Community Budget Review Committee (CBRC)
Meeting Minutes

Date:	Thursday, May 1, 2025
Time:	5:30 pm - 7:30 pm
Location:	(Virtual) The meeting will be streamed live under the provision of ORS 192.670 at: https://www.youtube.com/@ppsfinance/live

MATERIALS

[redacted]

CBRC Budget Materials and Report Development

ATTENDEES

[redacted]

CBRC Attendees
- Caitlin Bice
- Minyana Bishop
- Karanja Crews
- Aaron Cronan
- Dashiell Elliott
- Grace Groom
- Tasz Ferguson
- Sonya Harvey
- Mariah Hudson
- Adriel Person

Staff Attendees
- Tami Booth
- Alexandra Martin
- Michelle Morrison

Board Attendees
- Patte Sullivan

Public Comment
- None

MINUTES

[redacted]

5:33 pm
- Opening - Committee Chair

Mariah Hudson opened the meeting at 5:33p.

5:34 pm
- Report Development

Mariah Hudson facilitated the development of the CBRC annual budget and Local Option

Levy reports.

7:20 pm

- Adoption of Local Option Levy Report

Aaron Cronan moved to adopt the Local Option Levy report. Minyana Bishop seconded the motion. All other CBRC members in attendance voted to adopt the report.

7:25 pm

- Adoption of Annual Budget Review

Aaron Cronan moved to adopt the Annual Budget Review. Minyana Bishop seconded the motion. All other CBRC members in attendance voted to adopt the report.

7:30 pm

- Member Acknowledgements

Staff acknowledged the contributions of CBRC members completing their three-year and one-year terms.

7:32 pm

- Closing - Committee Chair

Mariah Hudson adjourned the meeting at 7:33 pm.

TRANSCRIPT

WEBVTT

WEBVTT

00:01:55.000 --> 00:02:01.000
Hey, good evening, everybody.

00:02:01.000 --> 00:02:02.000
We are getting down to it. Our last report writing here.

00:02:02.000 --> 00:02:07.000
Evening.

00:02:07.000 --> 00:02:16.000
Thanks for everybody who's jumped in. We've done a lot of work over the past few days.

00:02:16.000 --> 00:02:22.000
So thank you to everyone.

00:02:22.000 --> 00:02:26.000
Let's see, do you want to flip to your next slide there?

00:02:26.000 --> 00:02:27.000
Yep, you bet.

00:02:27.000 --> 00:02:36.000
Yeah, I'm still letting folks in. But yeah, we can go ahead and get started. What I had sent out just a moment ago were these materials that are linked here.

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He actually is this? Sorry, let me stop sharing for a minute. And it looks like I hadn't. I need to update.

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This URL that's here for the one that you had just replaced us with, Mariah. But what I sent out should have the right link if folks want to follow that. Just give me a minute.

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Thank you.

00:03:02.000 --> 00:03:11.000
And I'll just say to everyone, thanks for your patience. I've worked as quickly as I could and had some work deadlines myself. So I just got Alexandra a draft.

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You know, just not long ago here. We will work through that together.

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Yeah, this is great. I mean, it was such an incredibly strenuous sprint this year.

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You should have linked this draft that Mariah was just describing here. So when you click into that.

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It should bring you to a new document that this is now called Copy of. And so Mariah can talk to us more about how this came together.

00:03:44.000 --> 00:04:00.000
Mariah, I don't know if there was any, if it would be helpful while people come into the space to review any of the questions, answers, or… the local option levy report how it Do you have thoughts on how to structure the time while people are still coming into the space?

00:04:00.000 --> 00:04:11.000
Yeah. So if Deshell's on, I was wondering if she would be willing to jump in and talk us through the levy report.

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Really nicely done on that.

00:04:14.000 --> 00:04:19.000
How do we access this document that you have? Share.

00:04:19.000 --> 00:04:28.000
Hi, I had sent out an email. I think it went out at like 528. So just a few moments ago, you'll have a link to a PDF.

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That looks like…

00:04:39.000 --> 00:04:40.000
So he may mean we don't have access, like I need to have access granted.

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Let's see. So on our CBRC page and

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Oh, okay. I think, Dashil, can you provide access to these committee members or if you just share it with me.

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At a martin5 at pps.net, then I can share it out with everyone if you'd like.

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I might be coming in as a wrong person. Hang on one second.

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If you're referring to me, it says for the Google Doc, the link is available to anyone.

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So maybe it's the otter materials that folks are talking about.

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I'm just trying to find out where to access it.

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So in the email that I sent, I included a link.

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And when you click on that link. It should bring you to this website here.

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With the PDF of the materials for tonight. And we're starting with this local option levy report draft for review.

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Okay.

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And so what's linked when we click on this is this document, which Dashil has said is available for everyone.

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All right, got that. I got it. Thank you.

00:05:50.000 --> 00:06:05.000
So I guess since there's so much to cover and folks haven't had really a chance to review this because it Also, I had a couple of deadlines to get to. So I guess I'll just give folks a chance to kind of review

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The overall information and I'll just highlight some of the areas that I added to this report at the bottom, actually.

00:06:12.000 --> 00:06:19.000
Which were some recommendations and opportunities for growth. So in last year's report.

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I think Mariah, you did that extremely well done. And so I just really kind of mimicked that whole top portion, except just added in, broke out those recommendations and opportunities for growth because I think it's just something we should keep reiterating in every aspect of this budget review.

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I also couldn't remember everyone's name. I feel like I could have looked it up, but those are supposed to be at the bottom as well.

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But if folks haven't had a chance to review it, I think we should probably focus on the larger document and then give maybe come back to this at the end.

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Sounds great. Thank you. And it's really well done here. Appreciate you breaking it out and I like some of the recommendations here I'm not sure if how the how the levy funds get allocated if it goes to each school or if it's just a lump that gets in the budget or

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Quite how that works.

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I think it'd be interesting for the public to know.

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Yeah, I agree. I think that a little bit more transparency would go a long way. And I think that ties into the some of the messaging in the CBRC report as well.

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So we had shared this, my colleague Juno Chang, our senior budget manager, had provided this information in our meeting on the 24th.

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Where we walked through these projection or these these actual details around average cost of teacher and an estimate of the count of teachers funded And then included the projected for a current year and an estimate for the upcoming school year.

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And then we had also provided this chart depicting the same kind of data points in a visual format.

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I heard the question. How are they actually allocated to schools?

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We have… a school by school summary report here.

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That depicts how if we did not have a local option levy what would the school by school staffing look like. So that's what is presented here for all of our PPS schools.

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Grouped by grouped school type, as well as the centrally administered programs or school like programs that are operating here so This is how we've tried to depict that year.

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But it's not a direct line by line, right?

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So this is an estimate. This is a projection based on those other data points that we shared.

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Yeah. Gotcha.

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Okay.

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Were there any other questions or should we get back to this in context with approving the other local report that Deshy was?

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Has prepared. We can give time for people to look at it like you had suggested.

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Do you want to give just a minute now and go ahead and approve that?

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I'm fine with that. I heard that it might be beneficial to give people time to review it too.

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Okay.

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I'm just not sure where this document is. I've got the Google Doc of the report, the CBRC report but this one i I don't know where it is.

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Grace, I see your hand.

00:10:16.000 --> 00:10:25.000
Yeah, if you missed coming in, I know really late, so around 528, I sent an email to this group.

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And it included a link to this slide deck for this evening and it has links to these documents that have recently been updated. So Mariah has created this cleaned version.

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Great, thanks.

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Okay.

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I think while people are coming in, just a status update on these questions and answers. We have we've addressed the questions as best we can. So right now there are no outstanding.

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Questions here.

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Let's see grace.

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Yeah, Grace, do you still have your hand up?

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I do not.

00:11:16.000 --> 00:11:36.000
Okay. Okay, well, we'll give folks a few minutes to look over the levy. What I would propose on that is that on probably on both of these documents that we vote to, when we do, we vote to adopt them

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With any you know, kind of uh type changes, you know, so if there's small changes without changing the meaning or the Yeah, of, you know, kind of what we're trying to say here.

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I've talked to Ida at the moment. Sorry, guys.

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Yeah, any corrections we need to make. So here's how I compiled it.

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You all have done a wonderful job and put a lot of content into our original document. I had a hard time just kind of adopting all the changes and making things fit.

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So I tried to take them by topic kind of as we went through in that chart.

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I think there were still a few areas where I wasn't sure if people were going to come back and put some things in, maybe testing was one of them.

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Or if we had just integrated some things like mental health into some other areas that we have mentioned.

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In terms of wraparound support. So maybe that's not a call out in its own thing, but it's kind of integrated somewhere else.

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So as we go through this, just see if this make sense to you.

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Or if you feel like we need to break something out.

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Pull something out, that kind of thing. So we have a little bit of our preamble who we are, what we do.

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And then our overall reflections to frame our report.

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So is anybody else having problems getting into this document, I can't get in.

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Yeah, I can't get in either.

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Okay.

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I think I moved it I think I need to create the access because I need to access Put your copy, Maria, on Google Meet. So let me or on Google Docs. Let me do that right now

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Yeah, Grace.

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I would just quickly glancing at the levy report, and I love that we have those recommendations down below.

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One of them I'm wondering, and I might be wrong, but I thought we already had a differentiated staffing model Because one of the bullet points says consider waiting staffing based on different factors. And I thought we already had that.

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Did that go away?

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So I can share that in context, Grace, what page are you looking at?

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I'm not sure.

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Yeah. Looking at the levy.

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Draft, I'm looking at the second page and it's the second bullet under recommendations and opportunities for growth.

