



Community Budget Review Committee

Meeting Agenda

Thursday, March 16, 2023

5:30pm - 7:30pm

[[Meeting Link](#)]

[[Member Portal](#)]

CBRC ATTENDEES: Roger Kirchner, Paul Freese, Sonya Harvey, Lisa Selman, Karanja Crews, Stephen Lindner, Mariah Dula, Tasz Ferguson, Olympia Calvert

STAFF ATTENDEES: Jordan Cooper, Nolberto Delgadillo

PUBLIC COMMENT: Mashari Tyson, JaVonne Willaims, Jayme Causey

5:30pm

- Welcome/Check-in
- Public Comment
- Any updates from the group?
 - Chair/Co-chair/Vice Chair
 - Reminder, there is another board budget work session coming up on 03/21
 - Let Jordan know by Friday if you can attend
 - Updates have been made to the Portal (Jordan can share)

Notes:

RK: opened meeting with thank you to co-chair and vice chair for leading last meeting. Introduced public comment process and rules.

Public Comment

1. Mashari Tyson

Good evening. Thank you for having me here during the proposed 2324 budget season for Context but Excellence Group is a racial equity and social justice group. Community partner of port and public schools, and we've been clapping with the superintendent district leaders and variety of departments, initiatives over the past 3 years. And tonight I come representing 200 black students and their families that we serve each week across King Rosa Parks, Markham, and Bridal Mile, as well as advocacy for struggling middle school students at Jackson and West Sylvan. We are asking for a commitment to an unapologetically protected R. Sj. Community partner funding effort this year for the 2023, 2024 budget. So we are out for a demonstration of the superintendent's leadership team to have equity values demonstrated that they've communicated through the proposed budget allocations. And specifically we're asking for increased RESJ. Funding which is currently proposed to be reduced. We are asking for the protection of the RESJ.

Funds, and additionally to specifically increase the RESJ. J funding for the ongoing demands and urgent needs for the community to be involved in students supports. I don't believe in the scarcity mindset. I'm confident that the school district leadership will find a multi-pronged funding source approach. That's necessary to increase. Ari. Sj. Partner funds for 2324. Increased investment in RESJ partnerships is critical to the district achieving the board goals, living out our Pps values, realizing the vision and delivering on the strategic goals and student outcomes. These are equitable funding efforts for black students means that we're there for them. We're ensuring that they're reflected by the staff every single week. We're not uprooting community partners and dropping off after a specific grade level or a specific year. Equitable funding means prioritizing these Rsj partnerships because they are seen as a value because of the impact that they have on our most marginalized black students, so that they can thrive. Currently there are so many black students in Pps that do not physically or emotionally feel safe in the buildings, and we have heard loud and clear the elementary through high school levels, directly from students and families that they need more supports. It is unimaginable that we would keep steady. The RESJ Budget, let alone do cuts. We are asking for an increase in RESJ partnership and professional development. Efforts so that we can meaningfully move the needle. As Dr. Proctor talked about in the last Budget conversation. It is about continuous improvement, and year over year progress, and we have had decades of underinvestment in these black students. And we need to right now commit to actually having the increased RESJ, community partner support so that we can actually correct the shift and be able to deliver on many of what we've heard from the community last year. We've heard loud and clear beyond the survey that Black family is through input community partner feedback. And all the Quarterly partner meetings, instructional framework, developmental continuum efforts, safety Committee focus groups. CBSE, the budget focus groups with black families are RESJ efforts. Middle School Redesign Grant Feedback sessions with the fish Bowl. They want more supports, and the school leaders are asking for it, and all the district leaders are aware of the dismal condition of black students in our district, and we need to increase oursday partnerships to make sure that we are there.

2. JaVonne Williams

a. Jayme Causey

JaVonne W: I am a graduate of Portland Public School. I am a proud graduate of an Hbcu. I am a community member, and I am the current director of student and student and parent services. Here at self enhancement. I didn't share all that information with you to run off my resume, but to show you that a relationship between schools and community partners works, and it doesn't only work just for me or it didn't work. Just for me. It works for many others, and it continues to work and to further illustrate how about relationship work I would like to introduce and give the rest of my remaining time to the Dean of students. At Jefferson High School. Jayme Causey.

Jayme C: I'm Jamie Causey and as Yvonne Hijaban, as your mom said, I am the dean of students here at Jefferson High School. I'm here because Sci asked me to be here, and I will do anything for SEI, because I see the impact and the value that they have for our students here at Jefferson in the building on a day-to-day basis. I'm in the role of Dean right now. I've also worked as a teacher here, and I've seen the impact that the coordinators have with the students. Both in the classroom when I was working. They were coming in, supporting students, helping them with the work, giving them a safe space for them outside the classroom. If they need an alternative setting to do their work. And now my role is Dean, seeing their wraparound services getting students to school... with Jefferson, a lot of our students come from different parts of the area in Portland. They support them, getting to school, support their attendance when they're out of school, and also provide them with safe

spaces both in the building and outside of the building. After school as well. So, of course, when SEI asked if I would speak on the impact that SEI has on Jefferson and students here I agreed, because we couldn't do our job as a school without seed. In the school they work with students, but they also work with teachers and families to really wrap around students in all the ways that they show up inside our building. They embody what it means to work with the whole child. Recognizing that if you focus just on students, academics or behavior, you're missing part of the P. Of what makes that student who they are, and how they show up each day in a school building, and I believe that our sci partners truly know our students better than anyone on our staff. I appreciate the energy that they bring to our hallways and the ways that they support kids. They love kids, but also hold kids accountable. And sometimes we see different pieces of that on our school level. And we're so wrapped up in discipline or in grades or academics, that we forgive to support each part of a student. But Sti never loses the focus of what it means to truly love and care for our kids. And as a school, the Black population. It's also our kids who need it the most in the African American community here in Portland.

RK: Any updates from the group? Also, reminder that the board is inviting us to the budget work session on 03/21 – please let Jordan know if you will be attending. Anyone have any questions regarding the CBRC portal or Q&A document? Regarding some of the questions I asked, I was disappointed in the responses from staff to his answers.

ND: Questions continue to be answered and it's ongoing. It just comes down to capacity. Some questions are easy and some take a bit more time.

RK: Board questions from the work session should have been shared with CBRC.

ND: Jordan is coordinating with Board Office and will let them share.

JC: I have access to board questions now and am manually adding them to the CBRC spreadsheet as answers come in.

ND: Also, while I am in these meetings, it's always a good time to ask questions and I will answer what I can.

KC: Agreed with Chair Roger, and is also disappointed with the answers to his questions at the board work session.

RK: There was also a question about the public notice of our meeting. They usually go out about 48 hours ahead of time. You can follow public notices for all board committee meetings on the website or by signing up for email notice. Email kbradshaw@pps.net. Are there any other questions from committee members?

JC: I have updated pages on the portal with new resources.

RK: I usually watch board and committee meetings on the YouTube channel but can also be watched on TV. Moving on, we want to move on to Nolberto's presentation if there are no further questions.

5:45pm

- [Presentation by Nolberto Delgadillo, Chief Financial Officer](#)
 - General Fund Update & Local Option Levy Presentation (slideshow coming soon)

- Resource mentioned in meeting: November Work Session w/ ERS slideshow:
https://drive.google.com/file/d/1xYALdwnc4ZuoLX9ZyGT2yIVFyZH4uIYr/view?usp=share_link

Notes:

ND: Presenting slideshow

RK: What do these acronyms mean? CSI, TSI, Title I

ND:

CSI = Comprehensive School Improvement (more than one sub-group)

TSI = Targeted School Improvement (targeted one sub-group)

Title I = federal designation associated with economically disadvantaged students

Of K-5 we have six schools that are CSI. Some schools have changed designation over the past couple years, but they aren't cut from resources cold turkey. It is a phased approach. Our funding formula and staffing models have not changed, we still differentiate by need. We are sending more dollars to schools with higher needs.

