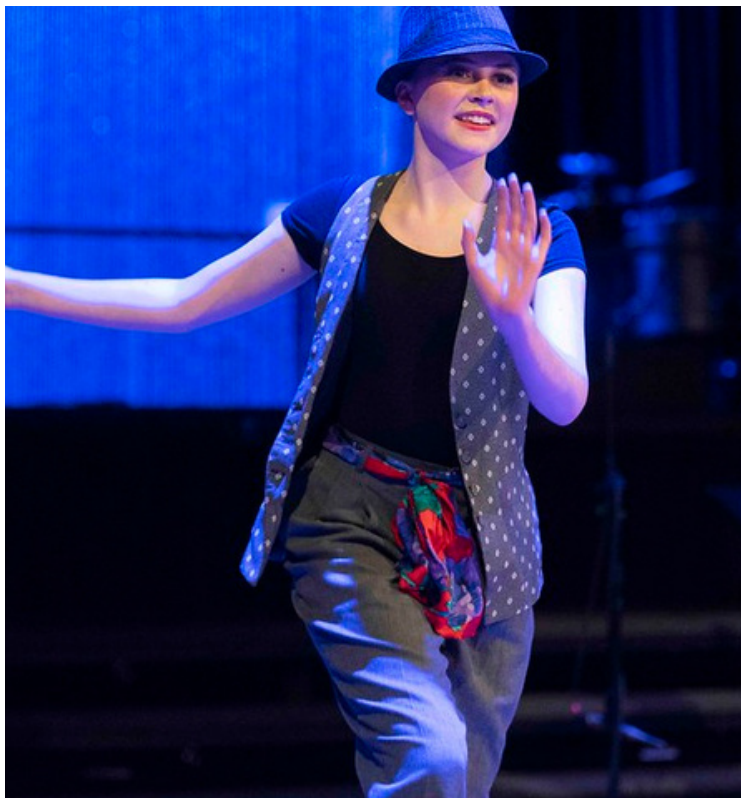
"Thank you for helping to support our families in need. Monetary support is so essential and has a direct impact on our student wellbeing."

# VISUAL AND PERFORMING ARTS

Positive, Confident, and Connected Sense of Self

The PPS Master Arts Education Plan ensures equitable, comprehensive high quality arts education for every student, utilizing dance, music, theater and visual arts to support student success in alignment with the PPS Graduate Portrait. The Fund invites you to join us in support of the PPS Master Arts Education Plan and these components of authentic arts learning:

Meaningful Experiences & Tasks ♦ Opportunities to Perform & Exhibit Work  
Access and Time ♦ Materials, Equipment & Supplies ♦ Authentic & Functional Spaces



At the 2023 HeART of Portland K-12 arts showcase at the Portland Art Museum students from across the city displayed their talents: visual art created 'in dialog with' the museum's exhibits of Native American artists Oscar Howe and Jeffrey Gibson, as well as stage-worthy dance and music performances, including the debut of the first-ever Latinx Affinity Community Choir.



PPS ARTS SHOWCASE | 2023

# CLIMATE JUSTICE

## Influential & Informed Global Stewards

The Fund for PPS celebrates the dedication of students, educators and partners to raising awareness of climate science and climate justice. Highlights of their creativity and collaboration to advance climate knowledge, understanding and activism include:

### INNOVATION

High School student and teacher teams create first-ever PPS Climate Justice Elective Course

### IMPACT

Development of K-12 climate justice science and curriculum resources

### ACTIVISM

Students design posters to share their vision for climate justice – their "YES!"



### EMPOWERMENT

250+ high school students, teachers, regional environmental organizations and guest speakers stage the PPS 2023 Spring Climate Summit at PSU

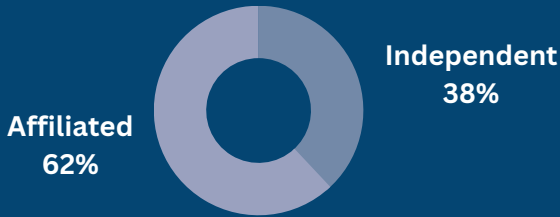
### CULTIVATION

Nurturing Eco-Literate Minds for Empowering Change: Climate Justice teacher professional development

# LOCAL SCHOOL FOUNDATIONS

The Fund for PPS stewards parent-led fundraising groups that raise money to support staffing costs at their schools. The Fund does not retain any of the parent-raised dollars for operating expenses. PPS policy dictates that a portion of funds raised (one-third of funds over \$10,000) is contributed to the PPS Parent Fund for schools that meet the student demographics outlined below.

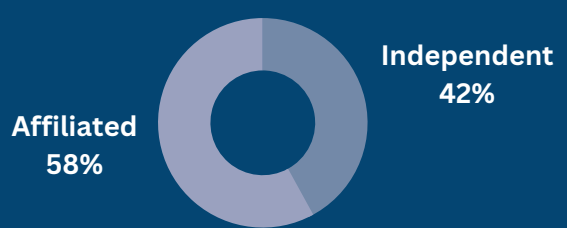
## FY23



Independent \$960,732  
 Affiliated \$1,542,770

Total \$2,503,502

## FY22



Independent \$1,155,802  
 Affiliated \$1,606,098

Total \$2,761,900

# PPS PARENT FUND

Made possible by the fundraising contributions of PPS Local School Foundations

*How are the PPS Parent Fund awards determined?*

To qualify for an award, schools and programs must have 15% or greater students who qualify for Free Meals by Direct Certification. The size of the grant award is based on a school or program's number of students designated as Combined Underserved. Combined Underserved includes the following: Students eligible for Special Education; Students with Limited English Proficiency; Students eligible to receive free meals by Direct Certification; Students with any of the following races, ethnicities, or ancestry: Black, Latino/Hispanic, Native American, Pacific Islander.

*How are the PPS Parent Fund Awards invested in schools?*

Awarded school administrators submit a plan for how they will expend the funds on investments that support their School Improvement Plan. Common investments include targeted interventions to increase student achievement, family engagement events, professional development for teachers and extended hours for teachers and staff.