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Consider adopting a weighted staffing model that accounts for students needs, including poverty levels, race, ethnicity, etc.

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Where's that located, Grace?

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And I thought we already did that. Just… It's in the levy report under recommendations and opportunities for growth.

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No, no, I mean, I mean, sorry, I mean, what you're referring to, like where that weighted staffing model is.

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I don't. I can't find it like on my fingertips right now, but I'm hoping staff can answer. I thought they already did a differentiated staffing model It was with the past superintendent.

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We can take it out, Matt. Yeah, I can take that out.

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Okay.

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That's accurate. We do continue to have a differentiated Yeah, and just you can see more about the differentiated staffing model where I'm sharing in the budget document and the informational section, there will be information about about this formula that we used.

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I think my aspects were more around the equity lens, but I can go ahead and take that bullet out We're saying that that bullets answered in that report.

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Is that accurate? Okay.

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So.

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Yes, that's accurate. We have a differentiated staffing model.

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You had mentioned you don't see, you didn't add anything around assessment. Do you still have that outline where we had put our names in where we can contribute in those certain sections?

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You sure can. We still have that. I still have that open.

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Is that available? Can I just add the information there and then maybe you can add it to the document

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I just moved stuff to a new one so i didn't.

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Kind of mix things but yeah Please put.

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Okay. How do we get access to that outline?

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The outline is the same link from our last meeting.

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Could you resend it if you have it off?

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Sure.

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Grace, just jump in. We can.

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Nope, but that was from the last one. Sorry.

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Oh, okay.

00:17:06.000 --> 00:17:16.000
Okay, so as people get as people access to our copy of the CBRC report, which is where I've kind of compiled things.

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What I'll say is we have multiple authors who's who like uh particularly on things like enrollment Also on… central office stuff and um How do we phrase that?

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On operational efficiencies and central services. We had multiple authors on that. So sometimes I've combined your language so you won't see your exact language on that.

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If you want to make a tweak on that, absolutely please do.

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Or if you feel like I've missed something and we need to pull it back in, please flag it.

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But I've tried to, you know, kind of for brevity Since we have a pretty long report here, about 13 pages That's kind of how I've approached this is to try to pull as many of our recommendations together without a ton of repeating.

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But we had a lot of really strong ideas here. I appreciate everyone.

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Okay, so I can kind of start in with this. If we want to take a second And you can read the overall reflections in the report.

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I want to begin with a little bit of appreciation, noting that the effort to mitigate the direct impact on students and classroom staff, which is one of our top priorities and affirming the superintendent's maintenance of PPS's equity allocation Especially in light of the reduction to Title I funds.

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Noting the reduction of a significant number of positions and the value of people and knowledge really contribute to our school system to help close the budget gap.

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And just noting that there are not any easy easy choices at this point.

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The budget context. The proposed budget largely continues in the direction set by previous administrations and boards maintains investments and programs and interventions and staffing patterns.

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That have produced limited progress in closing achievement gaps. We know graduations have improved modestly But too many students remain underprepared.

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For careers in college. Which was kind of bared out in our data.

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We call out chronic absenteeism. Which is both a symptom and a multiplier of underlying disparities and resource gaps and unmet student needs.

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And it was identified by the superintendent as a key concern and is discussed further below.

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Not that that's high. Last year was 36%. Above the national average.

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Go into the funding that we're receiving funds from the Student Success Act.

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That's 2.4 billion at the state level. But we're still facing a $40 million shortfall and kind of summarizing here.

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We call out here temporary solutions such as incremental staffing cuts and one-time reserves may balance for a single year.

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But don't address the long-term trajectory. Without a structural span that spans several years PPS risk diving further into austerity while losing sight of our goals for equity, excellence, and innovation.

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There's a committee representing communities, we find it difficult to support a budget process, and I've heard this from a number of you guys.

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Combining some language here. That continues to result in cuts and the loss of educator talent.

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And reduces student access to well-rounded education, especially in the absence of a clear actionable plan or timeline.

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So we call for PPS to reassess priorities and determine what is essential and feasible.

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I know some research here by PSU and Eco Northwest that's made clear that most municipalities and school systems of which Yes, it's typical and probably anticipate declining budgets for at least not a decade.

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So again, our outlook. So going forward, we urge the board to consider more targeted structural reductions.

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What are programs, initiatives, locations to address a structural deficit. Recommend that the district articulate a clear long-term fiscal strategy addresses our underlying issues driving budget instability.

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This plan should include specific milestones, timelines, and opportunities for stakeholder input.

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We support advocacy with the legislature for additional revenue as PPS transitions to more sustainable model.

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But also encourage the board to pursue public-private partnerships for investment or revenue.

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So it's kind of a preamble.

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And then we go in here. To our areas of inquiry. Yeah, Grace.

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Yeah, thank you. The last little bit there, I would like to add in a little more oomph to um we've not mentioned yet QEM.

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And we have in past reports, if that could be added to that section about the support the advocacy with the legislature to fund at QEM specifically.

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Yeah. You just want to note that we want to ask the legislature to fund at QEM.

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Yeah.

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One of the things I noted. Is that in the superintendent's report that report called out uh I think it was like 98 plus percent of our classes meet are under and are at or under enrollment targets.

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And I would be really curious to see how that compares to the QEM.

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I don't know. Would you think it worthwhile to pull that?

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Does anybody have that kind of information on QEM class sizes?

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You know, I don't know if QEM specifies class sizes because we don't have a cap in Oregon.

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Yeah, we don't.

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For class size. In terms of the, and I know QEM in some ways is even outdated you know in a lot of ways But it is a much higher target of… a total amount of funds that are supposed to go to public education that we have never met since it's been

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You know, listed. Since it was put out by the legislature saying they were committed to doing it, they've never done it.

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Okay.

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Michelle, did you want to jump in?

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Yeah, I check the QEM pretty closely and they do have targeted staffing levels. So that's information that's available publicly and we can after You know, we finish up here Alexandra and I can send out a note with the current report

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Which has really expanded to include a lot of social emotional supports for kids.

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And the grade targets for a class size are different at each level. And then they have a recommendation for the amount of supplemental staff.

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As well. So it's actually really comprehensive And I appreciate that you guys are anchoring back to a report that the legislature has deemed necessary to to share how far we are off. That's an actual commission that develops that report every two years so

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That's very powerful. Thank you.

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Thank you for the update. I would love to see that.

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I'm not sure I can edit this document directly. So do we just want to put a break or a note in here?

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Mariah, I just tried to give you editor access. Does it work for you?

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Nope. Maybe.

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You refresh maybe.

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I think something too, I'm just going to jump right in, is that as this is a recommendation from this committee to the board is maybe to suggest an analysis that compares our schools to the QEM.

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I think that would yield some really great information. For us, as far as long-term direction. So I don't know if this is the appropriate place or not, but I see that you're sharing openly opinions and suggestions and this might be a good spot.

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Should I enter a suggestion, Grace, to your point that we support advocacy with the legislature to fund at the QEM level?

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We can just take that.

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Yeah, that would be great. I also would be curious, like Michelle just mentioned.

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If systems planning and performance, I think that's the right department if they would be able to present an analysis of where we are at in terms of those other recommendations, not the total funding package. We know where we are with that, but with um

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Class sizes and what level of supports, especially counselors, all of that you know That would be really interesting to see what the legislature, the commission uh has decided is quality education compared to what we're offering right now.

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And looping that back into like the milestones and the targets with a roadmap of where we're going.

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That might be a good place to start. We don't have to agree with that, I guess, but it might be a good place to look and see.

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You know if this is if this is what has been determined as the benchmark of quality education, how close are we or how far are we And what do we need to do to get there?

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I think absolutely. And in that legislative report that came out this year, Michelle just referenced.

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I mean, kind of the, you know, mic drop on that was that um it recommended.

00:28:03.000 --> 00:28:21.000
About a third increase in educational funding if we were going to reach the QEM for educational systems across the state of Oregon, not specifically PBS, but just to give a an idea of what it would take.

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I think it includes two multi-year plan for the state to get there.

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And so, you know, we couldn't model that as well for PPS if that were to occur. So that might align with that long-term thinking that you guys are

00:28:45.000 --> 00:29:05.000
I'm not sure that I want to add numbers in here for, I mean, I think we can, I think we can ask And recommend the legislature funds to the QEM, but I've also heard pretty clearly from the governor and the legislature that that was not one of their priorities this biennium.

00:29:05.000 --> 00:29:09.000
Unfortunately.

00:29:09.000 --> 00:29:20.000
So I did add in the statement, but I was multitasking, so I'm not sure I captured that accurately. Mariah, do you have the edit access that you needed at this point?

00:29:20.000 --> 00:29:31.000
Let me see if I do now. It's okay. I'll make some notes on my copy and then shake them up later.

00:29:31.000 --> 00:29:48.000
Okay. I'm not, I just shared it twice. So if you might need to refresh it or I'm not sure but I have captured the comment. Michelle, your comment um I'm not sure that I heard everything that you were suggesting or offering to the group.

00:29:48.000 --> 00:29:58.000
I wrote CBRC also recommends PPS engage in analysis on class size benchmarking. So was that an action for PPS or

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Yeah, I was thinking that this may be an entry point for the committee to suggest that we look at our schools in comparison to the QAM at the various grade levels because that information is publicly available and it would be it's like an

00:30:15.000 --> 00:30:29.000
Overlay of analysis on top of our data. And it's just suggested, I don't know if all of this committee agrees that this is the right place for that.

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I think that makes sense and not just for class size benchmarking but all of the recommendations.

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I'd certainly agree with that. I was very interested, as I brought up to here, the class size target and where that came from.