KC: Is the 18 and 17.6, is that in thousands? (referencing slideshow, "How much to How Well...")

ND: Yes.

KC: Is CSI federal grant, mandate, what is it?

ND: It's part of the Everyone Student Succeeds Act and it is a federal mandate and grant. federal designation. It has federal requirements and the states and districts are responsible to show their plan.

KC: Is that just for K-8's? and do we have TSI for high schools?

ND: It is for all schools.

KC: What would qualify a designation?

ND: I don't have all the metrics, but we will get the metrics and share with you

Resource:

<https://www.oregon.gov/ode/schools-and-districts/grants/esea/ia/pages/school-improvement.aspx>

RK: I don't know if TSI and CSI fluctuate, but I know the Title I definitions have changed over the years and some schools have had to change.

ND: That's a good call out. PPS does not make decisions on Title I and they don't decide TSI/CSI. These are federal and state decisions. Title I has stayed consistent in its definitions, but what has changed is poverty. The federal government designated a couple billions dollars to Title I, and they have a formula based on poverty indexes that the census manages, then through that formula they distribute to states, then to schools. If Portland gets more affluent, then less Title dollars will be distributed to schools.

KC: Do you have schools that fit all designations that receive all pots of money/double stack?

ND: Yes, and that fits into what we will discuss in the next slide. [Referenced Volume 2](#).

[Back to presentation]

SL: Yeah, it was just funny. I was trying to describe that that most numbers of the ones from the

previous one. The Csi ones in the previous slide. This showed an average 18,000 per student, but I only see one school year of over 18,000, everyone else below. And it just it seems to me that these numbers on average are higher. (referencing slides, How much to How Well, part 1 & 2)

ND: And these are fy 22. So these are from last year, and and so then, knowing that at different snapshots through time, for example, this information was prepared in May of the year for the upcoming year. And this was taking a look at more of actuals after the year had started.

KC: Explain that one more time for clarity

ND: So the information we have here is from last year's numbers. So it's information from a year ago so this doesn't does not represent the current year over here. This column represents more recent information. I think that's probably the easiest way to explain it.

KC: But still his question was, we saw an average of 18,000. But I I don't see that average.

ND: You won't see that average, because right here we're looking at like 6 schools for a specific category. Okay. In FY22, and you would need to then carve out those specific schools to try to get to those numbers, and then there's when we think about the moments in time. So, for example, this information for 20 twenty- this current year was put together in April before, or it was probably May, leading into the upcoming school year. So there's some slight variations. But then we go ahead and provide updates based on actuals.

KC: Why would a school like Alliance receive 24k per student but a school like Roosevelt only receives \$10k?

ND: the easiest explanation is economies of scale. So some schools may have. I don't know how many students Alliance has but let's say, for example, 200 students versus Roosevelt, or in another school that may have 500 students or 900 students, and that gets into this information so some schools there are the staffing thresholds that get applied. If you notice over here, depending on a designation, a school depending on their size, we'll have specific ratios that come into play. And so that is gonna then drive not just where you start the funding level, but also, if you have a if you have a school with a 1,000 students versus a school with 1,500 students that per average is also gonna look different. Just through the way the numbers work through economies of scale.

KC: I feel like I don't. That math to me is not really adding up it seems like it's two different types of statistic problems. If I'm not mistaken. For example, the document that we see here. So I see the average of 24,000, and then Roosevelt, for example, 10,000, and what you're saying is that alliance may have a lesser enrollment and then Roosevelt, which will increase the average amount that we spin per student. But how does how does that math equal to the overall average of the I understand when you said the 18,000 was a projection correct? And then the actuals is what you're selling now, but it still seems like, correct me if I'm wrong, I don't know if anybody else is noticing this as well, it just seems like 2 different types of statistical problems.

ND: Also I. It's essential. So you have a \$1,000. Divided by 20 versus a \$1,000, divided by 40. That's gonna then equal a different number. And I am going to share the profile page for each one, because there isn't different type of math going on. There isn't a statistical problem here. I think it's if we take a look at the school profile pages, it'll help explain that a little better. So I opened up Volume 2, and we

had said alliance. So here's a profile for alliance. So the way the formula works is laid out in this green table here, and it is for this current year and assumption of a 198 students. And then we see, okay, well, based on the salaries and costs we see that the total for this school is about 4.8 million. That's being invested in this school. and we'll take into account the number of students, which was a 198. You then get your ratio. The other school was Roosevelt. And we see, wow! That's a much bigger population. Then 198 students. Yeah, what is the staffing formula generate for this school? And when we get to their breakdown it's like, Okay, well, that they generate 14 point. This school is approximately 14.7 million dollars, divided by the 14 or yeah, 1448. You then get to 10,123.

Referenced Budget Book Vol. 2:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/2022-23%20Proposed%20Budget%20-%20Volume%202.pdf>

KC: Even if the enrollment is different, shouldn't the average still be the same? To make it more equitable?

ND: No, because this, because the staffing ratios are going to fluctuate, based on the total number of students. So the it's not driven by a given ratio. It's not driven by a given per pupil funding amount it's driven by the staffing formula which has the ratios. And so if you have 1,500 students, that staffing formula that I showed earlier is gonna generate specific inputs versus 190 students, then it's gonna generate different inputs.

SL: So you talk about this, I think that it's when you talk about economics of scale. And I think you have some sort of like, if you have a bigger entity, do you have some costs that are fixed that are similar in size no matter how big the institution is? So if you have a big institution, right, to divide about the same cost by a large the number of students ready to get a lower number. The staffing costs that staffing keyboard you showed me that has some differences there, but I don't think it can account for that kind of spread. That spread is like twice as much so I think it needs to include some of these like building. Costs or other, some sort of fixed costs, in order to make that spread, I'm not sure we need to go on the details, but I want to point out one issue with this. So I think I think, like the calculations they're, you know. It's like you're just tallying up. You're just tallying up the you know the budget. And then divided by this by the school. and if you have some sort of non you know, and so you can get that number there. The problem is coming back to the Csi schools, right? May not, even if I try to understand these like how much do we spend per student numbers as a measure of quality you know I look at the Cisco and see like, are we spending more on these quick? That's great right. But if these numbers per students are partly influenced by the size of the school, in the size of a school, parties are reflected by the economics of scale, which means that bigger schools are more efficient, right. What you might see. Where is that the CSI schools are small, right? There has a high number there which looks good, but really just reflects the fact that they're small, and it doesn't necessarily mean that that number reflects some sort of like a better. You know higher, higher number of or higher dollar value per student, as you might think this number suggests.