## FY23



62 SCHOOLS

AWARDS RANGED FROM  
 \$5,000 - \$15,000\*



\$1,168,000 TOTAL AWARDED

## FY22



54 SCHOOLS

AWARDS RANGED FROM  
 \$10,000 - \$30,000\*



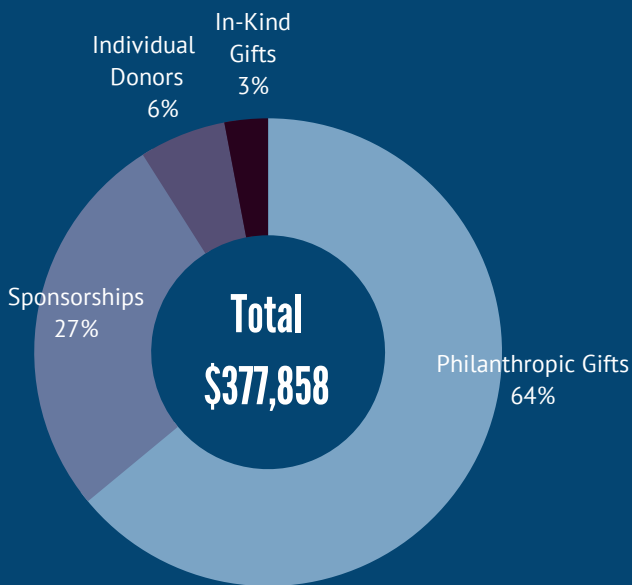
\$1,100,000 TOTAL AWARDED

# FINANCIAL STATEMENT

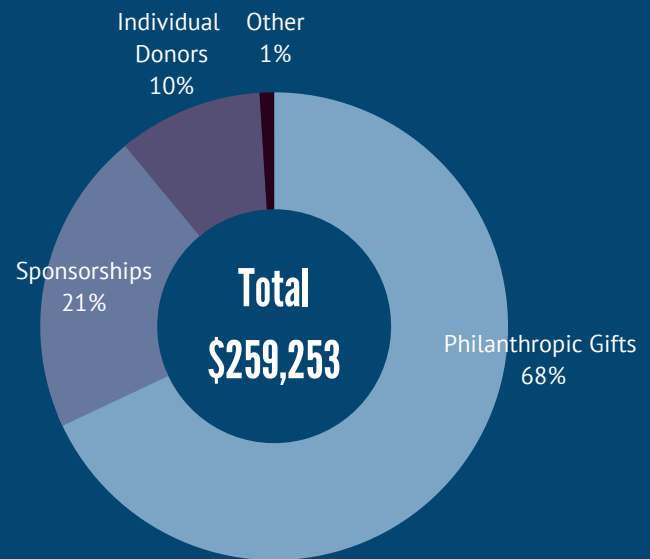
This page shows The Fund for PPS' revenue and expenses, excluding Local School Foundations and PPS Parent Fund. Circle graphs below summarize revenue raised by type of donor. The bulk of expenses are investments in programs, which directly support PPS schools and students. The Fund maintains low operating expenses, as represented by the Management and Fundraising expense categories.

## REVENUE

### FY23



### FY22



## EXPENSES

### FY23

Program	\$301,737
Management	\$57,038
Fundraising	\$12,489

**Total** **\$371,265**

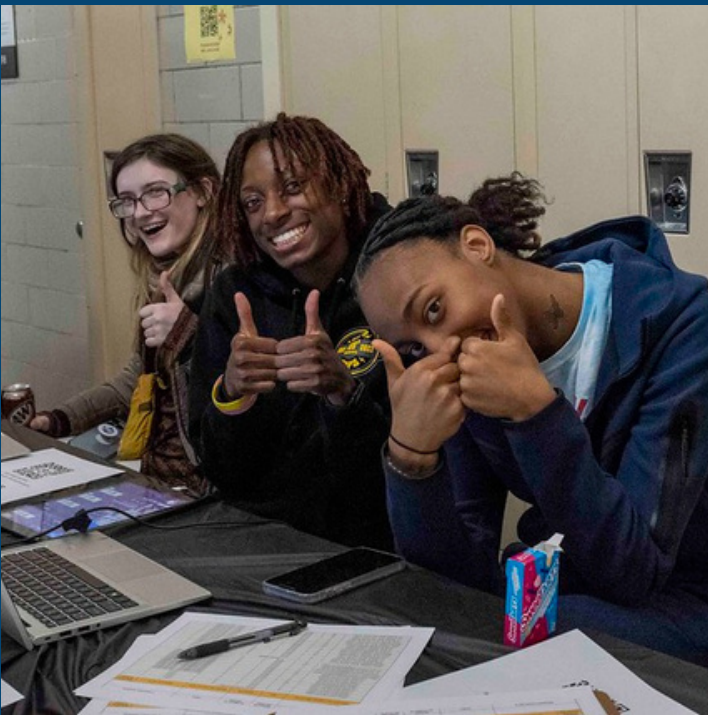
### FY22

Program	\$101,183
Management	\$60,542
Fundraising	\$5,944

**Total** **\$167,669**

# JOIN US!

The Fund is committed to nurturing the “whole child,” to each individual’s health, joy, self-expression, curiosity and learning. We’re creating the conditions in which students are prepared and energized to fully partake in the educational and social environment during their PK-12 school journey.



Crisis Relief °  
**Arts Education & Enrichment** °  
Inspired Sustainable  
Schoolyards ° **Climate Justice** °  
Academic Excellence  
**Innovation** °  
Affinity Groups ° **Center for  
Black Student Excellence** °  
Healing-Centered Schools °  
**Career Exposure** °

# THANK YOU PARTNERS!



**TOYOTA**

**nwea**<sup>®</sup> believe in what's possible<sup>®</sup>



OCF JOSEPH E. WESTON PUBLIC FOUNDATION  
A Supporting Foundation of Oregon Community Foundation



# THE FUND FOR PORTLAND PUBLIC SCHOOLS



Artwork by Portland Public Schools students and courtesy the PPS Visual Arts Gallery ([ppsgallery.net](https://ppsgallery.net)).  
Photography courtesy PPS Flickr (<https://www.flickr.com/people/portlandpublicschools/>).



# The Fund for Portland Public Schools Update

A Report to PPS Board of Directors  
October 17, 2023

Victoria Lara, Chair, Board of Directors  
Jonathan Garcia, President

# Our Purpose

The Fund for Portland Public Schools is a 501(c)(3) non-profit organization that facilitates public, private and philanthropic partnerships that foster equitable opportunities for PPS students. We are working to align resources and human capital to a number of initiatives as we build a movement in support of the PPS Mission, Vision and Strategic Plan.

## Portland Public Schools' Mission Statement:

*“We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.”*

# Our Priorities

The Fund is committed to nurturing the “whole child,” to each individual’s health, joy, self-expression, curiosity and learning.

Healing-Centered Schools °  
Crisis Relief ° Arts Education  
& Enrichment ° Inspired  
Sustainable Schoolyards °  
Climate Justice ° Center for  
Black Student Excellence °  
Affinity Groups ° Career  
Exposure ° Innovation

# Our Impact

## ◦ Crisis Relief Fund

A Social Worker wrote, “Your generosity makes it possible for us to support our families so our students can focus on succeeding academically.”

## ◦ Visual and Performing Arts

Sponsorships for HeART of Portland 2023 advanced the Graduate Portrait by supporting the Master Arts Education Plan and authentic arts learning via “Opportunities to Perform & Exhibit Work.”

## ◦ Climate Justice

Supported the development of the Climate Justice High School Elective, Nurturing Eco-Literate Minds Teacher Professional Development and the 2023 Climate Justice Summit.