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Yeah, I just wanted to let you know, I added that.

00:30:56.000 --> 00:30:58.000
Yeah, crown job please jump in.

00:30:58.000 --> 00:31:04.000
Language that we can put in the letter in the outline.

00:31:04.000 --> 00:31:14.000
Would you let me know which page you edited? In the outline, Karanja?

00:31:14.000 --> 00:31:18.000
Yeah, let me check and see. Looks like it's phase two.

00:31:18.000 --> 00:31:31.000
Was this about the… Okay.

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Okay, great.

00:31:37.000 --> 00:31:52.000
So Adriel had also um wanted to contribute to this area. So I'm going to plan to move this over to that other document.

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I'll do that right now.

00:32:09.000 --> 00:32:21.000
Anja, could you talk us through that? For those of us who are less kind of um familiar with the, you know, kind of the assessment.

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Yeah. So, um. Yeah, no problem. So just how I explained.

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It'll be a better use of our funds if we actually use a more aligned assessment that is connected to the state standardized test that we have to take.

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The norm reference assessment is not, it's like comparing apples and oranges.

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So we use a free assessment, interim assessment tool that can save us.

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Some extra dollars that we could maybe allocate somewhere else.

00:33:03.000 --> 00:33:09.000
And Karanja, are the interim assessments provided free by the state?

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Yes.

00:33:10.000 --> 00:33:14.000

Cool.

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And it looks like that bill is probably going to most likely pass. So it's going to be a requirement for all districts to implement interim assessments.

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So we would just be ahead of the curve if we're using the state provided the free platform that the state provides.

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We can save us some money.

00:33:41.000 --> 00:33:53.000
Yes, I just, when you were talking about the QEM, it just sounds like a really good idea to say what you're thinking of to put in actually what some of those things mean, because we keep talking about the QEM.

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Without saying, you know. What it looks like. So I just think that's a really good idea that you're thinking of that.

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Have we already put in the recommendation or the language around maybe selling off some of the assets.

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That PPS? Hmm.

00:34:22.000 --> 00:34:25.000
Yes, I added everybody. Oh, that's a good question.

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Okay, what page is that on?

00:34:29.000 --> 00:34:32.000
Right there. Yeah.

00:34:32.000 --> 00:34:33.000
Asset management. Yeah.

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What's that page nine okay thanks

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Should we go… through this section by section starting At the top.

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We could do that. If we're done in asset management and folks are reading it.

00:35:33.000 --> 00:35:41.000
We could just kind of talk through this one perhaps

00:35:41.000 --> 00:36:02.000
And what I would say on these is if feels too strong, what we can do is you know there's words like urge or explore we can talk about an observation versus a recommendation on this one Just depending on, you know, kind of where our committee lands, we can have divergent views on these things.

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I'm open to using if there's like softer language Then I'm definitely open to some changes as well.

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My writing can be a little straightforward so yeah

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I'll just say I personally am fine with it as is. It reads We urge caution, but we support the strategic sale of assets that are not viable for future educational use due to costly upgrade requirements.

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We give an example. Could be Dixon Street.

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Could be considered. We could say explored if I think that one's already being considered, frankly.

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Yeah.

00:36:51.000 --> 00:36:55.000
Like it's Director Sullivan, you may know more.

00:36:55.000 --> 00:36:59.000
Yes, that's definitely being considered. So.

00:36:59.000 --> 00:37:00.000
Okay. We don't have to be shy then.

00:37:00.000 --> 00:37:07.000
Yep. No.

00:37:07.000 --> 00:37:08.000
And align that. You'll go ahead, please.

00:37:08.000 --> 00:37:17.000
I have a quick oh sorry I just have a quick question about the Abbott budget item is that.

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From the state interim, like an integrated grant or is that coming from the general budget?

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That was the in the questions answers document

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This looked at all funds.

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I would have to look back at the data to see if that was from general fund, but Yeah, I can look at that and get back to you.

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I believe it was from general fund.

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I'm curious to know, I didn't know Abbott went all the way through kindergarten, I thought Abbott was a middle school and high school But AVID serves primary grades as well.

00:38:27.000 --> 00:38:48.000
We have some K through 12 schools where I think that programming took place at that school site. So I think that's we reached out to our program contacts to to define which school levels these programs operated at and that was their response. But I think for AVID, that may be because we have K through 12 schools where that program is available.

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So it's like, you know, like you're observing is likely not serving kindergarten students, right?

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Okay, if we don't have anything else on asset management then Let's roll through some of these from the top.

00:39:21.000 --> 00:39:34.000
So we have observations on staffing and student impacts. And this one's really important This talks about our views on Title I funding.

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And we had a couple of, we had some different views on Title I funding that I tried to work and bring together here.

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So you'll see that in this draft.

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Yeah, I'm just wondering a little bit about that last paragraph in that section.

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Mariah, did you drop that language?

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I don't recall. Maybe.

00:40:38.000 --> 00:40:57.000
Okay, well, I'd like to know a little bit more about that because the equity staffing formula, like there are things in place And so I'm wondering more specifically what is missing. That's all. I wasn't sure if you had added that or

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I think I brought a couple of things together on this.

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I think the gist of this one. And what I was after here um is um I'm not aware of, and correct me if we have incentives for teachers to attract and retain at either Title I at Title i not necessarily the same thing. underperformance goals.

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I think some of that has to do with with our union.

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Yeah, so you're referring to incentive pay

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If that's the clarifying language we need there.

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Okay, thank you.

00:42:00.000 --> 00:42:08.000
Oh, I think I was just missing. You're drift. But I'm with you now. I'm sorry to interrupt.

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No, that's a good clarification for the board.

00:42:17.000 --> 00:42:23.000
Were there any comments on this section?

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I think I… I was hoping for stronger language. I mean, that's what I wrote in was stronger language.

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Because our equity formula is flat, but then Title I funding has taken a huge cut so Title I funding is determined by You know, combined underserved.

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So they're both trying to target both things. And I know we're not in control of the Title I funding.

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But it's alarming to me that there hasn't been at least to my knowledge, a board level discussion or even presented by staff Here are some ways that we can mitigate this big cut.

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We talked a lot. When COVID funding was going away about you know how to soften the blow for different things.

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But it feels like with this title one looming cuts. There hasn't been that level of attention to it and it's been like, oh.

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Oh, well, we didn't get the money so we're just going to have to, or we may not get the money, so we're going to have to make this cut And no other thoughts about you know how does that impact those schools and how does that end up

00:43:42.000 --> 00:43:55.000
Basically taking huge steps back towards the board goals in closing the racial disparities in achievement.

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So I would like the language to be a little bit stronger.

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Well, I think if you look at book two Definitely.

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The FTE, there's more teachers per student in the underserved schools.

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So I think we're trying to keep that same percentage difference.

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Even though we have less of a percentage to pull from, of course, without the Title I.

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So I don't know if you've looked at book two but it's book two I think we're trying to really keep that same proportion.

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And I know in tutoring some of the schools who have some of the schools better scores are not getting the tutoring. So I think they're looking pretty carefully at who needs what.

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At least I hope so. It looks that way to me.

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I agree that there's differentiated levels of ratios and we're targeting higher ratios of staff for our highest need schools.

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But there hasn't been a specific a way to address the cuts to So that's been like the standard and then comes in the cuts to title and there's been nothing. So it's been a it's a step backwards for those

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Those schools there are some schools that are not Title I that that are not losing that are losing more students than Title I students, but they're not losing as much staff.

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Hmm.

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Rosa Parks, 97 combined underserved.

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Is by my calculations going to be losing about 23% of their staff.

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While their enrollment is going up almost 2% projected. Because of title cuts.

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And we're not making efforts to to backfill that.

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Which really just doesn't align with the board goals at all.

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So.

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That's good to point out. Because I had not seen that.

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Just all.

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I've just proposed a change in the document, Grace. See if this change in language by moving this up and changing Some of the language might address this a little bit.

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What if we moved what if we moved this to a second recommendation the district should explore options to shift resources to the staffing at Title I schools remain stable relative to enrollment.

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That feels better.

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How do other people feel about that?

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Okay, let's keep the edit.

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Grace, have you noticed any other schools in that situation.

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You know, yeah, quite a few. I did a… sheet when I was staying up late and I couldn't stay up late any longer so But I tallied up.

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What from volume two from volume the percent enrollment change and the percent staffing change for all of the title schools.

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And what I got was the average Enrollment drop for title schools was 0.4%. So I know that our district wide trend is down 10%.

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Oh, wow.

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But it's not coming from the title schools largely. And the staffing change is down almost 10%.

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So their enrollments as a group are staying the same.

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And staff is being cut by an average of 10%, but some schools are most of them are losing staff. There are a couple of schools that are gaining staff. Roseway Heights is getting a lot more students, so they gained some staff

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I think it was Atkinson. Was in the pluses.

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Yeah, but everybody else was in the minuses like beach um they have 61% combined underserved. And by my calculations their enrollment is going down about seven and a half percent, but their staffing percent was um they're going to lose 24% of their staff.

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Oh, wow.

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What do you recommend the ratio should be?

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Well… It shouldn't be… Title I schools, if their enrollments are flat And we are committed to closing the racial disparities in achievement. And we know that that's where most of our racially diverse students.

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Go to school, we shouldn't cut their staffing.

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I mean, I'm trying to be true to the board goals. I also know the reality is This is a huge pot of money from the federal government.

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That we're not in a position to fill everything. But we do need to pay attention to as the enrollments decline, where those enrollment declines happening?

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Yeah.