ND: Check out the November work session. Which goes into more detail, like subsequently that breakdown because there are some variable costs and fixed costs that come into this right in the formula. There's just some given fixed costs across the schools, regardless of size. You're gonna have some additional schools that will have other foundation measures that are supporting them versus not they're gonna have other schools that are titled that will be receiving certain additional funding schools that are student investment. Yes, student. Investment accounts and aren't attributed to the funding formula, but are attributed to other needs, have been identified. And so even under your

point, regarding like a bigger school, may generate a smaller per average, but it does not necessarily be accounting for need that's where we had a our outside country. Consultants! Come in, this is who we're gonna be meeting with next Tuesday Ars, who went a little deeper into the conversation around. How much, because we talk. We have several conversations about how much we have several conversations around like equity, and being able to parse out to say, Well, there are, indeed, additional dollars going to higher need schools that aren't necessarily attributed to size when you start looking at size and then this is where the information and that other presentation would be helpful a breakdown of like. Well, what are we spending those additional dollars on? That gives some insight into? It's not just holding steady for core teaching staff. But then, what are the additional investments that are being made for the schools that have higher needs? And it provides some further breakdowns. Okay? Well, it could be a social worker. It could be a additional quality or forget what the acronym stands for, for mental health. Additional Mental health supports, so that other slide we can we'll share it, or that other deck will. We'll make sure to put it in the link as well.

SL: Yeah, I think that would be good. I guess I just. I don't wanna do rail or commit, but I just wanna emphasize that like, you know. It's like this kind of like the comparison that beforehand those high-level. Comparisons you had on most between this different types of schools is it available on so on. You know they're, you know they're hard to interpret that that kind of complexity, you know. If this school size is the most important factor affecting these kind of numbers are an important fact of it. Effects. Like I I I would, you know something like an in it, just like I would like to see some sort of like a Csi school with inventory that to a non-designated school that have a similar number of students and that kind of comparison would provide I think a more meaningful comparison, or more meaningful assessment of like. How much more spending we get that. And I'm emphasizing this point because, right, I think that's really important for the School Board to see if ever this how much Moby schools get in terms. Yeah. Like I. It's this, this is a little, you know. Maybe technical. But I'm this is, you know. I'm saying this from some sort of constructive point, right?

ND: Thank you, I appreciate that feedback

KC: Do you guys know that data currently like, for example, school leadership, quality, teacher quality and diversity? Do you guys have the data, the current data in those particular tiers, and then, on going back to the different math comment, I think Stephan, kind of brought into light. (referenced slide, How much to How Well: Work Session on March 21)

ND: We are putting that together with ERS and diving deeper into it. We will have more come Tuesday 03-21-23

KC: So I was just wondering, like the experience of publicity diverse leaders is that, shouldn't that be like readily available?

ND: I will inquire

RK: I point out again to committee members that the work session next week on the 21st will involve this consultant. And so it's a critical meeting for all of us to watch, and and and I volunteer at Franklin for example, it happens to be one of the two high schools that is overenrolled, has been overenrolled ever since it was remodeled. And yeah, the staffing ratio, so I believe, are different at Franklin than they are at Roosevelt, for example, even though Roosevelt is a lower enrollment but that has higher need.

KC: How will instructional time and attention be measured? and the high expectations; rich empowering materials, coursework and classes.

ND: Presented Local Option Levy portion of the presentation

RK: The question always is why not raise the rate? Then you run into a concept called compression... Nolberto could explain it. But the consultants that advise the board have recommended not to raise that.

ND: There are certain limits that are statutory... if we collect more funds and go above those limits, then it actually gets redistributed at the state level.

6:15pm

- Questions for Nolberto

Notes:

RK: Any questions from the committee?

SL: the local option levy is about 30% of that. But the general fund revenue, hope I use the right terms, but it pays about the third of teachers. Right? So then, it's about 100 million. So when you spend about 300 million on teachers out of 800 million, they have about 500 million in our expenses. And so that would include things like ongoing costs of running buildings. Is that correct?

ND: Costs of buildings, staff, etc. When we go to the first table in the slideshow, that is a good breakdown of what the different funding sources are.

RK: Personnel costs are about 80% of the budget

SL: Right. But then the personal cost, the teacher expenses are only a part of a personal cost, because otherwise it wouldn't come out to that 80%.

RK: I understand that. But but you gotta have secretaries and support staff to teachers and classrooms.

OC: Do we have a plan if Levy does not pass?

ND: We have not actively discussed a plan if it does not pass... It would be a huge challenge to reduce by 100 million and we would have to look at all levers.

MD: Levy has always passed by a huge margin

RK: Historically, the district learned in 2011 having LoL on top of bond measure on a ballot, it hurt the bond measure.

ND: Very grateful to voters

RK: Arts tax only supports K-5

6:45pm

- Debrief Board work session on 03/14 -- any questions/discussion from the committee?
- Reminder, there is another board budget work session coming up on 03/21

Notes:

LS: The accountability conversation in the work session is something we can focus on in our response to the proposed budget. We can include that in our recommendations. ESSER funds being used on FTE was one thing... Elona was looking for commitment from the board.

OC: Thinking about the ESSER funds being used on FTE is that we won't see those results in the first year...

RK: That is the ongoing concern. Historically we have not favored using one time funds on FTE that is intended to last several years. I personally think the district needs to identify what funds they would use in the future for that FTE. There is no guarantee from the state...

7:00pm

- Q&A Document Update -- any questions to add for staff to answer

Notes:

JC: The committee's next meeting is April 13th, 2023

RK: Reminder, meetings will pick up fast and once the proposed budget is submitted we will have a very short time to get the report done. Look for some hard day's ahead. Thank you all

7:30pm

- Closing
- Announcement of the next meeting date and time

Transcript:

Let's bang the gavel, and we'll call the meeting to order.

Good evening. This is the Cbrc. Meeting of March sixteenth, 2,023.

I wanna. Thank my vice-chairs, Mariah Hudson, and has Ferguson for yeah, sharing the last meeting of as I was having my bout with Covid.

Please don't get that. It's really no fun at all, and but thank you very much for taking on the responsibilities at the last minute, and we have unusually requests for public comment this evening, and so, in reviewing the agenda

with Jordan ahead of time. I suggest that we take the public comment at the start of our meeting we will follow the port of calls that are that the board uses which is to limit the public comment to 3 min, and and we will not respond to the public comment we

will just receive it. Public commenters are invited to submit their comments in writing do so to Jordan Cooper, and and if any supplemental materials you may wish to include, and those will be distributed to the committee members on our portal, so

let's have our first comment. Or please.

Okay. So I'm going to promote Umishary to panelists.

You should. You can see something on your screen.
 And would you please state your name and spell it?
 And that's the board procedure, as then the timer will start after you've done that. So.
 And, by the way, I have the timer on my phone.
 And I'll keep my headset on so you'll hear a sound go off when it hit. 3 min.
 Okay, thank you. Perfect. Hi, my name is Mishari Tyson, M. A. S. H. A. R. I.
 Tyson, Tiso, n. I'm the founder of Black Excellence Group.
 Good evening. Thank you for having me here during the proposed 2324 budget season for Context
 but Excellence Group is a racial equity and social justice.
 Community partner of port and public schools, and we've been clapping with the superintendent
 district leaders and variety of departments, initiatives over the past 3 years.
 And tonight I come representing 200 black students and their families that we serve each week
 across King Rosa Parks, Markham, and Bridal Mile, as well as advocacy for struggling middle school
 students at Jackson and West Sylvan.
 We are asking for a commitment to an unapologetically protected R. Sj.
 Community partner funding effort this year for the 2023, 2024 budget.
 So we are out for a demonstration of the superintendent's leadership team to have equity values
 demonstrated that they've communicated through the proposed budget allocations.
 And specifically we're asking for increased rs, J.
 Funding which is currently proposed to be reduced. We are asking for a protection of the Rsj.
 Funds, and additionally to specifically increase the Rs.
 J funding for the ongoing demands and urgent needs for the community to be involved in students
 supports.
 I don't believe in the scarcity mindset.
 I'm confident that the school district leadership will find a multi-pronged funding source approach.
 That's necessary to increase. Ari. Sj. Partner funds for 2324.
 Increased investment in Rsj partnerships is critical to the district achieving the board goals, living out
 our Pps values, realizing the vision and delivering on the strategic goals and student outcomes.
 These are equitable funding efforts for black students means that we're there for them.
 We're ensuring that they're reflected by the staff every single week.
 We're not uprooting community partners and dropping off after a specific grade level or a specific
 year.
 Equitable funding means prioritizing these Rsj partnerships because they are seen as a value because
 of the impact that they have on our most marginalized black students, so that they can thrive.
 Currently there are so many black students in Pps that do not physically or emotionally feel safe in the
 buildings, and we have heard loud and clear the elementary through high school levels, directly from
 students and families that they need more supports.
 It is unimaginable that we would keep steady.
 The Rss. Budget, let alone do cuts. We are asking for an increase in Oursj partnership and
 professional development.
 Efforts so that we can meaningfully move the needle.
 As Dr. Proctor talked about in the last Budget conversation.
 It is about continuous improvement, and year over year progress, and we have had decades of
 underinvestment in these black students.
 And we need to right now commit to actually having the increased R.
 Sj, community partner support so that we can actually correct the shift and be able to deliver on many
 of what we've heard from the community last year we've heard loud and clear beyond the survey that
 Black family is through input community partner feedback.
 And all the Courterly partner meetings, instructional framework, developmental continuum efforts,
 safety Committee focus groups. Cbs.
 E, the budget focus groups with black families are Sj. Efforts.