# Local School Foundations & PPS Parent Fund Awards

FY23 - Local School Foundations	
Independent Foundations	\$960,732
Affiliated Foundations	\$1,542,770
<b>Total</b>	<b>\$2,503,502</b>

FY22 - Local School Foundations	
Independent Foundations	\$1,155,802
Affiliated Foundations	\$1,606,089
<b>Total</b>	<b>\$2,761,900</b>

FY23 - PPS Parent Fund Awards	
Schools/Programs	62
Award Range	\$5,000 - \$15,000
<b>Total Awarded</b>	<b>\$1,168,000</b>

FY22 - PPS Parent Fund Awards	
Schools/Programs	54
Award Range	\$10,000 - \$30,000
<b>Total Awarded</b>	<b>\$1,100,000</b>

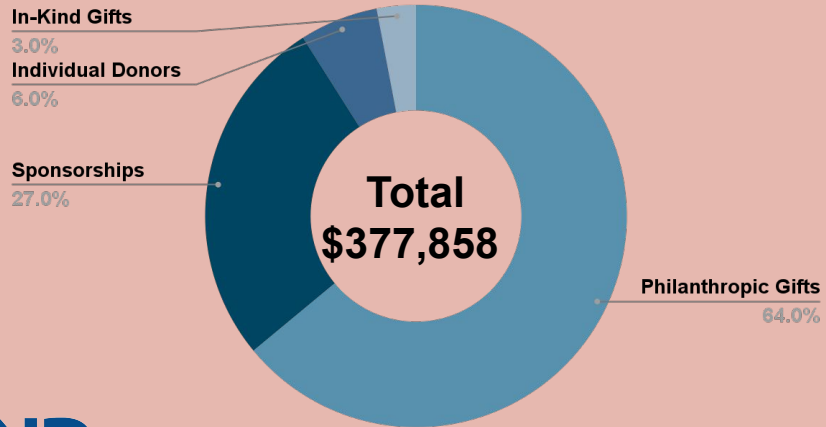
# Financials



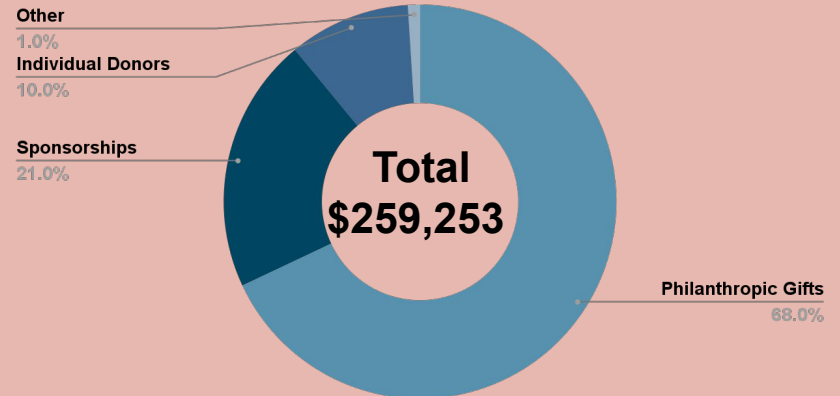
The Fund for PPS earned a 2023 Platinum Transparency Seal from Candid ([guidestar.org](https://www.guidestar.org)). This is Candid's top tier rating for full transparency for nonprofits organizations.

Our fundraising activities secured revenue for Crisis Relief, VAPA, Climate Justice and other initiatives.

## FY23



## FY22



# Thank you to all the donors and volunteers for supporting Portland Public Schools!



**THE**  
**FUND**  
FOR PORTLAND  
PUBLIC SCHOOLS

## Unifying philanthropy in support of PPS students!



# Fund for Portland Public Schools

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EIN: 84-2040549  
Report Generated on: 10/11/2023

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# Fund for Portland Public Schools

📍 Portland, OR  
🌐 <http://www.fundforpps.org>  
☎ 5039163270

[View GuideStar Profile](#)



Platinum  
Transparency  
2023  
**Candid.**

## MISSION

THE FUND FOR PORTLAND PUBLIC SCHOOLS UNITES BUSINESS, PHILANTHROPY AND COMMUNITY TO BUILD LASTING PARTNERSHIPS THAT EXPAND OPPORTUNITY FOR ALL 45,000 STUDENTS IN OREGON'S LARGEST PK-12 PUBLIC SCHOOL DISTRICT.

## EIN

84-2040549

## RULING YEAR

2019

## IRS SUBSECTION

501(c)(3) Public Charity

## FOUNDING YEAR

2019

## MAIN ADDRESS

501 N Dixon St  
Portland, OR  
97227

## AFFILIATION TYPE

Independent Organization

## CONTACT

Robyn Faraone  
[rfaraone@fundforpps.org](mailto:rfaraone@fundforpps.org)

## PRESIDENT

Jonathan Garcia

## BOARD CHAIR

Victoria Lara

## SUBJECT AREA

Education

## NTEE Code

Professional Societies &  
Associations (B03)

## PROGRAMS

### 1. Champion PPS Schools

Population(s) served: Ethnic and racial groups, Families, At-risk youth,  
Economically disadvantaged people, Academics

## POPULATIONS SERVED

### 1. Families

### 2. Students

## COMPLIANCE

- ✓ IRS Pub 78 Verified as of October 2023
- ✓ IRS BMF 509(a) (1) as of October 10, 2023
- ✗ A-133 Audit Required/Performed?
- ✓ Conflict of Interest Policy
- ✓ Written whistleblower policy

Section 509(a)(1) organization as referred to in Section 170(b)(1)(A)(vi)

## TRANSPARENCY MEASURES

- ✓ Board Practices Reported?
- ✓ Diversity Data Reported?
- 5 Number of Independent Board Members

# Programs & Results

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## PROGRAMS

Source: Self-Reported by Organization,  
October 2023

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### Champion PPS Schools

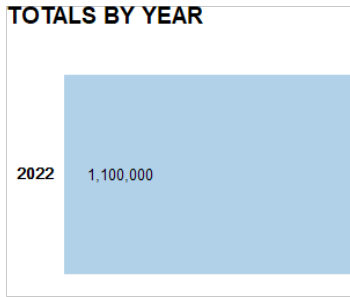
**Population(s) Served:** n/a

The Fund for Portland Public Schools is actively rallying regional stakeholders to become “champions” of public education. The Fund is encouraging business, philanthropic and civic leaders—and also PPS families—to take collective action. By working together we can ensure that each school community and program supports the “whole child,” and we can advance the transformation of PPS into a world-class education system.

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## RESULTS

### Direct assistance provided to families facing financial instability



**Population(s) Served:** No target populations selected

**Related program:**

**Notes:** The Fund distributed a cumulative amount of direct assistance in the amount of \$1.1 Million to PPS students and families facing financial crises, from 2020-2022.