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You know like like the like the bullet that uh that y'all that Mariah added, I think sums it up but like it shouldn't it shouldn't impact schools whose enrollments are not declining.

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And I see they're really trying to take it from staff rather than teachers. If you look at this one like they're going down from 16 to 15 in teachers keeping their counseling dropping a library.

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Dropping one of their support coaches clerical educate one of the couple other paraeducators that's got to be tough Yeah.

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Yeah. Yeah.

00:50:56.000 --> 00:51:07.000

And a lot of times, because I was once was education assistance. The education assistants are the ones who work under a certified a teacher doing like reading groups And so then that means that that there is not going to be a chance for the schools for like a double dose of

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Direct instruction for reading, which really has implications for the third grade reading goal.

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Especially with all the science of reading stuff that we have now i know At the new district I'm working for now they have trainings for their educational assistants to be able to provide that.

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And I know as an EAA, I received that when I was starting in portland It's going to make a big difference, even if it's not impacting the number of teaching staff, any staff loss is going to be felt.

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For sure.

00:51:45.000 --> 00:52:01.000
Those are great points you brought up. And I like the way that you brought up the statistics of the number of enrollment going up and down, how it compares to the overall district's enrollment and how it's going down. So I thought that was pretty interesting.

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And how Title I is. Declining.

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So yeah, that's pretty interesting. But I'm curious now to know with the current staff that these schools have been operating in.

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Have we been seeing results? And have we been seeing... growth in terms of academic achievement or has it been kind of like pretty stagnant or the same or is it going down? I'm curious to know now.

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I think if you look at the school profiles, it'll give you like the status of their test scores and that sort of thing.

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We also know that, you know, we're a few years out from COVID.

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Communities of color were of color getting the biggest impact.

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From COVID. So I'm not saying that there isn't room for improvement, but also if we're not seeing huge gains.

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That that could also be part of what what's going on. People are still recovering.

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So I'm just typing here and adding a little language if we want to add an observation here or express a concern.

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Over impact classroom staffing. For Title I schools? Is that something we want to add or we don't just leave it as is

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Are you meaning just classroom supports yeah okay Yeah.

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Feel free to dive in and massage that.

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Maybe something like um especially at schools.

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Especially for positions that provide direct service for literacy.

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Just gluing into the board goals again.

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Okay.

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Moving on a little bit, Grace, you had noted when we were talking about impacts to students that high school career coordinators and language line access staff have been eliminated and that those are key student supports And then the recommendation that the board develop strategies to retain and

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Attract effective teachers, underperforming schools and go beyond equity. Allocations by using outcome-based criteria.

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I wasn't quite sure how those were linked.

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To…

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To kind of the elimination of these wraparound services

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I was trying to pull everything together for a document. If that's the right place for those or if we want those there at all.

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We just want to use this as an observation. That that's an impact to students.

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As I'm reading through, we're kind of going back and forth on things.

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I think a clarification on a clarification on So with the high school career coordinator change. There was the change discretion at the local level to fund that. So what we have described in our presentation materials was a shift to having

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This position allocated. But our high school discretionary budgets could feasibly support that position.

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And there was also around this language access positions that we have. There was some robust conversation about this last night and our chief of communications presented to the board after the public comment session. And I know that she the considerations around those positions, especially looking at the

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The usage and the flexibility in terms of scheduling with contracted language access interpreters and translators.

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And so that was especially the consideration there. So I just, I wanted to state that. Michelle or Tammy, I don't know if you have anything else you would offer around these two positions that are being called out here around impact to student supports.

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No, I would say that it's worth watching that little bit of what our comms chief shared about the language line access and their staff is more they're more locked into a regular working day. And so their ability to respond outside of their regular day hours is very limited.

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And so what what she had shared was that the access provided by like on-demand services were being used at a much higher rate for less cost.

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And so that's what came with her recommendation. I don't think that was a spot on summary, so I really recommend watching that part of the budget hearing just to hear her perspective on that.

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So question about that, because I'm an educator, I use language line um like Lions Bridge a lot for conferences and that sort of thing. So when she said the 80%, that made me think 80% of who is using it.

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Is that because teachers are more heavily using it? Do families even have a way to on demand ask for a Lions Bridge interpreter because I think you have to enter in a certain like code so that that outside contract person gets paid.

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And I think that's why we're hearing the concern from the community about the language line access staff, because that is an actual person that they can call any time And it doesn't cost them anything.

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But the contracted services are definitely useful for the school staff to use, you know, like I've got my planning period, I can plug in my code and you know and and have an interpreted call But if it's initiated by either a student or a family member.

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I think the only pathway to the pathway to gain language access is through our language line staff. So it kind of doesn't allow for that two-way communication.

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Of who can start it if we only have if we only have the contracted company that staff has to initiate.

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Another position that was described last night were multilingual community agents And I just, I wanted to share that that was also brought up in this context as um is another central support oriented towards providing language access.

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And is that like centrally or is that like hub clusters or do you know how that's organized?

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I can look while we're on this meeting. Some externally facing information that I can look for, Grace.

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Yeah, so I guess that would just be the question is, do we still have enough access that students and families can initiate conversations with the school, not just a one way from the school.

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Initiated.

01:01:30.000 --> 01:01:43.000

You know, it looks when I look online, that's what I thought the service was, was to be able to request those kinds of services. And there's a website that I'm looking at right now where it says request a community agent and there's a button.

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So it looks like we are supporting families in a way that you're describing to request language services through these community agents.

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Does it say how many we have?

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I think I'd have to look more in the details to get that answer.

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Yeah.

01:02:04.000 --> 01:02:11.000
I just received a communication about the interpreters.

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This afternoon and said. There's three different ways we use interpreters and there's a lot of overlap And I think there's the overlap they're trying to take care of.

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But I said there's bilingual community agents Contracted language access vendors and full-time.

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Staff. I guess they're just trying to make it work better It does seem hard to lose the staff that's actually at the school.

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Knows the kids, but

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If you want, I can… send that to people. It's in my email.

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When we're through with this. Made it a little more understandable.

01:03:08.000 --> 01:03:14.000
Mignon, I see your hand up.

01:03:14.000 --> 01:03:19.000
Hi, yes, I just wanted to um contribute to this conversation.

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Being that I work with immigrant and refugee families and services There are a lot of resources.

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I think… My best understanding of this is that It would be encouraged.

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For families to dual enroll once again like wraparound services within organizations such as ERCO that provide these supports.

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Yes, sometimes we use like Linguava Just systems for language, but we have a language bank that's so huge. Dhs uses it.

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One of the benefits is just that once the families tap into such services.

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It's they kind of get it on demand. I know sometimes it's just that Right now, I need to speak to an interpreter. Things like that can be set up as well. But we also fight for grants on that side being a nonprofit

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To support families in such situations. So there's the early learning, which that's where I work in that department, but there's also the youth department.

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So I just wanted to share that. I don't know if that's really fitting, but I just know that there's a lot of resources and I'm finding that working in this industry or this community setting bridging the gap, just making that connection

01:04:38.000 --> 01:05:02.000
I see it and I'm like, okay, you guys need to work with you guys over here. You guys have what they need. So I just kind of wanted to share that there are definitely resources. You just may require families tapping in to those services, which then in the end would benefit these community nonprofit services centers anyways.

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Thanks for that context, Minaya.

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I'm wondering if we can say something here in the document.

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I've added a little bit here. Expressing concern that if these positions are eliminated, they could limit access and just proportionally affect vulnerable students and families, particularly with interpreters. That's what I'm hearing here.

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Do want to just urge the board to ensure that access isn't limited.

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Is that the goal?

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And I think, yeah, that sounds good. And I think specifically make sure that there are avenues for families and students to initiate a conversation.

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That they can request interpreters not And not have it be you know however many. I don't know how many community agents we have, but not have it be so few that it's really hard to get to get to get to

01:06:19.000 --> 01:06:33.000
Access to interpretation. To be able to reach out to teachers or admin or you know admin or you know counselors or whoever they're wanting to talk to at their child's school.

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Okay.

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Mignana's point was or the comment that you made, Mignana, I believe, was around coordination of services across organizations. So I just wanted to repeat that in case we wanted to add something to that effect.

01:07:12.000 --> 01:07:27.000
With community resources, making sure those things are utilized.

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Yeah, thank you. I don't know where we can add this, but one of my major concerns is I think it's under family engagement.

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Just being a parent in this district. I would love to have more information about the curriculum and programming.

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You know, like more information about avid the effectiveness, the data, is it effective? So then… us looking at that we can look at that to make a better determination if a program needs to be cut or not.

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Just by looking at the data. So I would love to have… more engagement.

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Like around that, I don't know what that would look like. I don't know if that's a town hall. I don't know.

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But I'm just… You know, that's just one of the things I'm observing and just being a parent in this district for a number of years. We never had that type of information like we don't know. I don't know what's going on within my kid's school. I don't know the curriculum. I don't know the programming.

01:08:40.000 --> 01:08:54.000
I know we have back to school nights. But, you know, sometimes… That's one night. And sometimes that you know you can't relay all that information in one night.

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But even with the CBRC, just having more engagement around the effectiveness of programming.

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And things like that so we can make a better determination and you evaluate And make our recommendations that way. I would love to go that deep.

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Within the engagement instead of You know, sprinting last minute reading information and trying to make a recommendation but full out engagement throughout the year would be Ideal.

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So I don't know where that can go. But I think it's something very important that we should look at.

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So I actually wrote this section, Karanja. And I kind of kept it really focused to the budget. But I don't disagree with you on on having that added As a bullet, I just was trying to keep like the thoughts specifically around the budget but

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I'm also hearing this conversation where we're adding a little bit more context to why these areas of the budget are important and so I don't see a problem with adding that unless other folks do.