Middle School Redesign Grant Feedback sessions with the fish Bowl.

They want more supports, and the school leaders are asking for it, and all the district leaders are aware of the dismal condition of black students in our district, and we need to increase our day partnerships to make sure that we are there.

For them. Thank you.

Thank you for your time. Answer.

Thank you so much. And balancing 2 things same time.

I'm gonna promote Javon to panelists.

You should see something on your screen.

Hello! Yvonne Williams J. A. V. And Victor.

Javana, let us know if, working there, you are perfect.

On the last name Williams Debbie, i. L.

I, a M. S. And I am a graduate of Portland Public School.

I am a proud graduate of an Hbcu.

I am a community member, and I am the current director of student and student and parent services.

Here at self enhancement. I didn't share all that information with you to run off my resume, but to show you that a relationship between schools and community partners works, and it doesn't only work just for me or it didn't work.

Just for me. It works for many others, and it continues to work and to further illustrate how about relationship works?

I would like to introduce and give the rest of my remaining time to the Dean of students. At Jefferson High School.

Jamie Cobb.

Hi! Everyone! Can you hear me?

Yes.

I'm Jamie Kazie, J. A. Y. M.

E. Kazie cause y. And as Yvonne Hijaban, as your mom said, I am the dean of students here at Jefferson High School.

I'm here because Sci asked me to be here, and I will do anything for Sei, because I see the impact and the value that they have for our students here at Jefferson in the building on a day-to-day basis.

I'm in the role of Dean right now. I've also worked as a teacher here, and I've seen the impact that the coordinators have with the students.

Both in the classroom when I was working. They were coming in, supporting students, helping them with the work, giving them a safe space for them outside the classroom.

If they need an alternative setting to do their work. And now my role is Dean, seeing their wraparound services getting students to school with Jefferson.

A lot of our students come from different parts of the area in Portland they support them, getting to school, support their attendance when they're out school, and also provide them with, say, spaces both in the building and outside of the building.

After school as well. So, of course, and that's the I say, would you speak on the impact that Sei has on Jefferson and students here?

I agreed, because we couldn't do our job as a school without seed.

I in the school they work with students, but they also work with teachers and families to really wrap around students in all the ways that they show up inside our building.

They embody what it means to work with the whole child.

Recognizing that if your focus just on students, academics or behavior, you're missing part of the P.

Of what makes that student who they are, and how they show up each of day in a school building, and I believe that our sci partners truly know our students better than anyone on our staff.

I appreciate the energy that they bring to our hallways the ways that they support kids.

They love kids, but also hold kids accountable. And sometimes we see different pieces of that on our school level.

And we're so wrapped up in discipline or in grades or academics, that we forgive to support each part of a student.

But Sti never loses the focus of what it means to truly love and care for our kids. And as a school, the black population. It's also our kids who need it the most in the African American community here in Portland.

Thank you very much for your comments tonight and again, Ron, I'll remind the public commenters. Please submit your writing to Jordan Cooper at the Pps.

Dot net and any supplemental material you may wish to include, as well.

And thank you very much for sharing with us. Soon we'll move on with our agenda. Now.

Thank you, Jamie.

You have my emails already, so feel free to send me.

So, moving ahead with our agenda. The next item is, are there any updates of from the group of chair co-chair, vice chair?

And the reminder of that. We have a a board work session next week.

Well, notwithstanding that the school so the are, are out for students. Attendance.

But the Board still works during that period of time, as well.

Jordan and other people on this staff there, and and we're invited to participate in the work session that they're having on on Tuesday, March 24, at 6 30.

That's 1830, 24 h time.

And and you need to do that, Jordan.

Know by not later than tomorrow whether you're planning to attend, because that helps with meal, planning name placards and all that kind of stuff.

So so does anybody have any questions regard to the what's been posted on the the Cbrc. Portal.

The lvr. Read through the them myself.

Yeah, just yesterday. And I'd have to say that some of the questions I asked.

I'm oh, this point with the responses that I got, and and I noticed that are some questions that have been asked that have yet to receive answers.

And so maybe join them or Berto can comment about those and anything else.

If you have a hit that thing that says, Raise your hand, and and I believe I can see on the screen. If you're wanting to ask a question.

Can you see any join that? I'll see.

Kuranja has handed. Thank you.

A karanja has his hand, and I will just quickly chime in and share that as the answering all the questions is ongoing, it just comes down to capacity.

Find some time. There's some questions are fairly easy to track down.

Answers to, and there's others where in between schedules folks are making a concerted effort.

To answer. So it's it's continues to be on the to dos.

I I know also there were a handful of questions from this Tuesday as well that our board office is gonna be posting, and I know folks have been working to answer in between.

Yes.

Let me ask the question that it's my understanding that we were going to be given.

The questions that the Board members themselves have asked, and what responses have been given them, as well as the Board being sharing the question we have asked them.

The answers we've been given to.

Correct. That is correct, and you know Jordan's been coordinating with the Board Office, but I'll let them share additional details.

Yeah, just on that, just on that part Roseanne and I did connect so I had to have access to the board questions.

I took the all of them from this past Tuesdays meeting have been answered, and so I have copied those into our Cprc.

Document but I'm I'm gonna continue throwing board questions in that document.

For questions and answers as they come up, and I'm gonna label them on the far left column. You'll see I've labeled it board question. Just so.

You know where it's coming from. Let me know if you, if anything's missing or I'm at all me just manually updating.

So I'm gonna do my best to keep up with it.

And to Mariah's comment, yes, you all have me here sometime.

It's good to just ask the question, and if I don't cover it in the presentation, we can leverage this opportunity to answer. If I know the answer we can leverage this opportunity to answer. If I know the answer, I'll certainly chime Carranja.

Oh, never mind, I just wanted to say on the record.

I wanted to agree with Chair Roger that how was a little disappointed with the answers on my questions yesterday?

At what? At the meeting the other day, I felt like my questions, whether they answered so I just wanted to put that on.

This isn't really in response to the subject at hand.

But there wasn't question about the public notices of our meetings they usually go up about 48 h ahead of time, and they're listed on the board website.

