

## 2020-21 Budget Questions from Board Directors and Staff Responses

Question #	Question	Response
0	PPS was going to provide the General Fund revised fund amount based on staff budget revisions by function code or by object prior to budget adoption. Please supply or share those funds that have been revised since the budget was printed?	<a href="#">General Fund Reductions by Major Function/Object</a>
6	1f. Reserve size and % of the general fund on July 1 assuming this budget is adopted? (Policy 8.10.0225 requires a General Fund Reserve of 5-10%). This proposed budget does not utilize any reserves, correct?	The 2019-20 ending fund balance will increase by the anticipated \$19 million in savings from furlough days and purchasing and hiring freezes. This will increase our fund balance to 9% as of June 30, 2020. As described in our budget presentations, we will use the \$19 million to offset the loss in revenue in 2020-21. This will bring the fund balance back down to the originally anticipated 6% ending fund balance on June 30, 2021. Total dollar amount of the 9% \$63.15 million
6a	If the ending fund balance is \$63M on June 30, 2020, and the \$19M offset is spent in 2020-21, the ending fund balance is back to 6% or \$44M?	Yes we are able to maintain our goal of 6% reserves in FY21, with the goal of 10% by 2025. We will continue to work with our board to set targets in our budget development process on an annual basis.
7	1g. Highlight specific investments being made via the strategy of targeted universalism that will result in changed outcomes for Black and Native students and in which schools will those investments be made? Share the proficiency and growth goals for 2019-20 and how they link to the budget.	We have prepared an <a href="#">SIA Crosswalk</a> with board goals. When we focus investments on our CSI, TSI and Title schools, we are supporting schools with the largest Black and Native student populations. Many of our investments are targeted to these schools.
7a	Has the crosswalk been posted as we continue to receive many questions about this?	All questions and answers are posted along with the links to the files. It can be found under "2020-21 Budget Questions & Answers: Part II 06/09/20 - Revised 06/11/20" at this link <a href="https://www.pps.net/Domain/214">https://www.pps.net/Domain/214</a>

17	2a. What funds and how much in the budget will be earmarked to implement the health guidelines related to Covid, including recommended face coverings for students and staff; increased hand sanitation; deep sanitation of buildings if there is an outbreak in a specific building; extensive building signage regarding the guidelines and facilitating social distancing; voluntary temperature checks and testing; All materials translated; etc.	After we receive the information and expectations from ODE, we will plan accordingly for our re-entry work. Currently we have held some funding in SSA for the pandemic response needs. As soon as those are identified in combination with the ODE guidelines, a budget will be developed. This has been started in draft form at this time.
17a	Now that ODE has issued its guidance, is that enough? When will an updated budget be married to a Return to School Buildings Plan? See question 19 about transportation too.	We are working to develop our re-entry plans for the fall. We will bring forward a draft plan mid-July to the board and community for input and feedback. Since the governor has not set a date for the legislative budget conversation, we are hesitant to set a date for an updated budget conversation with the board. We will continue to keep the board and community apprised as we continue to evolve under continually changing circumstances.
27a	3a & 3b. Send Board and Superintendent B2A's for 2021	<a href="#">Board</a>
27b	3a & 3b. Send Board and Superintendent B2A's for 2021	<a href="#">Superintendent</a>
28	3c. Last year as part of the budget process, the Board was told that all central office non-represented employees would have an annual evaluation. Has that – or will that -- occur?	Yes. The shift to annual evaluations is in effect. This year, evaluation deadlines have been paused to account for emergency operations conditions where work expectations and performance goals set prior to office and school closures changed dramatically. Evaluations will resume when we begin re-entry.
28a	Why aren't they being done remotely? Operations are continuing.	That was an option. It was the recommendation of the CHRO based on the prioritization of emergency operations, the shift in planned performance goals due to the pandemic, and setting conditions conducive to meaningful feedback, all weighed against a short delay, to extend evaluation deadlines.
29	3d. For the remainder of SY2019-20 there is a travel freeze (not that anyone is going anywhere), it appears that travel out of district increases from \$743,000 in SY2019-20 to \$851,000 in SY2020-21;	There is no travel freeze in place for 2020-21 as a whole. This is in discussion, and will continue to be monitored as we respond to the pandemic. Travel is also part of the non-salary budget of many schools and departments. Professional development is often tied to travel budgets. We will need to be flexible in our