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Alexander, would you mind jumping in and maybe helping helping out a little bit here. I'm up higher in the document.

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Yeah.

01:10:24.000 --> 01:10:37.000
Right. Yeah, I'm processing the comments and I was thinking there's an opportunity in the the section that's PPS and reputation and family engagement And thinking also about thinking about this section about timing, transparency and public engagement. So I wasn't sure

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No. Good point.

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Where this may most sense. I associate what you're saying, Karanja, with… program-based budgeting when we're talking about evaluating for effectiveness and presenting that financial information and context.

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So I associated it more here. With transparency But I want to make sure it's housed somewhere that makes sense for the members.

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I would just say too that there's also, it's part of the bond.

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Spent quite a bit from the bond on curriculum and materials and so You know, that transparency of what do we get for our

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For monetary commitment. It's important to show.

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The impact and also like what are we teaching what did we get? What are our kids hearing?

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Yeah. What'd you do at school today? Nothing. What'd you learn? I don't know. I don't remember, you know, like, I know that there were some um efforts to share with parents directly like slide decks and things so they could get to know what it was that was changed, especially in the K-5 because that's my

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That's what I'm most familiar with. But, you know.

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Agree with Karanja that there needs to be more outreach and more sharing of here's what we're doing, here's what worked.

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You know, so there's a true partnership between schools.

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And their communities.

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Absolutely. Even with the integrated grant application if we would have had more engagement beforehand, before the application actually went out.

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And see exactly what we are planning to do You know, we could we could have been able to give you know, better recommendations of how we can spend that money from the state.

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So yeah, there's different things that I'm noticing that I would like to have.

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This better and deeper engagement.

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So right now I've added this bullet within timing, transparency and public engagement at the end.

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It says share information transparently on program performance to allow for evaluation.

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And then I think when we're talking about curriculum adoption and curriculum I'm wondering if it fits in both sections. So when we're talking about family engagement.

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Maybe the comment is around the content of what's engaged because this is you know when it says when it says families need more than announcements and surveys. What I'm hearing is that there was a desire for more specific program information to reach folks.

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Earlier on so that they can engage and react to more specific or detailed information.

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So I'm wondering if we should add it almost in both places.

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Yes. So I did have a section on data as well. And I think the bullet Because it sounds like we might be repeating something three times. So the last bullet in the data transparency and use section is sharing back findings with the community in plain language so stakeholders can see how their feedback shaped decisions.

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It's not exactly what you're saying, but I feel like we're kind of getting a little close to repeating the same thing. So we might want to consolidate some language and find a final home for it.

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Which page are you looking at, Desio?

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Yeah. It's 16.

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I like it in both areas.

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Okay.

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How about I'm going to write the bullet that I suggest and then Director Sullivan, let's hear from you.

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Yeah, I'm just curious, is there a way for parents to find out what's happening that week in their schools or their children's classroom.

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Is there a website that teachers put out that says today we're you know studying you know insects or whatever. And next week we're going to look at the solar system, anything like that or

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Okay.

01:15:58.000 --> 01:16:11.000
I think it varies by teacher. You know some some do a monthly newsletter, say this is what we're working on this month some people You know, send out text reminders on remind with notes. And there's always a monthly newsletter from

01:16:11.000 --> 01:16:17.000
Each school principal that doesn't go into specifics about what's in the classroom.

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It varies by teacher. I think that the bigger picture question that i'm hearing from Deschel and from Karanja.

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How are we evaluating what's being done in schools? For the um the outcomes.

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And… having that information be really clear and transparent like This is the problem. This is how we're addressing it.

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And this is what we're seeing from what we put into it.

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Yeah, I don't want to speak for anybody, but that's what I heard.

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Is that what you meant, Karenja? Or did you mean? Or did you mean you want to know what's happening in your child's class.

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Thank you, everyone. And I think… They show articulated it.

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As well. So I think the language is there.

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Okay.

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But I do have a question for you, Director Sullivan. With the integrated grant application.

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Was the board involved In terms of like having a deeper dive of what was happening within the programming within that grant or did you guys just have the document and you have to vote on it because you have the vote

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In order to go to the state. But I'm just curious on that engagement with the board of

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Were you guys engaged or what exactly the programming was going to be in those different budget items because i mean it was a huge budget. It's like over budget 30, 32 million.

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Well, pretty much what We got what you saw too, if you looked at all of that you There's a lot on Head Start.

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And I was involved with Without an observing programs.

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And there was a lot with the cte But we saw pretty much what you saw if you read all that.

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And what it sounded like they mostly wanted to do with CTE, there was just a lot of looking at where it's happening and how it's happening.

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And if we're going to get the grant. We have to be a little more I guess.

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Careful about what we're doing.

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So did you guys know like way in advance or was it Within a couple months.

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No, we didn't know way in advance. No.

01:19:07.000 --> 01:19:17.000
Okay, for the sake of time, could we, let's see, go back up And roll through some of these sections.

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So we finished with impact to students I'm going to summarize a little bit here and stop as we need to.

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So in equity funding and differentiated supports We talk here about PPS's equity allocation.

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I believe Grace noted that all high schools get the 9% equity allocation. And so our we put it as a question here. We question whether this approach, everybody getting the nine percent supports the district's goal to close racial disparities and academic achievements.

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And we note in terms of differentiated supports, there is elimination of uh just it was a halftime FTE for the tag program And they're under a corrective action plan with the Department of Education.

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So the recommendation here is or we can just put it as a question If you prefer is if you prefer a clarification on how the district is going to comply with the tag requirement.

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And in the absence of that coordinator. And I did see that there was a response to that in the in the questions?

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So thank you for that. So I think that stands.

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Director Sullivan, do you have a comment on that?

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No. Oh, I'm sorry. I put my hand down.

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There we go.

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Okay. I know we've had a lot of discussion on the blended classrooms and the staffing strategy there.

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So we note that the PPSs that the budget proposes expanding We thought it was about 18, so I just noted that number but in there.

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And the additional supports required for those classes. We're unclear on what the savings would be of that strategy.

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We understand the desire to maintain smaller schools, near enrollment thresholds.

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We'd like to understand the plan. If this is a solution for keeping schools open.

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And how that works with demographic trends. We ask the board to consider how this meets long-term instructional needs a long term costs operating in this model.

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It's just an ask. We note the rise in teacher overload pay over the course of the past five years.

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And it raises questions about whether blended classrooms may be used in in place of hiring additional educational assistance.

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I think it's not blended classrooms. I think it's actually overload pay.

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Yeah.

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And just a comment, you know, I think Michelle may have provided the response, not to put you on the on the Let's see, Michelle, but in our Monday meeting We had talked about the number of blended classrooms and we had stated it was 18

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Yeah.

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But it was that there were 18 added and that we've had blended classrooms at some of our school sites. So I'm just suggesting that we adjust that language to reflect that we've expanded it.

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Thank you. Okay. Expanding by. Thank you.

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Server.

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Can I just make a comment on this educational assistance? I'm aware that this was asked and I believe by one of our board members about the amount of educational assistance that may have been added due to overage or two

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The amount of educational assistance that may have been needed And I believe the response was that we did not allocate educational assistance in the current year.

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But I think, Tammy, you may have access to that questions. So I was wondering if you could check that for us.

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And just to clarify the specific Question.

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I believe this would be in the board questions document that we had And I think it was already provided to the board.

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I don't think our, I don't think the CRC has seen that.

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I don't think that you would have either. We have a lot of questions in progress, but I think that that one was checked.

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So.

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So feel free to come back to that with a response. So our recommendation would be to provide an analysis of comparing the cost of overload pay to the cost of having essentially more adults in the classroom, EAs or other classroom support.

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And evaluating the educational effectiveness of blended classrooms and how they impact student outcomes.

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Particularly for students needing more individualized support.

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And we just note that families and educators and educators frequently support a preference for more adult support in classrooms.

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We give a caution about deferring difficult decisions about school consolidations.

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Which is kind of consistent through here.

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And let's see. We've got a recommendation transition to the map assessments I think Karan just talked us through this a bit.

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The move away from map assessments this would essentially it's essentially we may be moving to a free assessment provided by the state anyway.

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So this would create savings. I don't know if there's training that would be required around this. So there may be initial cost, but it sounds like that would be something that would happen anyway.

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Does the committee have any thoughts on this?

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Okay, let's adopt this as a recommendation then. For the board.

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Crunch if you're fine with it, I might move this around a little bit and just phrase it as a recommendation.

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And include your rationale here.

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That's fine. Thank you.

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Okay. Operational efficiencies and central services.

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So we note our 2023 report, we know that we've seen years of cuts here And we recommend more transparent.

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Reporting on those reductions. I think if we want to call anything out it's just the difficulty of actually being able to assess things like contract savings.

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I understand that there's been an audit. We can't actually look at those savings.

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To see?

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I think I heard Dr. Armstrong mention that at the the meeting at Grant, something about that information coming to the board soon. Is that right?

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Oh.

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From the audit?

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No, and I don't think the board hasn't seen it yet either. Is that right, Director?

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Yeah, so we haven't seen that yet.

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Okay.

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That's right. I was thinking. I hope it hasn't come out and I haven't.

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Because I don't think I've seen it anyway.

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Okay, so then that's not something we'd call for yet. Okay. So our recommendations We're asking for detail and specific types of central service positions eliminated.

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And I think that's just because that's just because the board book here can't really help us drill down far enough.

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I'm not sure if any of that's a privacy issue because of privacy Because this is a proposed budget.