But it's a long standing member of the committee.

I follow all the board meetings, and their subcommittee meetings.

And so I'm on the public notice list, and you can request to be put on that you can tailor it to your only getting the notice of our Cbrc.

Our or the policy committee, or well, whatever board committee you wanna follow, or if you wanna follow all, and you do that by submitting that to Hello, Bradshaw at Pps.

Dot net. She's the Board secretary.

So so anyway, let's continue on.

Are there other questions so committed? Members?

I again. I guess I'm not seeing the hand, so if you see hands up.

Of anyone, no.

I'm sorry I keep leaving my sound on. You're probably hearing my clicking.

Please let me know if that's happening. But I just wanted to also mention that I've updated a couple sections of the portal with new resources.

So the resources page has the recording from Tuesday's work session with the board.

So if you missed it, you can go check it out there.

And then the front page of the portal also has some updates to it.

With new links, and so, yeah, I just wanted to make sure.

I mentioned that.

As I was answering a phone call from Jordan earlier, I typically watch board meetings when I'm not in there in person by using the Youtube channels.

The board also has a channel of, and it depends on what you're cable networks.

Capability as it's 1, 28 of on some it's 3 28 on Comcast.

And so, yeah, I happen to notice when I was watching policy committee meeting.

That was at 40'clock today, hey? The work session that we've all participated in last week is already on there. So.

So moving on, we've gotten an update on the portal from from Jordan. And and so I wanna honor the fact that we have with us this evening, and his time is valuable as well as as every committee members. Time is as well. But if there are no further questions, where would you go?

Go ahead and make your presentation.

Yep. Sounds like a plan. So then I'm gonna share my screen.

It's always a toss-up. Let's assume it works.

I should. I just change the settings, so you should be able to.

Oh, awesome. I think you should be able to see my screen.

Yep, fantastic. And so for today I wanted to spend some time on 2 topics somewhat related, but then also somewhat separate, and the for this upcoming upcoming budget work session next Tuesday we're gonna take a look at it at our resource.

Planning at a system level. I know we have a lot of discussions about discrete funding activities, but I want to share some contexts to help build some understanding for the the conversation at next Tuesday.

So at least a topic, at least a general intent and conversation around some of the resource planning conversations, not just for this upcoming budget year, but some of the broader conversations moving forward, and then a second component is to talk about the local Option.

Levy. This may be somewhat familiar to folks who were here last year, but I know it's it's a fairly brand new group.

So I do want to spend a few minutes just introducing the local option.

Levy as that, say critical. The review of the local option levy is subsequently a critical component of Cbrc.

So for for today, just some information regarding general Fund's impact or investment and planning costs for the upcoming work session.

And then we'll share. I'll share some insight into the local option.

Levy.

And from an overall big picture perspective. This is our budget for the current year, and this is going to sound familiar.

But I like to reiterate it to folks, because it's it always seems easy to just move money from one pot to the other.

But that's not the case. There they're restricted funding sources, or whether it's restricted by statute at the State level or at the Federal level, or at the Federal level or or Irs Considerations.

There's always a variety of different rules that come into play.

And our largest funding source, our largest fund to support our data data operations is our general fund.

And this year it's at about a 100 million 100 million dollars, and that includes a local option levy, which we'll talk a little bit about some more in a few, and includes our fund balance.

And I can't see folks on the screen. So if there is a question or something, feel free to chime in.

But of course we'll save some time as well at the end for discussion, so to help understand some of the global fiscal picture for this subcoming biennium.

It's good to start where we are right now, and I, I and that's just as important, because one of the physical aspects that we rely on is our fund balance.

So for this current year as of February, we were we're estimating to have about 800 million dollars of projected revenue.

This includes about 51 million on our contingencies.

It's our fund balance. We're looking at about 729 million dollars in expenses for this current year, and that includes about a 15 million dollars in savings from some of the activities of the the hiring chill or hiring freeze that that we

implemented along with other costs, cutting activities in order to at money to our ending fund balance.

And this is important because the more money we add to our ending fund balance, the more money that will be available to support our activities in the upcoming year.

It is important to note that at the start of this year we started a fund balance of about 98.8 million, and we're anticipating that down to 73.

And the reason that's important is, again, we're that highlight if we're having to rely on our fund balance and we're having to rely on our savings account.

That's a signal that our expenditures are outpacing our revenue.

And on this slide. This is now when we start talking about next year, and based on some of our

preliminary projections with the information we have, we know that the legislature has not approved a budget yet, our biennium budget for next year but ongoing comments are happening and the Oregon Department of Education has released their initial estimate and their initial estimates are based on information.

We provide our enrollment projections on the enrollment projections of all the other districts, and to state tax collections and variety of different inputs.

Go into these estimates that we then use to start generating our initial models for this upcoming year. And really this upcoming biennium.

So to orient you all this first column here is the worst case scenario.

This is that 9.6 billion having to spend down our fund balance down to 39 million is the call for action.

The reason why we are focusing on identifying savings for next year.

The reason why we are aligning, staffing to enrollment, and a lot of the rationale for making some of the shifts to balance our budget.

However, we will need to use our fund balance again in order to balance our budget and our current projection is that we'll meet meet the 5% bottom threshold of our fund balance.

But.

Following year in fiscal year 25. That's not the case.

So although we're working towards identifying savings and and thinking differently about our resource for this upcoming year, we're gonna need to keep that same momentum into the following year in order to avoid going to continue to spend down our fund balance.

And so as as you hear conversations around our minimum fund balance target, and why, that's important.

It all plays a role into managing our revenue to support our expenditures, but we should also be looking at our rate of expenditures.

And I believe Jordan updated the presentation or shared this deck as well.

So, if you all will have access to it, or or may already have access to it as well.

And so then, when we think about our general fund, and we think about our largest investment.

So it comes down to people. We are a people driven organization.

We don't build widgets. We don't do that. We.

It's. It's on people we receive funding from the State.

And there's all these other variables that drive, how we invest and drive like the funding.

And so when we look at our general fund.

Our largest investments in people, and then the vast majority of those investments are in our schools.

So to orient you. All this is a screenshot from our budget book, from this year's Budget book I have the link here, and the page number of of the budget of that specific budget page.

And and this table, and for this subpoena budget cycle, we're gonna generate this information again.

And so to orient folks. It starts giving you a breakdown of like, okay, well, how much is the district spending at Elementary K.

5. Well, that's a 144 million dollars extracurricular activities.

Middle school programs. And so you can go down the list to see this current year.

We adopted a budget we anticipating 406 million dollars, with about 3,000 fts that are coded, and I use the word coded, because this nomenclature, this numbering system, is dictated by the department of education.

So we follow those rules, those protocols to then associate the this oops, these investments, and so.

Sorry about that. I thought I was on the screen.

I was trying to scroll up, and so then, when we start looking at some of these other categories, we see that.

Okay, well, that's about 15 million in attendance.

Social work workers. And you can start seeing the breakdown here as it goes through.

I'm going to encourage you all to click on the link and scroll down the page.

You can see there's some other tables there, but I like to focus on this page because it halts again.

System, level right big picture, you know, as myself and Alberta.

I'm unable to see what's happening in the 81 schools, or in the all the different departments.

But as we roll up the information right, how much? How much are we spending that we think about some of the current themes?

How much this starts providing some, this global view, and one of the mechanisms that drives resources.

It's the primary mechanism that drives resources to school is our staffing plan.

And so then how many teachers will this one school get? Well, it's gonna depend on the ratios that are established by the staffing plan.

And it's going to depend on the number of students enrolled.