	does this mean that the travel freeze is not extending into SY 2020-21 and that there is no reduction to this object code 534200? (p. 90	budgeting for this next year. We may need to move travel budgets to offer professional development using other methods.
<b>29a</b>	Following our meeting where this issue was raised, PPS announced a suspension of out of district travel through Dec. 2020 and the budget lowered to \$400,000. What criteria would be used for the remainder of the 2020-21 and was the board office travel budget reduced by 50% as well?	Yes, our proposal to balance the budget includes an across the board 50% reduction in travel including the Board office.
<b>32</b>	3g. Are all the secretary of State audit recommendations related to the budget followed?	<p>RECOMMENDATION 5 Make its budget more clear and transparent to the public, including staffing and spending by program over time, key performance indicators, and analysis of key initiative outcomes.</p> <p>Yes. The budget process is following the Government Finance Officers Association best practices for school budgeting, and the budget document has been submitted for and received the Meritorious Budget Award from the Association of School Business Officials. Following these best practices for process and reporting includes alignment of the budget to the district's strategic plan and is tied to the district student outcome goals set by the board.</p>
<b>32a</b>	What about recommendation 4? RECOMMENDATION 4 Conduct regular and public peer benchmarking to identify potential savings areas and spending challenges. Identify peer districts using objective criteria, such as enrollment, level of poverty, and other demographic factors.	We have used comparison data using our Forecast 5 benchmarking tool to compare our expenses with other districts in the state as we consider investment and reductions. This has been in internal staff meetings. The improvement that can be made is to bring these to a public meeting. Staff will work to include this best practice in some of our financial presentations to the board in the coming year.

33	<p>4a. Provide Black employee data that was requested by email on May 13. Specific data relating to the recruitment, hiring and retention of Black employees. So that my request closely tracks what we received for teachers. Here is the data that was requested for 2016-17, 2017-18, 2018-19, 2019-20:  # and % of Black principals  # and % of Black asst/vp principals  # and % of Black central office employees below the senior/area director level  # and % of Black central office employees above the senior/area director level  # and % of Black employees overall at PPS</p>	June 9, 2020							
		<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
		<b>Black Principals</b>							
		8	9.30%	8	9.30%	8	9.30%	8	8.99%
		<b>Black Assistant &amp; Vice Principals</b>							
		13	16.25%	12	25.38%	12	14.46%	14	15.73%
		<b>Black Central Office below area/senior director level</b>							
		79	8.85%	82	8.58%	91	9.28%	85	8.03%
		<b>Black Central Office above area/senior director level</b>							
3	11%	4	14.81%	4	10.00%	5	11.90%		
<b>All Black Employees</b>									
558	7.34%	646	7.67%	640	7.50%	625	7.59%		
		<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
		<b>9.70%</b>		<b>9.30%</b>		<b>8.90%</b>		<b>8.70%</b>	
		<b>All Black Students*</b>							
33a	More Black leaders and educators are moving to other districts. This does not provide any insight into retention. Provide that data.	We can provide retention data; I don't have it at the ready this afternoon. I am uncertain as to what "more Black leaders and educators are moving to other districts" is referring to--more than other districts? More than other periods in time? Please clarify so that we can provide responsive data.							
37	4e. What specifically in the budget will ensure that as counselors and social workers are hired that the new hires will reflect the diversity of the district?	There is not a separate allocation in the budget for recruiting for these two positions. However, both positions were targeted as high priority for recruiting diverse candidates. Early results of those efforts yielded social worker and counselor conditional hire offers (letters of intent to hire pending the finalization of PAT internal round) with high rates of racial diversity: 8 of 15 accepted social worker offers were people of color; 4 of 11 successful counselor candidates were people of color.							
37a	What percent of each are Black candidates?	[have requested this info and will follow up if we can get it today.]							