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I think it is in a way because if you mention a particular position You're kind of mentioning the person.

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So that

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Yeah. Yeah, if you have a calm staff of 10 and you say you're eliminating three comms positions, people figure it out Okay.

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Yeah so i think

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Okay. Maybe it's in retrospective we could ask for that.

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Yeah, that makes sense. Once it's done. Yeah.

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And then our other recommendation is to disclose the total amount of cuts to central office spending in a way that clearly separates from school level reductions.

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Sometimes that's tricky. Oh, I say, I'm sorry, I see Deschel.

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Oh, I just had a question to Director Sullivan was saying about the confidentiality aspects of that information but that information You made a point about kind of getting it after and maybe there's a way to also see the trends. So like after these things are done, maybe we can see it

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And then look at some of those future projections that may occur so we can kind of caution, some things to avoid. So I know like yes privacy reasons we can't get it upfront, but perhaps we can start to look at the future in a little bit more of a long-term way.

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I just want to also, again, from the teacher perspective It's spelled out really clearly.

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Who's losing their jobs at the school level? Why do we not care about the privacy there, but we care about the privacy at the central level so much.

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Sorry, I was referring to the to the Teacher level grace but Oh, yeah, but I agree with you there. Yeah, I'm sorry. Mistake on my end.

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Oh, okay. Yeah.

01:30:25.000 --> 01:30:26.000
Yeah.

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Yeah, because the volume two spells out, you know, which positions are what type of job is cut, but then we can't get that specificity at the central level that That doesn't seem… That doesn't compute in my brain.

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That's a fair point. Okay.

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Yeah.

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Okay. We'll leave the recommendation as is.

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And we've added in here a couple people noted that there's a What is it called a wage Essentially, there's another level of a senior administration added. I think it's just people that are moving up into it with a new salary range that's included as part of

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This budget, the board noted this as well And just simply that that didn't feel good.

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As part of this particular budget. I leave it to you as to whether you want to include that or not.

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I included it here. Hmm.

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I have some information. I have some information on that if you'd like.

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Actually, it was our student director jj ask the question about the total cost of the leadership team.

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And got the answer. This year we have 82 leaders across the central office.

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That would cost 20,000 or 20 million seven hundred twenty thousand six hundred thirty 0.75. We reduced it to 75 liters.

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And that adjusted cost is 19,119.

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Thousand, etc. The savings from the reduction is $1,600,000. So yes, they did get raised two leaders, they've also cut So the total savings with the leadership team is 1,600,000.

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According to the information I have. So although, yes, there was a couple more people added at a higher salary level.

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The whole team has been consolidated. And I think consolidated in a way that the superintendent thinks will make it more efficient.

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And work better for. How she thinks she can deal with the whole horrible problem we have this year.

01:32:48.000 --> 01:32:57.000
That's Because it was interesting that jj is the one who thought to ask that and got the answer.

01:32:57.000 --> 01:33:01.000
It was pretty impressive.

01:33:01.000 --> 01:33:04.000
Director Sullivan, can you repeat those numbers again the 82 was…

01:33:04.000 --> 01:33:18.000
Yeah, this year we have 82 leaders that would cost i'll just say the numbers. 2 o comma 720 comma 630.75.

01:33:18.000 --> 01:33:27.000
We reduced it to 75 liters. And the adjusted cost is 19 comma one one nine comma.

01:33:27.000 --> 01:33:36.000
856.68. The savings from the reduction is 1,600,000,000.

01:33:36.000 --> 01:33:42.000
774.07.

01:33:42.000 --> 01:33:46.000
So that's like a 7% cut and i'm just back at the napkin now.

01:33:46.000 --> 01:33:47.000
Yeah.

01:33:47.000 --> 01:33:51.000
Thank you.

01:33:51.000 --> 01:34:04.000

Somebody around the average of around the average what that actually means like is that salaries?

01:34:04.000 --> 01:34:05.000
Benefit.

01:34:05.000 --> 01:34:11.000
Well, yeah, I'm sure it's salaries and all this extra stuff that comes with salaries, which yeah It's kind of amazing when you look at how much that is but yeah

01:34:11.000 --> 01:34:17.000
In the same way that like a teacher costs on the levy $135,000, but it's not what they'll see, yeah.

01:34:17.000 --> 01:34:27.000
But they'll never see that money. Yeah, exactly.

01:34:27.000 --> 01:34:41.000
Well, we can leave it or we can cut it. Open to feedback.

01:34:41.000 --> 01:34:48.000
I think it's good to put in there. As it is.

01:34:48.000 --> 01:35:05.000
I think that reflects some of At least. My values, it reflects a lot of the values we heard And have heard over the years from the years public comment.

01:35:05.000 --> 01:35:24.000
Wanting you know if we truly are going to be having the last resort be cutting at school levels and and cut you know in the same report talking about potentially you know huge shifts towards school closures even possibly like

01:35:24.000 --> 01:35:32.000
Like you said, it doesn't feel good and it doesn't feel in alignment with what the district is saying.

01:35:32.000 --> 01:35:38.000
About caring for caring

01:35:38.000 --> 01:35:48.000
You know serving our schools our schools the best they can.

01:35:48.000 --> 01:35:54.000
Okay, I'm going to move on for now and anybody wants to weigh into the draft, they can put comments in there.

01:35:54.000 --> 01:35:55.000
Meg, do you mind if I just make a quick clarifying comment?

01:35:55.000 --> 01:35:58.000
Enrollment and attendance.

01:35:58.000 --> 01:35:59.000
Okay.

01:35:59.000 --> 01:36:24.000
Just wanted to flag that within function 2000 support services, when we're saying shows only a modest reduction. I just wanted for awareness for folks to know that within that support services we're looking at school facing positions. So that is a component of this change that's reflected here.

01:36:24.000 --> 01:36:29.000
And this is looking at all funds as well. So I just, I wanted to clarify that.

01:36:29.000 --> 01:36:39.000

When we're associating it with central support in this section. It doesn't only refer to central support in that function.

01:36:39.000 --> 01:36:51.000
And we had provided tried to provide more of a breakdown by function to assess how central has changed as we presented it in the budget document.

01:36:51.000 --> 01:36:58.000
I'm going to be honest, this is from Stefan and i don't I'm not sure I fully follow.

01:36:58.000 --> 01:37:00.000
The difference If we need some follow-up on this, we can.

01:37:00.000 --> 01:37:20.000
I'm… I don't know if we need to follow up. I think it might just be helpful to add to acknowledge that it includes not only central office or central, even centrally managed services that there are school-based services that are included in that.

01:37:20.000 --> 01:37:21.000
Okay. Would you add a note?

01:37:21.000 --> 01:37:25.000
I can add that language because I heard you want to move on. Yeah.

01:37:25.000 --> 01:37:39.000
Thank you. All right, I think we've wanted to focus a lot on enrollment and attendance. I've heard that from our committee here. We've got a couple pages on this.

01:37:39.000 --> 01:37:48.000
And I've tried to consolidate a bit. So if you don't see your bullet point in here and you want to add it back in, please do.

01:37:48.000 --> 01:37:58.000
We note that we've tried that classroom staffing is essential to families and that's part of building trust and stabilizing enrollment.

01:37:58.000 --> 01:38:10.000
But it's also those wraparound supports that support attendance. And we need to see those reflected in the budget as well.

01:38:10.000 --> 01:38:23.000
Realizing we're in a tough budget situation, we recommend prioritizing restoration and protection of roles proven impact in attendance and engagement, such as social workers, counselors, and librarians.

01:38:23.000 --> 01:38:28.000
For new funds.

01:38:28.000 --> 01:38:36.000
I added the qualifier of new funds in there. If you want to take that out, I can.

01:38:36.000 --> 01:38:53.000
Or as funds become available or I don't know. I don't know where we take it from or from any savings

01:38:53.000 --> 01:39:09.000
I'll keep rolling here. We also have recommendations around implementing evidence-based strategies I mean, there's everything from offering breakfast during first period. Apparently that gets kids to school.

01:39:09.000 --> 01:39:16.000
Revisiting the school calendar Which can help with absenteeism.

01:39:16.000 --> 01:39:28.000

Launching, I love this one, a short-term attendance matters campaign. That's so great And leveraging messaging, getting that out into our community.

01:39:28.000 --> 01:39:34.000
Marketing the value of our PPS education. I know the district actually has done some of that.

01:39:34.000 --> 01:39:46.000
Encouraging enrollment through community partnerships, referral networks. I think we're just giving the district, you know, our community input here and I love it.

01:39:46.000 --> 01:39:54.000
Conducting exit interviews with families. For those who leave.

01:39:54.000 --> 01:40:05.000
Expanding on work with ELD. Early learning programs and best efforts to attract families earlier and retain them.

01:40:05.000 --> 01:40:20.000
And continue building a referral network. In the long term, we urge a district to sustain an grow in school wraparound services that address non-academic barriers to learning.

01:40:20.000 --> 01:40:33.000
And position schools as hubs of support possibly partnering with other government agencies So bringing in things like a health clinic or emotional support services.

01:40:33.000 --> 01:40:38.000
Urge the district to review and share a transparent enrollment and pendant strategies.

01:40:38.000 --> 01:40:40.000
Supported by data and measurable outcomes.

01:40:40.000 --> 01:40:45.000
Beautiful.

01:40:45.000 --> 01:40:46.000
Please jump in.

01:40:46.000 --> 01:40:53.000
So… I mean, you did a great job of pulling together so many disparate parts and making sense of it.

01:40:53.000 --> 01:41:01.000
I was trying to pull out and separate the two issues because there's a tendency And then there's enrollment.