So you start seeing this equation play out to. If we have 300 schools and one school, if we have 42, 52 students in first grade at one school, then they'll then generate so many different teaching allocations.

And when all of that information is rolled into the schools, one of the other aspects of it is class sizes.

So what are the clients? Sizes? And this information? Here is the school staff.

Ing formula and school enrollment are the primary basis to generate the number of teachers thus impacting class sizes.

So this this chart here is information for this current year.

That shows the distribution across K. 5 classrooms. So when we start talking about class sizes as an example or an average or a medium may not necessarily tell the host story.

But this attempts to help it expand on the ranges.

So this current year we had a first grade class, smallest from 11 up until up to a class.

It was 29. So if we see this blue area here, we'll see, then that.

From 9 or so, and it looks like there's probably more classes between 20 to 2520 to 24 range more hom rooms that are in those respective class sizes.

And again, this is talking about how much so as we start our conversations into this upcoming work session, you know these were some of the comments, and that came up at this this Tuesday was around.

How well the student experience. And it's it's part of in order for us to sustainably achieve the goals in our strategic plan.

We? It's not just about how much it's about how well the resources are being used to create those desired student experiences.

So it's this ongoing relationship between school funding and staffing.

We we know that we're investing the vast majority of our resources into schools.

And so then how is that playing itself out, and a dimension to this?

That's very important is equity. We talk about equity and investment.

So back to. We know that the vast majority of our dollars are going towards supporting schools and and student experience.

But how are we also accounting for equity? And in this chart we start seeing some of the differentiated spending per people between our Csi schools, our title, one schools, our teams, schools, and non-designated schools, and to just refresh folks memory our comprehensive school improvement schools have, or maybe better yet, to think about our designated schools versus our non designated schools.

So Csi. Title one tsi. These are designated schools.

These schools through different metrics, have shown a higher need compared to our non-designated schools.

So yes!

Bad health. Couldn't I interrupt you? Just would you please spell out what the acronyms mean?

The Csi Psi title one, and so on.

But that's helpful.

Sure sure thing. So Csi schools are comprehensive.

School improvement, and it's a Federal designation where we're school's been identified in more than

one sub group of historically underserved students that haven't met certain proficiency goals. Targeted tsi, that means is really focusing on one specific subgroups and maybe black students sit in achieve certain levels of proficiency and so there's a designation there that basically requires additional resources additional attention.

And supports a title, one school, a title school, is a Federal designation that's associated with economically disadvantaged at certain levels of poverty.

That would then, as a proxy related to to need, and we have our K 5 schools.

We have in this past year we have 6 schools or a Csi.

Some of these numbers have changed at some schools have promoted out, but we know that there still needs that doesn't mean that they go cold. Turkey.

They? There's some transition plans to support. Csi and our Tsi schools.

But looking at this information, our funding formula and our staffing models have not changed.

We still differentiate by need and send more like resources again, how much right?

So in the framing of how much we know that we are sending more dollars to schools that have higher needs in our in volume 2.

Yes.

I got a quick I got a quick question for you. Yeah, thank you.

So it's the 18 and the 17.6 is that in 1,000 is that per student is that 18,000?

Correct. You're right. Yep, and these are averages.

What is that? Exactly okay. And then also, I noticed.

So, if I didn't know Csi was a Federal.

Is that a Federal grant, or is it Federal mandate, or is it Federal like?

Is it part of Esa?

It. It. I believe it is part of the every student succeeds act, and it's to your question whether it's a Federal mandate or Federal grant.

It's somewhat both. It it is a federal designation that gets their specific metrics and requirements at the Federal requirement that Susan, that the Federal Government requires, and each State to generate their plan on how they plan to achieve that so so the State then holds the districts accountable and based on that. There's specific funding formulas that generate additional dollars to support these schools.

Are they just? For K. 8. Cause I see an Ms.

And do we have Csi for high school? I don't see any for the middle school.

Therefore off they're for all schools in it across the country.

All sorts of school. So when we see 0, that means we do not have any middle schools that were designated as comprehensive as needing comprehensive interventions.

So what what would qualify a designation?

I don't have all the metrics, but we can certainly get them.

There's several measurements in this probably be readily available on odes website, but we can certainly pull that information and share it with you all.

And.

I don't know whether Csi and and Tsi, and so on.

Fluctuate. But I know, for example, title one over the several years I've been on the committee.

Government has changed this definition as to what that is from year to year, and some former title.

One school might not be a title. One school this year, and so on, and and I know Franklin is going to be a title one next year, and it hasn't been historically before.

So you know, you're asking good questions. But also some of those definitions change at the Federal level that we're the tail that they're the tail that wakes the dog.

Yeah, and that's a good call out and question where I think, like, for example, title one.

It's not Pps that makes that decision or Pps doesn't make them.

That decision for a school. To be Csi or Tsi these are governed at higher levels from the State to Federal, and as an example, with title one for the most part I'd say in at least within the past few

years.

Title, one has been the definition has been consistent, but the variable that has been changing is poverty.

So the Federal government designates a couple billions of dollars, and they have a formula based on poverty indexes that the Us.

Census manages, and then based on that, they then will determine.

Okay, or again, you get this much California. You get this much.

Oklahoma. You get this much, and through that same formula it then gets distributed to schools.

So, if Portland gets more affluent, then that means they are less titled off to be distributed to other schools that may not necessarily mean there's less title need.

There's less title need. But it would just mean that there's less dollars for potentially the same number of staff. And so these are some of the.

Do you have schools? Do you have schools that receive all 4 of pots of money like the Csi.

That could be a title one school do. Is there any schools that can double stack on the funding stream?

Yes, and if you and thank you for that, so that's transitions well, into our next slide.

So our volume 2 of the Budget book. So we're gonna generate something similar for this upcoming year.

Does this data represents this year. And, for example, Rosa Parks Rosa Parks is K.

5, and it's both a Csi and a title.

One school, and to orient you to this table it's as a heat map which indicates need based on math proficiency and reaching certain goals. To then.

Well, how much funding are these schools receiving? And the idea is back to the framing around equitable distribution of resources, trying to provide more funding, the goal of providing more funding where we identify more need we this document, then provides a again, system level overview it's itemized by school, but looking at the whole picture, it's this, it's it's a it's a double click of the prior slide.

So we took look at it as averages across some of these schools.

Then in our budget book we go a little deeper and provide kind of like the breakdown by school.

And I would point out to committee that this page it's looked at very critically by the board, and you'll see the last column, and Green indicates that the alliances receiving 24,000 plus per student, and then you go all the way down to.

I don't. I've got a symbol on top of that, but you see some.

Some schools are well booked. 10 grand per student.

Hey? Yeah.

So that's also important to the discussion.

That's currently before the Policy Committee that will about foundations and all their activities and so on.

Right.

So things are interrelated.

And the information here is based on our enrollment projections at the start of the year, and so when we take a look at our enrollment, and then we're it.

That's where you get the per pupil. So, and in this, if you click on the link and go to this book, each pay, we have these few summary tables, but then we have a school profile.

We have a page for each school that adds a little bit more detail as well.

So I would recommend taking a look at Volume 2. And like, I said, as we get towards the superintendent's proposed budget, which is Volume one which holds some of the broader tables across the system, will have that information, and then we'll be working towards getting volume to ready along

the process, as well.

And so at our upcoming board work session for this Tuesday.

Yeah? Was there a question?

Yeah, it was just funny. I was trying to describe that that most numbers of the ones from the previous one.