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## CHARTING IMPACT

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### What is the organization aiming to accomplish?

The Fund for Portland Public Schools is actively engaged in cultivating an excellent academic and social/emotional experience for students. We're calling on Portland's businesses, entrepreneurs, leaders and broader community to join us in supporting public education.

#### Inspired Sustainable Schoolyards

We're working to help schools with outdated outdoor spaces reimagine their schoolyards with improvements such as depaving, accessible play structures, sensory gardens, increased tree canopy, green infrastructure and murals. Why? We know that inspired spaces enable outdoor learning and discovery, promote physical and social play, enhance self regulation and foster pride and a sense of belonging. Help us build community and climate resilience.

#### Arts Education & Enrichment

We're expanding access to professional productions, guest artist residencies in schools, sectional instructors for student musicians, specialized, high-quality equipment and materials for courses and performance groups and more. Why? We believe that the arts are essential to student expression and voice. Help us deepen students' engagement with the K-12 Visual and Performing Arts pathways in their schools.

#### Crisis Relief

We're repurposing our successful COVID-19 Relief Fund that has distributed over \$1.1 million to PPS students and families so that we remain nimble and responsive to emerging needs of our community. Why? We understand that students need the basic building blocks—shelter, food, warm clothing—so they can show up healthy and ready to learn. Help us support families who, even after trying to access community and government resources, still face extreme financial hardships that cause instability for their children.

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### What are the organization's key strategies for making this happen?

The Fund fuels innovation by connecting private resources to public education to accelerate excellent teaching and learning. We also are nimble and responsive, advancing pilot projects or stepping in to support emerging needs. Here are a few of the ways we've had an impact since our founding in 2019.

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### What have and haven't they accomplished so far?

#### Climate Justice

PPS students have been vocal advocates for rigorous opportunities for learning about climate science and justice. A gift to The Fund enabled the creation of K-12 science and social studies units and a high school elective course—designed by students, industry partners and teachers—now offered at seven high schools.

#### Literacy

Educators and caregivers alike know students will succeed when they can read at grade level and access information and inspiration from the written word. The Fund supported teacher training in LETRS (Language Essentials for Teachers of Reading and Spelling), accelerating the district's commitment to expanding access to this research-based method for teachers and students.

#### Crisis Relief

As a "start up" nonprofit when the COVID-19 pandemic hit, The Fund raised and distributed more than \$1 million dollars in direct aid to students and families for necessities like food, hygiene supplies, utility bills and more. A highlight of these efforts was connecting students to the virtual classroom and their peers through access to much needed internet connectivity and a broad distribution of Home Classroom Kits so scholars could continue their learning with the required supplies—from math manipulatives to paints.

# Financials

FISCAL YEAR START: 07/01

FISCAL YEAR END: 06/30

## Financial Trends Analysis

### Business Model Indicators

Created in Partnership with



Profitability	2020	2021	2022
Unrestricted surplus (deficit) before depreciation	\$123,353	-\$101,880	-\$16,689
As a % of expenses	2.7%	-2.6%	-0.6%
Unrestricted surplus (deficit) after depreciation	\$123,353	-\$101,880	-\$16,689
As a % of expenses	2.7%	-2.6%	-0.6%

Revenue Composition			
Total revenue (unrestricted & restricted)	\$6,137,425	\$3,238,281	\$3,261,776
Total revenue, % change over prior year	0.0%	-47.2%	0.7%
Program services revenue	0.0%	0.0%	0.0%
Membership dues	0.0%	0.0%	0.0%
Investment income	0.0%	0.0%	0.0%
Government grants	0.0%	0.0%	0.0%
All other grants and contributions	100.0%	100.0%	100.0%
Other revenue	0.0%	0.0%	0.0%

Expense Composition			
Total expenses before depreciation	\$4,574,874	\$3,980,750	\$2,820,445
Total expenses, % change over prior year	0.0%	-13.0%	-29.1%
Personnel	0.0%	0.0%	0.0%
Professional Fees	2.0%	2.1%	2.1%
Occupancy	0.0%	0.0%	0.0%
Interest	0.0%	0.0%	0.0%
Pass-Through	97.3%	97.0%	95.9%
All other expenses	0.6%	0.9%	1.9%

# Financial Trends Analysis, continued

## Moving Toward Full Cost Coverage

Full Cost Components (estimated)	2020	2021	2022
Total Expenses (after depreciation)	\$4,574,874	\$3,980,750	\$2,820,445
One Month of Savings	\$381,240	\$331,729	\$235,037
Debt Principal Repayment	\$0	\$0	\$0
Fixed Asset Additions	\$0	\$0	\$0
Total Full Costs (estimated)	\$4,956,114	\$4,312,479	\$3,055,482

## Capital Structure Indicators

### Liquidity

Months of cash	13.3	9.7	13.2
Months of cash and investments	13.3	9.7	13.2
Months of estimated liquid unrestricted net assets	0.3	0.1	0.0

### Balance Sheet Composition

Cash	\$5,073,461	\$3,211,374	\$3,112,139
Investments	\$0	\$0	\$0
Receivables	\$438,567	\$153,062	\$565,016
Gross land, buildings, and equipment (LBE)	\$0	\$0	\$0
Accumulated depreciation (% of LBE)	0.0%	0.0%	0.0%
Liabilities (as % of assets)	71.9%	77.9%	69.4%
Unrestricted net assets	\$123,353	\$21,473	\$4,784
Temporarily restricted net assets	N/A	N/A	N/A
Permanently restricted net assets	N/A	N/A	N/A
Total restricted net assets	\$1,439,198	\$723,609	\$1,121,443
Total net assets	\$1,562,551	\$745,082	\$1,126,227

## Key Data Checks

Material Data Errors	2020	2021	2022
	No	No	No

Note: This issue is relevant to a small number of organizations: The nonprofit subject(s) of this report may have affiliates. The Form 990 data may not include information about any or all potential affiliates. If an organization does have affiliates and these affiliates have substantial financial activity, the financial data in this report may not present a comprehensive picture of the nonprofit's financial condition. Please consult the 990s of any potentially related affiliates for additional information.