01:41:01.000 --> 01:41:17.000
I don't know the numbers around this, but I have personally seen people leave the city Because the city and then the city and families that choose, you know, I have a family right now actively choosing to go to private school

01:41:17.000 --> 01:41:22.000
And, you know, I don't know what percentage of the problem we're having is that.

01:41:22.000 --> 01:41:27.000
But I was trying to break that out as a separate issue.

01:41:27.000 --> 01:41:36.000
To try to encourage them to stay in the in the community schools rather than peeling off.

01:41:36.000 --> 01:41:42.000
I thought maybe it would be good to break that out as a separate kind of consideration.

01:41:42.000 --> 01:41:46.000

Because I don't know the rapper. I mean, maybe the wraparound services would be something they'd look into.

01:41:46.000 --> 01:42:03.000
And knowing like what's actually happening there. I imagine there's some data that the district has, like why are families choosing to go to private school and spend $25,000.

01:42:03.000 --> 01:42:10.000
Yeah, we can reformat this. And now that you say it, that actually makes sense. I'm seeing Nyana as well here.

01:42:10.000 --> 01:42:13.000
Please jump in.

01:42:13.000 --> 01:42:31.000
Hi. Yeah, so when I was doing research, the only reason why I grouped it together is because when I was looking into how to retain attendance it was several times it continued to be brought up that wraparound services, what brings families to the schools.

01:42:31.000 --> 01:42:43.000
A lot of appeal. These are just some bullet points that I was able to gather. I'm okay with it being separate, but I seen many places that it was grouped together. And I'm like, to me, it just kind of made sense

01:42:43.000 --> 01:42:52.000
But for the point that you're making. I don't know the percentage or the reason ultimately why. I mean, when I think about it.

01:42:52.000 --> 01:42:57.000
Why families are maybe no longer engaging in PPS. We talk about the cost of living for sure.

01:42:57.000 --> 01:43:11.000
But like from my standpoint, I work with immigrant and refugee families. A lot of them don't trust the system when they come to the US. They're not by law, they don't have to put their kids in public school until they're six.

01:43:11.000 --> 01:43:27.000
A lot of them are forced to do so. So I have a lot of different viewpoints on exactly why outside of the main ideas or why families aren't really, we got immigration law, people aren't really wanting to engage with the schools and not see their kids again.

01:43:27.000 --> 01:43:39.000
There's a lot of fear there, but that doesn't really It really doesn't speak to the sentiments of why the numbers are decreasing ongoing from years back to now.

01:43:39.000 --> 01:43:50.000
But like I said, I'm okay with separating it. It's just I found that the wraparound services were of a support to retain the attendance. But like I said, I understand.

01:43:50.000 --> 01:43:55.000
Your angle, I just wanted to put my two cents. I almost kind of put it in the note comp comment side.

01:43:55.000 --> 01:44:01.000
Of the document, but I said, no, I'll just wait until we have the meeting.

01:44:01.000 --> 01:44:11.000
And I think that makes perfect sense for because we're really, I think, talking about two different problems, maybe multiple problems for the school district.

01:44:11.000 --> 01:44:19.000
And… the people that are, you know, I can't afford to take my kids into private school.

01:44:19.000 --> 01:44:27.000

Nor would I want to try to afford that. So I'm hoping that we can pull the ship up so I wouldn't have to figure out how to make that happen.

01:44:27.000 --> 01:44:36.000
But that's a different animal from families that, you know, their child just lost interest in the school So I don't know what the percentages are.

01:44:36.000 --> 01:44:42.000
Do we have any information on like which one is which hole is leaking faster?

01:44:42.000 --> 01:45:03.000
Attendance issues or I mean, I imagine tennis is bad but like People that would have otherwise gone to pps choosing to go to private school. I think that's the one I think possibly we could move the needle on in the next year.

01:45:03.000 --> 01:45:04.000
But I don't know what percentage that is.

01:45:04.000 --> 01:45:24.000
I'm not sure what our dropout rate is, which I think is what's kind of relevant here. Like I know our graduation rate is pretty good.

01:45:24.000 --> 01:45:25.000
Yeah.

01:45:25.000 --> 01:45:32.000
I'm not sure what our dropout rate is, but I think I know what you're after. Let me… You know, just for time can I work on this or can we all work on this kind of after? But I think separating that out, like strategies that support strong attendance, those wraparound services, those things that keep kids in school

01:45:32.000 --> 01:45:40.000
And then enrollment, attracting and retaining families, you know, it's quality it's you know all the things and i'll go back to the original document and some of the things that you specifically and Deschel have put in there as well.

01:45:40.000 --> 01:45:46.000
Perfect.

01:45:46.000 --> 01:45:52.000
And I think part of that is PPS's reputation, family engagement next. Deshaun, go ahead, please.

01:45:52.000 --> 01:46:06.000
I was just kind of like just piggyback off of what Aaron was saying and maybe even like drill down deeper where where the drop-off point occurs like is it is it a certain grade Is it a certain age group is it a certain age group

01:46:06.000 --> 01:46:29.000
Families who are not from Portland, who have moved here and they leave at a quicker rate like there has to be something I feel like that could tell us where it would be happening outside of the enrollment or attendance, but also just like those who are in the system and then kind of like drop off at a certain point. Do we know what that might be? And if we don't.

01:46:29.000 --> 01:46:36.000
Then maybe that's just worth exploring at a later time. I know we're short on time tonight.

01:46:36.000 --> 01:46:49.000
Yeah, I disagree. I think that you're that is a different issue. I don't know if it's a major issue. It sounds like it might be. And so it might be worth calling that out specifically. So yeah, I would be happy to kind of jump back in.

01:46:49.000 --> 01:46:56.000
And create more of a bullet point list like this. I use too much text.

01:46:56.000 --> 01:47:02.000
We have an embarrassment of riches in terms of this report. It's going to be great. Thank you guys so much.

01:47:02.000 --> 01:47:10.000
Okay, so we'll jump back in and kind of separate this out a little bit and uh kind of finalize that.

01:47:10.000 --> 01:47:18.000
Reputation and family engagement. This is great. It talks about um

01:47:18.000 --> 01:47:27.000
The engagement summary and engaging our families We need more than announcements and surveys, disaggregating data.

01:47:27.000 --> 01:47:37.000
Clarifying how input comes in.

01:47:37.000 --> 01:47:50.000
Not sure if we want anything here. Expanding outreach efforts to families who may not have digital access or language familiarity.

01:47:50.000 --> 01:48:07.000
On that note, we have five community engagement specialists across the district. So if they cut those language access people, that's five people.

01:48:07.000 --> 01:48:09.000
That's a good point.

01:48:09.000 --> 01:48:11.000
And not a single barbecue.

01:48:11.000 --> 01:48:38.000
All right, on our capital bond I think we're pretty supportive here. Our recommendation is around ensuring the thorough review, transparency clearly communicating to the public how the project scopes if they're revised and core instructional resources in terms of maintaining

01:48:38.000 --> 01:48:45.000
Student teacher ratios. Being transparent about the process of revising scopes.

01:48:45.000 --> 01:48:59.000
And just calling out keeping things that can be in the bond in the bond And using a forward looking, being forward looking about that. So if we have something that's coming up, putting it in the next bond.

01:48:59.000 --> 01:49:16.000
Because general funds are scarce. Pause on any of this if anybody wants to here.

01:49:16.000 --> 01:49:26.000
We had great ideas here on revenue diversification and innovation, giving the board some some some food for thought here.

01:49:26.000 --> 01:49:32.000
Noting that we're just, you know, we're really tied to state funding. That's how public schools are here.

01:49:32.000 --> 01:49:42.000
That the legislature hasn't been especially forthcoming with additional funding. And suggesting given the pressures that we have and the forecast.

01:49:42.000 --> 01:49:50.000
That we pilot some alternative models. Potentially looking for public-private partnerships.

01:49:50.000 --> 01:49:56.000

This is probably going to require some investment of the school district to pursue these.

01:49:56.000 --> 01:50:07.000
And thinking about things like PCC is done, for instance, I'm just calling that out. It's not in here, but co-location models. We do have Fabian. That's one of them.

01:50:07.000 --> 01:50:11.000
And I'm probably going to consolidate these two lists because they have a lot of the same things in here.

01:50:11.000 --> 01:50:16.000
So it's tech and university collaborations so we have co-location models.

01:50:16.000 --> 01:50:25.000
I'll tweak that and probably combine those there. Affordable housing or mixed use developments, that kind of things.

01:50:25.000 --> 01:50:33.000
Creative land uses such as solar installation solar installations or limited development.

01:50:33.000 --> 01:50:41.000
Development agreements were appropriate. So just thinking about all the ways that we could user properties.

01:50:41.000 --> 01:51:02.000
While still retaining them. We just call out budget line on the civic use and leasing of district assets. We have this cub revenue There's a very optimistic line in there about the more than doubling of that revenue next year.

01:51:02.000 --> 01:51:10.000
We'll see. I don't know if that's just because permit amounts are going up. It's been really cheap to rent a classroom until now.

01:51:10.000 --> 01:51:15.000
I don't know what's happening with that, but we know that is a worthwhile pursuit. Yeah.

01:51:15.000 --> 01:51:17.000
Michelle, sorry.

01:51:17.000 --> 01:51:26.000
Yeah, I just want to share that we have transitioned to a more automated system for facility rental.

01:51:26.000 --> 01:51:42.000
And so with that requires, you know, instead of manually entering in worksheets and tracking facilities that way and invoicing folks we are able to get payment upfront.

01:51:42.000 --> 01:51:49.000
For facility use. And so we anticipate that that's going to take a lot of the subjectivity out of the process.