The Csi ones in the previous slide. This showed an average 18,000 per student, but I only see one school year of over 18,000, everyone else below. And it just it seems to me that these numbers on average higher.

And these are fy 22. So these are from last year, and and so then, knowing that at different snapshots through time, for example, this information was prepared in May of the year for the upcoming year. And this was taking a look at more of actuals after the year had started.

I'm a little confused now with that.

That was a great question, too. That was a great point.

Can you explain that one more time and start just for clarity purposes?

Yep. So the information we have here is from last year's numbers.

So it's information from a year ago so this doesn't does not represent a current year over here.

This column represents more recent information. I think that's probably the easiest way to explain it.

Across.

Okay, I understand. But still his question was, we saw an average of 18,000. But I I don't see that average.

Right. You won't see that average, because right here we're looking at like 6 schools for a specific category.

Okay.

In Fy. 22, and you would need to then carve out those specific schools to try to get to those numbers, and then there's when we think about the moments in time.

So, for example, this information for 20 twenty- this current year was put together in April before, or it was probably May, leading into the upcoming school year.

So there's some slight variations. But then we go ahead and and provide updates based on actuals.

Can you share with us real quick? Why, a school like alliance will receive 24,000 per student.

But school like Roosevelt, who has similar numbers in the statistics over to the left.

Receives 10,000. I'm just curious of.

So yeah, the easiest explanation is economies of scale.

So some schools alliance may have. I don't know how many students Alliance has but let's say, for example, 200 students versus Roosevelt, or in another school that may have 500 students or 900 students, and that gets into this information so some schools there are the staffing thresholds that get applied.

If you notice over here, depending on a designation, a school depending on their size, we'll have specific ratios that come into play.

And so that is gonna then drive not just where you start the funding level, but also, if you have a if you have a school with a 1,000 students versus a school with 1,500 students that per average is also gonna look different.

Just through to the way the numbers work through economies of scale.

I feel like I don't. That math to me is not really adding up it seems like it's 2 different types of statistic problems.

And which would?

If I'm not mistaken. For example, the document that we see here.

So I see the average of 24,000, and then Roosevelt, for example, 10,000, and what you're saying is that alliance may have a lesser enrollment and then Roosevelt, which will increase the average amount that we spin per student.

But but how does how does that math equal to the overall average of the I understand when you said the 18,000 was a projection correct?

And then the actuals is what you're selling now, but it still seems like correct me if I'm wrong, I don't know if the money is noticing this as well it just seems like 2 different types of statistic problems.

To me.

Yeah, I you know, I think. And I would.

Also I. It's essential. If you have a \$1,000 and you divide a \$1,000 by 20, you're gonna have \$50 per person versus a \$1,000 or 500.

You're gonna have or 20. Excuse me, you're gonna have a 100.

You're gonna have a different. So you have a \$1,000.

Divided by 20 versus a \$1,000, divided by 40. That's gonna then equal a different number.

And I am going to share the profile page for each one, because there isn't different type of math going on.

There isn't a statistical problem here. I think it's if we take a look at the school profile pages, it'll help explain that a little better.

So I opened up Volume 2, and we had said alliance.

So here's a profile for alliance. So the way the formula works is laid out in this green table here, and it is for this current year and assumption of a 198 students.

And then we see, okay, well, based on the salaries and costs.

We see that the total for this school is about 4.8 million.

That's being invested in this school.

And 98.

Oops maybe that's a little too big, and we'll take into account the number of students, which was a 198.

You then get your ratio.

The other school was Roosevelt.

And we see, wow! That's a much bigger population. Then 198 students.

Yeah, what is the staffing formula generate for this school?

And when we get to their breakdown it's like, Okay, well, that they generate 14 point.

This school is approximately 14.7 million dollars, divided by the 14 or yeah, 1448.

You then get to 10,001, 23.

Even if the enrollment is different, shouldn't the average still be the same?

No!

No, even so, we will have to put more money into Roosevelt to make the average the same, to make it more equitable.

No, because this, because the staffing ratios are going to fluctuate, based on the total number of students.

So the it's not driven by a given ratio.

It's not driven by a given per pupil funding amount it's driven by the staffing formula which has the ratios.

And so if you have 1,500 students, that staffing formula that I showed earlier is gonna generate specific inputs versus a 190 students, then it's gonna generate different inputs.

So can I ask here. So I I can.

You talk about this, I think that they it it's when you talk about economics of scale. So these kind of things.

And I think you have some sort of like if you have a bigger entity, do you have some costs that are fixed that are similar in size no matter how big, the institution is. So if you have a big institution, right to divide about the same cost by a smaller by a

large the number of students ready to get a lower number. The staffing costs that staffing keyboard you showed me that has some differences there, but I don't think it can account for that kind of spread that spread is like twice as much so I think it needs to include some of these like building. Costs or other, some sort of fixed costs, in order to make that spend, I'm not sure we need to go on the details, but I want to point out one issue with this.

So I think I think, like the calculations they're, you know.

It's like you're just telling up. You're just telling up the you know the budget.

And then divided by this by the scrupution. And and if you have some sort of non you know, and so you

can get that that number there.

The problem is coming back to the Csi schools, right?

May not, even if I try to understand these like how much do we spend per student numbers as a measure of quality you know I look at the Cisco and see like, are we spending more on these quotes? That's great right. But if these numbers per students are partly influenced by the size of the school, in the size of a school, parties reflected by the economics of scale, which means that bigger schools are more efficient right.

What you might see. Where is that the Csi schools are small, right? There has a high number there which looks good, but really just reflects the fact that they're small, and it doesn't necessarily mean that that that number reflects some sort of like a better.

You know higher, higher number of or higher dollar value per student, as you might think.

This number suggests.

And I would welcome folks to take a look at the presentation from our November work session.

Which goes into more detail, like subsequently that breakdown because there are some variable costs and fixed costs that come into this right in the formula.

There's just some given fixed costs across the schools, regardless of size.

You're gonna have some additional schools that will have other foundation measures that are supporting them versus not they're gonna have other schools that are titled that will be receiving certain additional funding schools that are student investment. Yes, student.

Investment accounts and aren't attributed to the funding formula, but are attributed to other needs, have been identified.

And so even under the to your point, regarding like a bigger school, may generate a smaller per average, but it does not necessarily be accounting for need that's where we had a our outside country. Consultants! Come in, this is who we're gonna be meeting with next Tuesday Ars, who went a little deeper into the conversation around.

How much, because we talk. We have several conversations about how much we have several conversations around like equity, and being able to parse out to say, Well, there are, indeed, additional dollars going to higher need schools that aren't necessarily attributed to size when you start looking at size and then this is where the information and that other presentation would be helpful a breakdown of like.

Well, what are we spending those additional dollars on? That gives some insight into?

It's not just holding steady for core teaching staff.

But then, what are the additional investments that are being made for the schools that have higher needs?

And it provides some further breakdowns. Okay? Well, it could be a social worker.

It could be a additional quality or forget what the acronym stands for, for mental health.

Additional Mental health supports, so that other slide we can we'll share it, or that other deck will.

We'll make sure to put it in the link as well.

That just has make twice 3 times as many slides as what I prepared for today. That adds into more detail.

Yeah, I think that would be good. I guess I just.

I don't wanna do rail or commit, but I just wanna emphasize that like, you know.

It's like this kind of like the comparison that beforehand those high-level.

Comparisons you had on most between this different types of schools is it available on so on.

You know they're, you know they're hard to interpret that that kind of complexity, you know.

If this school size is the most important factor affecting these kind of numbers are an important fact of it.