- [Formulas for key metrics](#)
- ['Key Revenue & Expense Data from Form 990'](#)
- ['Key Balance Sheet Data from Form 990'](#)

# Operations

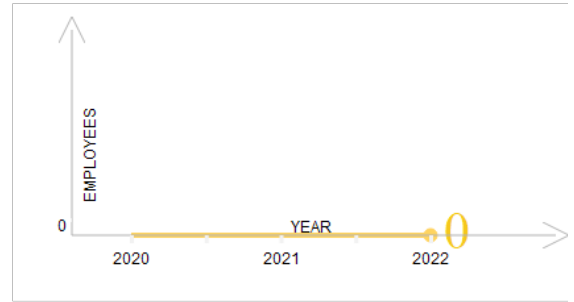
Source: Self-Reported by Organization, October 2023

## PRESIDENT

Jonathan Garcia

## NUMBER OF EMPLOYEES

Source: IRS Form 990



## BOARD CHAIR

Victoria Lara

Lara Media Services, LLC

## OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES

FISCAL YEAR 2022

Name	Title	Compensation	Other	Related
Victoria Lara	BOARD CHAIR	\$0	\$0	\$0
Rebecca Koteen	BOARD MEMBER	\$0	\$0	\$0
Chris Minnich	BOARD MEMBER	\$0	\$0	\$0
Nolberto Delgadillo	TREASURER	\$0	\$0	\$0
Jonathan Garcia	PRESIDENT	\$0	\$0	\$0

## OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES

FISCAL YEAR 2021

Name	Title	Compensation	Other	Related
Victoria Lara	BOARD CHAIR	\$0	\$0	\$0
Claire Hertz Ex-Officio	TREASURER	\$0	\$0	\$0
Rebecca Koteen	BOARD MEMBER	\$0	\$0	\$0
Chris Minnich	BOARD MEMBER	\$0	\$0	\$0
Jonathan Garcia	PRESIDENT	\$0	\$0	\$0

## OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES

FISCAL YEAR 2020

Name	Title	Compensation	Other	Related
Victoria Lara	BOARD CHAIR	\$0	\$0	\$0
Claire Hertz Ex-Officio	TREASURER	\$0	\$0	\$0
Rebecca Koteen	BOARD MEMBER	\$0	\$0	\$0
Chris Minnich	BOARD MEMBER	\$0	\$0	\$0
Jonathan Garcia	PRESIDENT	\$0	\$0	\$0

## Paid Preparers

FISCAL YEAR 2022

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Firm Name	Firm EIN	Firm Address	Firm Phone
MCDONALD JACOBS PC	930900579	520 SW YAMHILL ST STE 500, PORTLAND OR 97204	5032270581

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## Paid Preparers

FISCAL YEAR 2021

---

Firm Name	Firm EIN	Firm Address	Firm Phone
MCDONALD JACOBS PC	930900579	520 SW YAMHILL ST STE 500, PORTLAND OR 97204	5032270581

---

## Paid Preparers

FISCAL YEAR 2020

---

Firm Name	Firm EIN	Firm Address	Firm Phone
MCDONALD JACOBS PC	93-0900579	520 SW YAMHILL ST STE 500, PORTLAND OR 97204 USA	503-227-0581

---

## BOARD LEADERSHIP PRACTICES

GuideStar worked with BoardSource, the national leader in nonprofit board leadership and governance, to create this section, which enables organizations and donors to transparently share information about essential board leadership practices.

---

### BOARD ORIENTATION & EDUCATION

Does the board conduct a formal orientation for new board members and require all board members to sign a written agreement regarding their roles, responsibilities, and expectations? Yes

---

### CEO OVERSIGHT

Has the board conducted a formal, written assessment of the chief executive within the past year? Yes

---

### ETHICS & TRANSPARENCY

Have the board and senior staff reviewed the conflict-of-interest policy and completed and signed disclosure statements in the past year? Yes

---

### BOARD COMPOSITION

Does the board ensure an inclusive board member recruitment process that results in diversity of thought and leadership? Yes

---

### BOARD PERFORMANCE

Has the board conducted a formal, written self-assessment of its performance within the past three years? Not Applicable

## Organizational Demographics

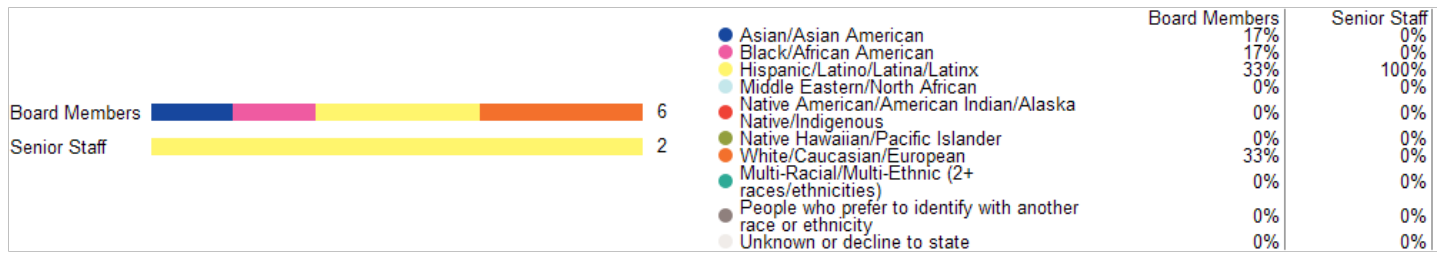
Who works and leads organizations that serve our diverse communities? This organization has voluntarily shared information to answer this important question and to support sector-wide learning. GuideStar partnered on this section with CHANGE Philanthropy and Equity in the Center.

### Leadership

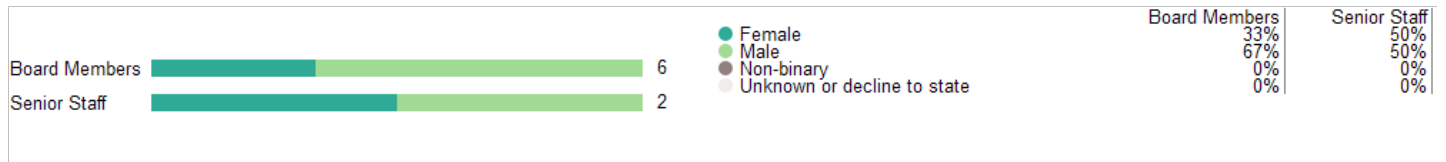
The organization's leader identifies as:

Race & Ethnicity	Hispanic/Latino/Latina/Latinx
Gender Identity	Female, Not transgender (cisgender)
Sexual Orientation	Heterosexual or Straight
Disability Status	Person without a disability

### Race & Ethnicity



### Gender Identity



### Sexual Orientation

No data

### Disability

No data.

**Equity Strategies** *Last Updated: 09/27/2022*

Candid partnered with Equity in the Center - a project that works to shift mindsets, practices, and systems within the social sector to increase racial equity - to create this section. [Learn More](#)

**Data**

- ✓ We review compensation data across the organization (and by staff levels) to identify disparities by race.
- ✓ We ask team members to identify racial disparities in their programs and/or portfolios.
- ✓ We analyze disaggregated data and root causes of race disparities that impact the organization's programs, portfolios, and the populations served.