01:51:49.000 --> 01:51:57.000
And should improve revenue. So I just wanted to offer that, that that is something that's already in place.

01:51:57.000 --> 01:52:06.000
Yay, let's send out a great note. I think we've already talked through asset management.

01:52:06.000 --> 01:52:11.000
And kind of our last recommendation here.

01:52:11.000 --> 01:52:32.000
And I've modified this since we talked through it the last time is uh on reserves and one-time spending We have historically as a committee recommended that the district hold more than the bare minimum of five percent That's a little tricky this year since we're already

01:52:32.000 --> 01:52:40.000
At 5%. So I don't have the numbers in here and I'll need to plug them in.

01:52:40.000 --> 01:52:46.000
Or we can just leave them out. But just noting the five percent

01:52:46.000 --> 01:52:55.000
And we know that these have been used to backfill essentially with one-time and delaying permanent cuts.

01:52:55.000 --> 01:53:06.000
I know the ice storms in here was something that we use general funds for. It's the sort of thing that we've used reserves for.

01:53:06.000 --> 01:53:19.000
But the proposed budget continues to use one-time general funds. We note a couple of programs I'm not calling out calling their worthiness specifically, but just noting that that's a strategy we want to get away from.

01:53:19.000 --> 01:53:26.000
Accordingly, we make the following recommendations. To avoid, and I'm not sure why I have no brain in here.

01:53:26.000 --> 01:53:37.000
Or bold to avoid the use of one-time reserves or general funds to close a budget shortfall Unless there's an exit strategy for that item.

01:53:37.000 --> 01:53:48.000
Or it leads to long-term cost reductions or revenue gains. There's a house bill right now. I think I've mentioned this for the nutrition amount. And so if that's enacted.

01:53:48.000 --> 01:53:57.000
Recommending the district allocate those to either replenish reserves to replenish reserves.

01:53:57.000 --> 01:54:04.000
And then a recommendation to commit to a plan to gradually rebuilding reserves.

01:54:04.000 --> 01:54:12.000
For, you know, basically future volatility. Those would be our recommendations.

01:54:12.000 --> 01:54:26.000
Any comments or thoughts on any of those? Pretty well in line with what the committee has supported in the past but If anything stands out for you?

01:54:26.000 --> 01:54:39.000
We could take a different track.

01:54:39.000 --> 01:54:52.000
Okay. We end with appreciation and on our addendum, that's where we've put you know talking about our asks around timing and transparency and specific things that we would love to see in terms of the process.

01:54:52.000 --> 01:54:57.000
Director Sullivan.

01:54:57.000 --> 01:55:04.000
I just like to say how appreciative I am. Of all the hard work you've done.

01:55:04.000 --> 01:55:13.000
You're such a wonderfully brilliant group of people with so many ideas And it's been impressive to see you.

01:55:13.000 --> 01:55:19.000
So I just want to thank you. It's been a pleasure and an honor to work with you.

01:55:19.000 --> 01:55:22.000
And thank you.

01:55:22.000 --> 01:55:26.000
Okay, will nobody sign off for one minute. We have two more last items of business.

01:55:26.000 --> 01:55:36.000
So we need to, as a committee, vote to approve these to or to adopt these, to prove these to send to the board.

01:55:36.000 --> 01:55:45.000
So the first one, let's go back to the levy.

01:55:45.000 --> 01:55:52.000
So our CBOC annual local option levy review

01:55:52.000 --> 01:56:00.000
And so if somebody wants to make a motion.

01:56:00.000 --> 01:56:09.000
To adopt this and with any needed small text changes.

01:56:09.000 --> 01:56:20.000
I move to adopt. As is with the room to make room grammatical changes.

01:56:20.000 --> 01:56:24.000
Okay, and do we want to do a raise of hands with your little hand button?

01:56:24.000 --> 01:56:25.000
At work. Oh.

01:56:25.000 --> 01:56:30.000
Do we need a second?

01:56:30.000 --> 01:56:49.000
Thank you. I'll just keep them up until Alexandra has enough.

01:56:49.000 --> 01:56:52.000
It only keeps it up for a few seconds on my end.

01:56:52.000 --> 01:56:54.000
Okay.

01:56:54.000 --> 01:56:58.000
Hey, Shell, did you vote to approve?

01:56:58.000 --> 01:57:01.000
Yeah, it just my hand was let down after eight seconds. Yeah.

01:57:01.000 --> 01:57:07.000
Okay.

01:57:07.000 --> 01:57:22.000
Karanja did as well. Sonia, I'm not recording your, I'm not seeing your yes vote.

01:57:22.000 --> 01:57:28.000
Okay, that is the majority of our CBRC members in this space.

01:57:28.000 --> 01:57:45.000

Okay, we'll take them down. Our second piece here is to adopt with changes to content but not to the meaning.

01:57:45.000 --> 01:57:59.000
Our letter to our letter to our budget, our community budget review annual What are we calling this? Our annual budget review letter to the board, our recommendations

01:57:59.000 --> 01:58:02.000
Move to adopt per those stipulations.

01:58:02.000 --> 01:58:05.000
Second.

01:58:05.000 --> 01:58:21.000
Okay. And we'll do a hands up vote or a voice vote if your hand's not working.

01:58:21.000 --> 01:58:26.000
Sonia, can I check on you again to vote to approve this report?

01:58:26.000 --> 01:58:28.000
Yes.

01:58:28.000 --> 01:58:35.000
All right, that is a majority of our CBRC members

01:58:35.000 --> 01:58:49.000
Okay, well, I just want to thank you all. If you have changes and want to jump in Let's try to get this to the board. If you have any changes before 9 a.m. Tomorrow.

01:58:49.000 --> 01:58:53.000
I will make a last swoop through and get it to Alexandra.

01:58:53.000 --> 01:58:59.000
By 9.30 and then she can send it off to to the point. Thank you.

01:58:59.000 --> 01:59:25.000
That's great. I'm so glad this um This went so well tonight. I just had one One other comment for the group, and I don't know if you saw this, Mariah, but wanted to acknowledge this. We had a huge recruitment. There was so much outreach that happened when these members came on board to the CBRC a few years ago.

01:59:25.000 --> 01:59:35.000
And I wanted to acknowledge that you have been with us through incredibly challenging times for our school district. There has been so much going on over the past few years. And so I wanted to acknowledge that.

01:59:35.000 --> 01:59:53.000
Since we have so many of you who have terms ending on June 30th. So we're so glad that you are with us and I wanted to make a little space for Tammy and Michelle as well if you had anything to add to that. But I know that our district deeply appreciates your

01:59:53.000 --> 01:59:54.000
Wait, are we losing Mariah?

01:59:54.000 --> 02:00:06.000
Thank you, Alexander, for a minute. And it will be less than a minute, but I just want to express great appreciation. I've only worked with budget committees, which are partly comprised of the board.

02:00:06.000 --> 02:00:24.000
In my experience. And so I guess the concept of the CBRC was fairly new to me but the discussion you have and the attention that you are paying to the experience of the students of PPS is just incredible and i've been

02:00:24.000 --> 02:00:29.000
Really thankful to get to be a part of this. So thank you so much for your service.

02:00:29.000 --> 02:00:33.000
And… I just really appreciate it.

02:00:33.000 --> 02:00:44.000
And props to Alexandra. She is an incredible facilitator. And I'm very thankful to have her on my team.

02:00:44.000 --> 02:01:00.000
And I don't know that I can top that, but I will second every bit of that. Michelle and I come from very similar backgrounds with exposure and just the level of attention and detail that you give to this committee in your time.

02:01:00.000 --> 02:01:05.000
I'm just amazed and in awe at that and appreciate it.

02:01:05.000 --> 02:01:18.000
And appreciate the feedback and learning how we can be more responsive and and as a community as well.

02:01:18.000 --> 02:01:26.000
Well, just our last element of business is we are going to present to the board on May 6th.

02:01:26.000 --> 02:01:32.000
I will be there. And I invite each of you, if you would like to present a section.

02:01:32.000 --> 02:01:39.000
If you have one you want to speak to, feel free to drop your name in the document next to it.

02:01:39.000 --> 02:01:46.000
We'll take that out before we put that to the board but or just show up. I'd love to have you speak to what your heart's really about.

02:01:46.000 --> 02:01:56.000
It is great to have it. Yeah, I'll be at the profit center in person. Alexandra, if you could give us a time certain when we get that.

02:01:56.000 --> 02:01:57.000
Just for folks who might be a little time constrained.

02:01:57.000 --> 02:02:03.000
I can, yeah. And I didn't see it posted yet, but I will let you know as soon as possible when I see the time.

02:02:03.000 --> 02:02:08.000
Yeah, usually they give us a window of, I don't know, 20 minutes or something like that.

02:02:08.000 --> 02:02:14.000
Thank you everyone for your hard work on this. Appreciate it. And meeting adjourned.

02:02:14.000 --> 02:02:15.000
Oh, Grace, I'm sorry.

02:02:15.000 --> 02:02:16.000
Thank you, Mariah.

02:02:16.000 --> 02:02:17.000
Thank you.

02:02:17.000 --> 02:02:34.000

I just wanted to thank Mariah for her awesome leadership also and alexandra Thank you for you know being so gracious in wrangling all the All the cats.

02:02:34.000 --> 02:02:38.000
Appreciate it very much.

02:02:38.000 --> 02:02:39.000
Thanks to all of you. Good night.

02:02:39.000 --> 02:02:45.000
Thank you, everybody.

[redacted]

Submitted by:
Alexandra Martin
Finance Program Manager