<b>39</b>	5a. For SY2019-20, the Board allocated \$4M for FTE for the underenrolled K8s so that there would be less inequity between middle grade students in these under-enrolled K-8s and middle schools. Was that extended in SY2020-21? If not, why not?	It was extended to SY2020-21, but is being funded by SIA.
<b>39a</b>	Why was it shifted from the base PPS budget to SIA. Seems like a supplanting.	This is an allowable use under SIA and an opportunity to continue to support the middle grade electives. Funding these FTE from SIA freed up general fund FTE that can be used for the needs that arise in the Fall. Since this is an add above the Core staffing requirements for the middle grades, it is not supplanting.
<b>41</b>	6a. Why the disproportionate cut in PE teachers and the 1/3 reduction in PE, especially when PPS is also noting it is claiming it is making a “refresh in the PE curriculum”? Also on page 29, PPS said that they used an “equitable formula” that did not overly burden nor benefit single student groups, schools or departments? Did PPS use a RESJ lens when considering this cut? Healthy, active kids learn better, it’s the “thing” for some kids (like art/music for others) and many underserved students less likely to have access to clubs and fee-based sports or activities.	The initial proposal was to reduce by 21.5 FTE. We were able to restore PE to 3X per week for all CSI, TSI, and Title Schools so the new reduction is 13.2 FTE. We agree that healthy, active children learn better and with the fact that many underserved students don’t have access to clubs and fee-based sports programs, which is why we prioritized this group of schools when restoring PE minutes. There were many scenarios modeled to get to our \$5 million target, and we prioritized the following: maintaining class sizes at all grades except for K-2 in which we wanted to reduce and hold harmless CSI/TSI/Title schools as these schools are where our most significant populations of underserved students attend. Arts cuts for K-5 were not possible due to the funding mechanism.
<b>41a</b>	Why were Adaptive PE teacher cuts categorized as Central Office cuts? Were the other sped cuts also counted as Central Office cuts?	PPS has multiple departments that are considered Centrally Allocated Resources (ie. bus drivers, custodians, nutrition services, SPED, ESL ) these are in direct support of our students but are managed under the direction of the central office in partnership with the schools. After the discussion this spring, we will look at reporting centrally allocated school staffing with a 1000 instruction function under a school heading in the future.
<b>50</b>	8b. School Foundation funding of school staff positions: Please provide the list of staff positions by school that are being paid for by school foundation dollars. (Request to have the final list in August.)	As staffing is being redone, we will need to send this later in the fall.
<b>50a</b>	Would like this information prior to the start of school.	We will be able to deliver this information after staffing has completed. Should

		be available in September.
<b>51</b>	8c. Provide the information about the Fund for Portland Schools that was requested on May 25.	The Fund for PPS is an independent nonprofit organization. As it's first fiscal year comes to an end, we look forward to sharing a full update to the School Board about the impact The Fund for PPS has had on our school community.
<b>51a</b>	<p>I've added the questions below:  Given the 1/3 funding from Portland Schools and the fact that I continue to get questions from parents about the Fund, I am interested in some information about the Fund for Portland Schools. Can you provide the following information:</p> <ol style="list-style-type: none"> <li>1. Any salaries or expense reimbursements (amount/to whom).</li> <li>2. Fiscal year ends in June, come? This fiscal year's income statement/expenditures to date.</li> <li>3. Administrative expenditure detail, this year to date (anything that is not grants to schools)?</li> <li>4. Has the Fund filed a 990?</li> <li>5. What staff provides support for the Fund and the amount of time in terms of % amounts?</li> </ol>	<p>The Fiscal Year ends June 2020. As a nonprofit institution, The Fund for PPS will make public its financials, and other information available to the public in a timely and responsible manner. Because we are committed to full transparency and accountability, The Fund for PPS will pursue Guide Star's Gold Seal of Transparency in its second year of existence, which will make public audited financial statements and information about Revenue, Expenses, Assets and Liabilities.</p> <p>As stated in the Operating Agreement, The Fund for PPS does not pay salaries of any employees and the PPS staff that supports The Fund for PPS functions do not have any financial gain. Similarly, as of June 23, The Fund for PPS has not reimbursed staff any dollar amount. Reimbursements that come out of The Fund for PPS to date have been to parent leaders operating local school foundations. This is a practice The Fund for PPS inherited and are part of the management issues The Fund for PPS in coordination with PPS staff is looking to refine.</p> <p>The Fiscal Year ends in June 2020. In following IRS guidelines, The Fund for PPS will file its 990 on or before November 15. The reason the date of November 15: The IRS' deadline is on the 15th day of the 5th month following the end of the organization's taxable year.</p> <p>As stated in the Operating Agreement, The Fund will reimburse PPS the cost of up to 105 hours of work performed by the Chief Engagement Officer for his/her service as President of the Fund. The Fund will reimburse PPS the cost of up to 1,560 hours of work performed by Nailah Roque who is responsible for performing professional level administrative and/or management duties associated with the Fund.</p> <p>Any further questions from parents or other community members can be sent to</p>

		Jonathan Garcia at <a href="mailto:jgarcia@fundforpps.org">jgarcia@fundforpps.org</a> . As the Chief Engagement Officer and the President of The Fund for PPS, he and his team are ready and eager to have direct connection and relationship with parents, donors and community members. The belief here is that having direct conversations with people can help ease the lack of trust and build a more trusting relationship.
<b>64</b>	8p. Has there been a review of the Student Body Activity Funds across schools with a Racial Equity Social Justice Lens? (p. 101-102)	There has not been a systematic review of Student Body Activity Funds using the RESJ lens from the central office level
<b>64a</b>	Why hasn't there been a RESJ lens on Student Body Funds from the central office level?	Our schools work with their individual communities to ensure all students have access to student activities. We appreciate the suggestion to use the RESJ lens in this area. We will share the concept with our Chief of Schools and his team for consideration.