**Policies and processes**

- ✓ We seek individuals from various race backgrounds for board and executive director/CEO positions within our organization.
- ✓ We have community representation at the board level, either on the board itself or through a community advisory board.
- ✓ We help senior leadership understand how to be inclusive leaders with learning approaches that emphasize reflection, iteration, and adaptability.
- ✓ We engage everyone, from the board to staff levels of the organization, in race equity work and ensure that individuals understand their roles in creating culture such that one's race identity has no influence on how they fare within the organization.

# Appendix

## Key Documents

IRS Forms 990

[2022 990](#)

[2021 990](#)

[2020 990](#)

IRS Forms 990T

Not Available

Audited Financial Statements

[2022 Audited Financial Statement](#)

Key Organization Documents

[Letter of Determination](#)

[Annual Report](#)

['Key Revenue & Expense Data from Form 990'](#)

['Key Balance Sheet Data from Form 990'](#)

# GuideStar Charity Check

## Fund for Portland Public Schools

501 N Dixon St  
Portland, OR 97227

- ✓ Foundation Status Code: PC\*
- ✓ Public charity described in section 509(a)(1) or (2)

## IRS Publication 78 Details

✓ IRS Pub 78  
verified

Organization name	Location	Most recent IRS Publication 78
Fund for Portland Public Schools	Portland, OR	October 2023
EIN	<u>Deductibility status description</u>	Verified with most recent Internal Revenue Bulletin
84-2040549	A public charity (50% deductibility limitation).	October 10, 2023

## IRS Business Master File Details

IRS BMF 509(a)(1)

Organization name	Most recent IRS BMF	Reason for Non-Private Foundation Status
FUND FOR PORTLAND PUBLIC SCHOOLS	October 10 2023	Section 509(a)(1) organization as referred to in Section 170(b)(1)(A)(vi)
EIN	IRS subsection	Ruling date
84-2040549	This organization is a <u>501(c)(3) Public Charity</u>	11/2019

This organization was not included in the Office of Foreign Assets Control Specially Designated Nationals (SDN) list.

On September 8, 2011, the IRS issued [regulations](#) which eliminated the advance ruling process for a section 501(c)(3) organization. [Learn more](#)

\* The Foundation Status Code is the code that foundations are required to provide for each grantee annually on part XV of Form 990PF. Note that this code cannot be derived in some cases (e.g., supporting organizations for which 'type' can't be determined).

[IRS Revenue Procedure 2011-33](#) allows grantors to rely on third-party resources, such as GuideStar Charity Check, to obtain required Business Master File (BMF) data concerning a potential grantee's public charity classification under section 509 (a) (1), (2) or (3).

## GuideStar Charity Check Data Sources

-GuideStar acquires all IRS data directly from the Internal Revenue Service.

-[IRS Publication 78 \(Cumulative List of Organizations\)](#) lists organizations that have been recognized by the Internal Revenue Service as eligible to receive tax-deductible contributions.

-The [IRS Internal Revenue Bulletin \(IRB\)](#) lists changes in charitable status since the last Publication 78 release. Between the release of IRS Publication 78 and the subsequent IRS Internal Revenue Bulletin, the IRB date will reflect the most recent release date of IRS Publication 78.

-The [IRS Business Master File](#) lists approximately 1.7 million nonprofits registered with the IRS as tax-exempt organizations.

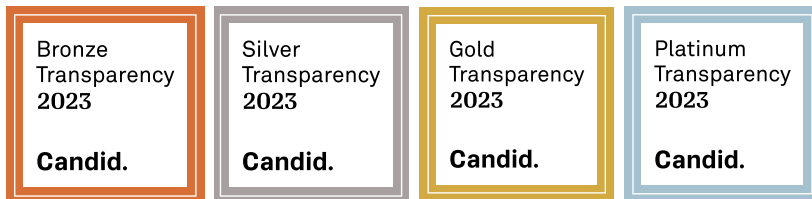
-The [IRS Automatic Revocation of Exemption List](#) contains organizations that have had their federal tax-exempt status automatically revoked for failing to file an annual return or notice with the IRS for three consecutive years.

-The Foundation Status Code is a value derived by mapping the codes found on the [990PF filing instructions](#) to the corresponding codes in the IRS BMF. Note that not all codes are able to be mapped due to insufficient data.

-The Office of Foreign Assets Control (OFAC) [Specially Designated Nationals \(SDN\) list](#) organizations that are owned or controlled by targeted individuals, groups, and entities, such as terrorists or narcotics traffickers. Their assets are blocked and U.S. persons are generally prohibited from dealing with them.

# Candid.

## 2023 Seals of Transparency guide



### Best practices

- Seals need to be earned in order. Start with Bronze and work your way to Platinum
- Update your information at least once a year—otherwise your Seal will expire
- We recommend you review all your fields to make sure they're as up to date as possible
- In Gold, the reported data must be from the latest available fiscal year (2021 or 2022)
- In Platinum, at least one metric must be from 2023



# Bronze Seal

Provide basic information to make sure donors find you

	Required	Optional
<b>Identification information</b>	Organization name EIN	Telephone Fax
<b>Additional names</b>		Also known as Doing business as Formerly known as
<b>Address</b>	Mailing address	Physical address International address
<b>Website</b>	Website URL (or "Don't have one")	
<b>Primary contact</b>	Name Email	Title Telephone
<b>Fundraising contact</b>		Name Title Email Telephone
<b>Donation information</b>	Legal name Payment address	EIN of payable organization
<b>Mission</b>	Mission statement Subject area	Keywords
<b>Organization leader</b> (+ option for co-leader)	Name	Title Email Short biography LinkedIn URL



# Silver Seal

Share program(s) information and brand details to guide funding decisions

	Required	Optional
<b>Programs</b>	Organization target population Program name Program information Program description Geographic area served	Individual program target population
<b>Grantmaker status</b>	Does the organization make grants or donations? (Yes/No)	If you selected "Yes": Grantmaker Information — Type of organization you are — Type of organization you fund — Support Strategies — Transaction Types Grant Application Information — Applications accepted (Y/N) — Application URL — Application policies — Application restrictions — Formal application requirement — Application deadlines — Deadline notes/comments
<b>Brand</b>	Logo (or "Don't have one") Tagline (or "Don't have one") Social media user names (or "Don't have one")	Photos Videos



# Gold Seal

Upload your financial details (**Option A or B**), board chair name, and leadership demographics to gain trust and support

	Required	Optional
<b>Financials</b>	<p><b>A</b> Audited financial statement (2021 or 2022)</p> <p><b>or</b></p> <p><b>B</b> Fiscal year start date            Fiscal year end date (2021 or 2022)            Contributions, gifts, and grants            Total revenue            Program expenses            Administration expenses            Total expenses            Total assets            Total liabilities            Net assets or fund balance</p>	Population served Program service revenue Membership dues Net income from special events Other revenue sources Other revenue amount Fundraising Payments to affiliates Other expenses and amounts  If "Yes" on grantmaker question: Total Giving
<b>Board chair</b> (+ option for co-chair)	Name	Company/organization Term dates LinkedIn URL
<b>Board members</b>		Name Company/organization
<b>Other staff</b>		Type Name Title
<b>Leader demographics</b>	Race & ethnicity (or "Decline to state") Gender identity (or "Decline to state") Sexual orientation (or "Decline to state") Disability status (or "Decline to state")  Go to <a href="https://bit.ly/nonprofitprofileDEI">bit.ly/nonprofitprofileDEI</a> for demographic questions and best practices and definitions	



# Platinum Seal

Share your strategic plan, progress, and results (**Option A** or **B**) to highlight your impact and boost your funding

	Required	Optional
Strategy and goals	<b>A</b> Strategic plan (Must be no older than 5 years) <b>or</b> <b>B</b> What is your organization aiming to accomplish? What are your strategies for making this happen?	Problem overview Sustainable Development Goals Organization capabilities Progress
Metric indicators	Quantitative metrics (at least 1 from 2023) <ul style="list-style-type: none"> <li>— Assign type of metric</li> <li>— Assign direction of success</li> </ul>	Quantitative metrics <ul style="list-style-type: none"> <li>— Assign a program</li> <li>— Assign a target population</li> <li>— Add a context note</li> </ul>
Evaluation documents		External evaluation document

## Additional sections

<b>Organization demographics</b>	<b>Optional</b>
Leader, board members, senior staff, staff	Share the number of individuals in your organization according to each category. Report on the following demographic categories: Race & Ethnicity, Gender Identity, Sexual Orientation, and Disability Status  Go to <a href="https://bit.ly/nonprofitprofileDEI">bit.ly/nonprofitprofileDEI</a> for demographic questions and best practices and definitions
Equity strategies	Go to <a href="https://bit.ly/nonprofitprofileDEI">bit.ly/nonprofitprofileDEI</a> for Equity Strategies Checklist
<b>Board leadership practices</b>	<b>Optional</b>
Not independently incorporated	Opt-out for organizations not required to have a board
Board orientation & education	Yes/No: Does the board conduct a formal orientation for new board members and require all board members to sign a written agreement regarding their roles, responsibilities, and expectations?
CEO oversight	Yes/No: Has the board conducted a formal, written assessment of the chief executive within the past year?
Ethics & transparency	Yes/No: Have the board and senior staff reviewed the conflict-of-interest policy and completed and signed disclosure statements within the past year?
Board composition	Yes/No: Does the board ensure an inclusive board member recruitment process that results in diversity of thought and leadership?
Board performance	Yes/No: Has the board conducted a formal, written self-assessment of its performance within the past three years?

**Feedback practices****Optional****Relevance**

Yes/No/NA: Does your organization collect feedback (i.e., perceptions, opinions, ideas, concerns) from the people you serve? Who are the people you serve with your mission? Describe briefly. (max 800 char)

**Practices**

Multiple choice: How is your organization collecting feedback?

Multiple choice: How is your organization using feedback?

Text: Please describe a recent change in your organization that resulted from feedback (max 800 char)

Multiple choice: With whom does your organization share feedback?

How has asking for feedback from the people you serve changed your relationship with them or shifted power—over decisions, resources, rules or in other ways—to them? (max 800 char)

Multiple choice: Which of the following feedback practices does your organization routinely carry out?

Multiple choice: What challenges does your organization face in collecting feedback?

**Resources**

Yes/No: Would you be interested in taking a 10-minute organizational quiz, with the answers private only to you, to better understand the maturity level of your feedback practices?

Yes/No: Would you like to learn more about applying feedback practices in your organization by reviewing a resource page?

**Additional documents****Optional****Organizational founding**

Year founded

Year of incorporation

Letter of incorporation

Letter of dissolution

**Annual report****IRS documents**

Recent Form 990

Form 990-T

Form 1023 or 1024

**Certifications**

Affiliation

Assessment or accreditation

**Other documents****Notes from the nonprofit**

# Equity Audit Update

## October 2023



PORTLAND  
Public Schools

# Themes

---

Administrators of Color shared that they are often without the support and resources they need to be successful.



This includes:

- A lack of formal resources that are relevant to leaders of color as well as limited capacity of leaders of color to support each other
- The invisibility and isolation of people of color
- The usefulness of having a mentor of color
- Variable or limited empowerment and differing acceptance and accountability
- Environment unsupportive of people of color self and humanity
- The universal impersonal nature of the support provided to leaders within the district.

# Factors Influencing Whether Leaders of Color Stay or Leave District

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- **Stay:** By staying in the district there are opportunities to be part of a solution. Leaders shared their commitment to improving the district and the educational system.
- **Leave:** Not valued - Some leaders think of leaving the district because they do not feel appreciated or they do not feel that they can bring their full, authentic self to work.



# Update of steps taken to address these themes

## Aligned Supports

- Our Racial Equity Centered Pipeline Initiative (RECPI) work is moving along with the goal to have School Leader and Senior Director leadership standards reflected in our evaluation process. A profile of an equity-centered leader is completed.
- Menu of RESJ Supports around racialized incidents at schools.
- Principal checklist created with cultural events and celebrations denoted monthly. For example, September 15-October 15 is Hispanic Heritage Month and October 9th we acknowledged Indigenous Peoples' Day
- We will be operating with the same number of principal coaches and each coach will be tied directly to a cohort of schools. Our Professional Leadership and Learning department paired our AOC within their first three years with principal coaches of color. This happened last year and is continuing this year.
- PLL is continuing with New Leader Induction and New Principal Induction. PLL is also continuing with the Aspiring Leadership Program and re-launching the Future Principals Program.
- Our Leadership Institute meeting model this year is taking place on non-student contact days allowing for AP/VPs to be able to attend. PLL works with a PD advisory group of principals on agenda setting.

# Update of steps taken to address these themes

## Supports Continued

- Creating clarity in regards to avenues of communication with district departments (i.e. HR, Facilities). We will update the principal handbook to reflect this clarity.
- Each Senior Director of Schools has a decreased number of schools in their cohort (8-12 schools) which allow our senior directors to be more accessible for support and coaching.
- The Office of Teaching and Learning (OTL) and Office of Student Support Services directors (OSSS), attach themselves to cohorts of schools and/or principals as support and to provide additional two-way feedback opportunities. This is a strategy beginning this school year.
- Black administrators attended the California Association of Black School Educators (CABSE) for professional opportunities.

## Community Building

- Strategic plan committees started last year will ramp up this year. These intentional committees all have building leader representation.
- Affinity group meetings will continue to take place at Leadership Institute meetings AND we have created quarterly meetings where Administrators of Color can collaborate, learn and reflect with each other outside of the experiences of Leadership Institute.
- Principal Advisory Committee created with principal representatives from each cohort.
- Monthly meetings held with building leaders (PAPSA) to solicit input and feedback.

## Professional Development

- Learning strands for building leaders will center upon Instructional Leadership, Racial Equity, Leading for and through change. We are also engaging in whole group racial equity learning as a group of building leaders facilitated by RESJ and several outside groups.
- Monthly AP/VP meetings designed to not only inform and learn but to build capacity for future principalships.
- Aligned, comprehensive and differentiated RESJ Professional Learning opportunities for all PPS staff that can be tailored to school communities with the RESJ team.



**Date:** October 10, 2023  
**To:** PPS Board of Education Directors  
**From:** Dr. Jon Franco, Chief of Schools  
**Subject:** Update: Equity Audit

---

Directors,

We wanted to provide all of you with an update regarding steps we are specifically taking with our Administrators of Color addressing some of the themes that arose through the Equity Audit conducted in the 2021-2022 school year.

Themes which emerged from the equity audit: Administrators of color shared that they are often without the support and resources they need to be successful. This includes a lack of formal resources that are relevant to leaders of color, the burden on leaders of color to secure their own support, the usefulness of having a mentor of color, the limited capacity of leaders of color to help support others, and the universal and impersonal nature of the support provided to leaders within the district.

**Administrators of Color are on their own for support:** Leaders of color shared feel minoritized and marginalized within the district, often feeling isolated, excluded from decisions and information, and brought into support or decisions in inauthentic or ineffective ways. (Focus Groups 88%; n=7)

**The invisibility and isolation of people of color:** Leaders of color described an environment in which they feel accepted to a lesser degree and reprimanded to a more significant degree. They described an environment with different or shifting standards for them, in which their behaviors are interpreted differently from their colleagues. (100% Focus Groups; n=8)

**Differing acceptance and accountability:** Leaders of color described an environment in which they feel accepted to a lesser degree and reprimanded to a more significant degree. They described an environment with different or shifting standards for them, in which their behaviors are interpreted differently from their colleagues. (100% Focus Groups; n=8)

**Unsupportive leadership:** Leaders of color commented on an absence of support or consistent support from the leaders above them in the district. (100% Focus Groups; n=8)



**Variable or limited empowerment:** In addition to shifting standards and greater acceptance of white peers, administrators of color in most focus groups reported additional detriments to their empowerment as a decision-maker and leader. (75% Focus Groups; n=6)

**Environment unsupportive of people of color self and humanity:** Leaders of color commented about the overall drain on their humanity and sense of self that comes from working in the Portland Public Schools culture as a person of color. (50% Focus Groups; n=4)

**Feedback not productively received:** A large proportion of focus groups indicated their feedback is not welcomed within the district, and they have experienced patterns of having feedback discounted, ignored, or commandeered by white colleagues. There is a hesitation in giving feedback, for fear of retribution or negative attributions. (88% Focus Groups; n=7)

**Characteristics of White Dominant Culture:** Interviewees were presented with a list of characteristics of white dominant culture and were asked which characteristics are most prominent in Portland Public Schools. Three-fourths of focus groups indicated that all characteristics presented on the list were present in the district. (75% Focus Groups; n=6)

**Factors Influencing Whether Leaders of Color Stay or Leave District:** Three-fourths of the focus groups shared factors that entice them to leave the district (75% Focus Groups; n=6), while 63% shared what makes them stay within Portland Public Schools. (63% Focus Groups; n=5)

- Stay: Work to be done here - Leaders shared their commitment to improving the district and the educational system. By staying in the district there are opportunities to be part of a solution.
- Leave: Not valued - Some leaders think of leaving the district because they do not feel appreciated or they do not feel that they can bring their full, authentic self to work. (Reported by 50% (n=4 of focus groups.)

#### **Update of steps taken to address these concerns**

The steps taken are in collaboration with building administrators, the Office of School Performance, the RESJ department, the Office of Teaching and Learning and the Office of Student Support Services.

- Senior Director of Schools Cohorts this school year range in size from 8-12 schools which allow our senior directors to be more accessible for support and coaching.



- All Senior Directors of Schools have a goal of retainment of principals. Last year we had to hire 17 new principals as opposed to 32 from the previous year.
- We will be operating with the same number of principal coaches and each coach will be tied directly to a cohort of schools. Our Professional Leadership and Learning department paired our AOC within their first three years with principal coaches of color. This happened last year and is continuing this year.
- We have our [strategic plan committees](#) that started last year and will ramp up this year. These strategic committees all have building leader representation.
- The Office of Teaching and Learning (OTL) and Office of Student Support Services directors (OSSS), attach themselves to cohorts of schools and/or principals as support and to provide additional two-way feedback opportunities. This is a strategy beginning this school year.
- PLL is continuing with New Leader Induction and New Principal Induction. PLL is also continuing with the Aspiring Leadership Program and re-launching the Future Principals Program.
- Our Leadership Institute Meeting model this year is taking place on non-student contact days allowing for AP/VPs to be able to attend. PLL works with a PD advisory group of principals on agenda setting.
- Learning strands for building leaders will center upon Instructional Leadership, Racial Equity, Leading for and through change. We will also spend much time building community with each other. We are also engaging in whole group racial equity learning as a group of building leaders facilitated by RESJ and several outside groups.
- Monthly AP/VP meetings designed to not only inform and learn but to build capacity for future principalships.
- Affinity group meetings will continue to take place at Leadership Institute meetings AND we have created quarterly meetings where Administrators of Color can collaborate, learn and reflect with each other outside of the experiences of Leadership Institute.
- Creating clarity in regards to avenues of communication with district departments (i.e. HR, Facilities). We will update the principal handbook to reflect this clarity.
- Our Racial Equity Centered Pipeline Initiative (RECPI) work is moving along with the goal to have School Leader and Senior Director leadership standards reflected in our evaluation process. A profile of an equity-centered leader is completed.
- Funds from the RECPI supported principals of color to attend the California Association of Black School Educators (CABSE) for professional opportunities
- Leaders of color, including a principal, Senior Director of Schools, Assistant Superintendent, Chief of Schools, Senior Director of PLL of OSP attended the Wallace



Convening that focused on the principal and the principal supervisor role along with the seven Domains of RECPI.

- Menu of RESJ supports around racialized incidents at schools.
- Aligned, comprehensive and differentiated RESJ Professional Learning opportunities for all PPS staff that can be tailored to school communities with the RESJ team.
- Principal Advisory Committee created with principal representatives from each cohort.
- Monthly meetings held with building leaders (PAPSA) to solicit input and feedback.
- Principal checklist created with cultural events and celebrations denoted monthly. For example, September 15-October 15 is Hispanic Heritage Month and October 9th we acknowledged Indigenous Peoples' Day

We are very cognizant about the experiences of our Administrators of Color. Many of the strategies undertaken last year and the ones created this year have been directly tied to feedback we have received not only through the Equity Audit but through feedback from all building leaders.