Effects. Like I I I would, you know something like an in it, just like I would like to see some sort of like a Csi school with inventory that to a non-designated school that have a similar number of students and that kind of comparison would provide I think a more meaningful comparison, or more meaningful assessment of like.

How much more spending we get that. And I'm emphasizing this point because, right, I think that's really important for the School Board to see if ever this how much Moby schools get in terms. Yeah.

Like I. It's this, this is a little, you know. Maybe technical.

But I'm this is, you know. I'm saying this from some sort of constructive point, right? It's like.

Yeah, I know. I appreciate that and on. And as a matter of fact, that slide deck provides some more direct comparisons between, like the high school.

So we'll make sure to share it, because it is.

It's a speaks to the point of like, how are we having these robust conversations with our board?

Because we do talk about how much we do talk about like equity in ensuring that that happens.

But we don't want it to happen just because of of haphazard statistical result, because of size.

But the intentionality of actually giving more funding to schools per per need, regardless of size.

And and so I think that's stuff unto your point, kind of like accounting for that.

And and so those are like some of the conversations we've been having earlier in the year.

As we consider again our biggest investment goes into schools. And so then how are we thinking about the how well are we spending and investing these funding sources?

We start getting into some of the specific domains. And so we know that when we look at some of the just, our profiles and portraits of Excuse me, portraits of like White millschool student compared to black middle school student, but what's the

experience! Like How well do we get into? How well are the experiences happening or opportunities to explore, because we see, we see that the map scores and the outcomes are not where they need to be.

And so we know when we talk about how much like we are putting a lot of funding into this.

So, then the next level of the conversation is to explore the opportunities for how well?

Do you guys know that data currently like, for example, school leadership, quality, teacher quality and diversity?

Do you guys have the data, the current data in those particular tiers, and then, on going back to the different math comment, I think Stephan, kind of brought into light.

That's what I was kind of referring to when he broke down the ratio.

Of the teacher ratio, and then the teacher ratio, and then how that compares to the enrollment if that's the same that's to me.

Like, for like the map is, it's it's different.

Yeah.

That so? That was the what I was gonna return to.

But yeah, going back to that to that comment in that question.

Yes.

Yeah. So it's some of the data that we're still working through and collecting with respect to the Upcoming Board Work session, we're going to.

I know Irs, the external partner, has been working to collect this information and put it in like our fiscal contacts, as we think about how much funding, but really like, what are the opportunities to explore when we think about instructional time and quality of experience for our students so we'll once those materials are posted, we'll definitely send them along.

I believe they may be posted sometime tomorrow in time for our board work session, so we'll definitely know more. Come Tuesday.

Okay. Can you go back to that slide? So I was just wondering, like the experience of publicity diverse leaders is that, shouldn't that be like reallyly available?

Of knowing the experience of the principals that are in these finding school.

I can inquire from our departments.

Okay.

Other questions.

Er s yeah.

I point out again to committee members that the work session next week on the 20 first involved this consultant with the initials again er S. Right?

And so it's a critical meeting for all of us to watch, and and and I volunteer at Franklin, Virginia, for example, it happens to be one of the 2 high schools that is overrolled, has been overrolled ever since it was

remodeled. And yeah, the stinging ratio, so I believe, are different.

That Franklin than they are at Roosevelt, for example, even though Roosevelt is a lower enrollment. But that has higher need. So.

Okay.

Number. So could you. You mentioned a slide deck you were going to share earlier, which which was that again?

It is a slightly different from a November Board work session.

Okay, got it?

Yeah, it's on the. It's on board book.

I think it's late November or early November.

Thank you.

I'll go digging. I'll find it.

Can you share that last slide again on board? So we're in the discussion.

Part of it, Jimmy. Correct, I mean, I don't know.

Yes, and we still would need to talk about local option.

Okay.

Levy, so let me pull this up here 1Â s.

The instructional time. Can you also note this question? The instructional time and attention?

How would that be measured?

Okay, the expectations of power materials like, I would like to know how that is measured as well.

Yeah, we can certainly pass these questions on to the team.

Thank you.

Okay. Well, in the interest of time, let's let him go ahead with the logo option.

Levy, Presentation.

And it's not about my time. It's about you all.

So thank you for hanging on.

So for the next part, really kind of provided a broad general overview of the local option.

Levy as that's gonna be an important piece of the work that Cbrc does, and the local option levy rests as part of the general fund.

And so when we think about the different funding sources, local Option levy recites, and the general fund.

And so this blue slice and translates into the various different funding sources.

And these percentages are from last year's budget.

But there's been minimal change when we compared to this year's budget and it's just important to note that the local option levy is a critical piece of the general fund and and when we think back to supporting our day-to-day

operations, the local option levy is specifically for supporting teaching positions and classroom supports, and so the look, option levy was approved by voters in 2014, and it's been it was renewed in November 2019 for another 5 years and it

will be up for renewal right now. We're to anticipating potentially on the May 2024, ballot to renew for another 5 years in 2025 and it's also important to know that the State school fund formula excludes a local option levy which

is a benefit to us, because normally, these type of local taxes, our offset state funding from the State School Fund formula.

So that's one of the benefits of the local option.

Levy is that it does indeed provide additional resources.

And from a mechanics perspective the tax rate.

It's about a dollar 99 per 1,000 of assessed value.

So as an example, a home with a \$250,000 cost would generate approximately 41 50 in eligible tax.

So about almost \$500 per year. And we collect these funds, and they're maintained in our chart of accounts there's a line item that accounts for the levy funds that are used to pay for teacher salaries and benefits.

And so then, towards the end of the school year, the total levy funds are calculated, based on the average teacher.

Compensation, and all of that funding it goes to support the teaching, allocation.

So, for example, if a 104 million dollars is collected and the average teacher salary and benefit is a 117,000, then we would then assume that the levy would have paid for approximately 889 teachers out of close to

2,500 classroom teachers. So this current year, we're still, it's still we're still working through the the calculations.

But we're estimating aximately 880 teaching positions.

But we're gonna come back to Cbrc in April with some updated information, so that you all can validate the information because the local option levy requires independent citizen oversight to ensure that those dollars are approved are only used for the purposes approved by local voters. So Cbrc. Is that oversight body that was appointed that is appointed by the board, and, as I mentioned, over the next month, we'll then generate a few reports for your review to ensure that we get that oversight or ccrc certification.

And I just some additional highlights here, I think, in summary, the community Budget Review Committee is oversight.

Body of the local option levy the local option.

Levy's calculated and assessed property values, not enrollment.

And it's separate from the calculations of the State School Fund.

Grant, and so the proximate 100 million dollars in local option levy.

That is part of that general fund supports about a third of the classroom teachers.

So just reiterating how critical this is, how critical of funding sources for Pps.

And just for the committees. Edification. The question always is, well, why don't we raise the rate and raise more money?

And so on, and then you bump into another concept that called compression, which is, it takes the type of expertise to explain that and lay off and I won't attempt to do so.

But but the consultants at the Advise.

The Board have recommended the historically that we're not go out for more than what we are currently asking.

Yeah, I think another way of thinking about it is that there's certain limits that have been there in our statutory and so we have to keep an eye on those limits, because if we collect more funding that and we go above those limits, then those additional dollars are collected actually get redistributed at the state level. So we wanna be careful when it keep Portland dollars in Portland for the sake of of our district.

But yeah, that concludes my presentations here. So I'll turn it over to you, Roger.

Yeah.

So let's go back to questions. Okay, committee members.

We have some more questions, Stephen Perja, others.

I'm not saying any, but but I'm may not have the cool, cool.

Yeah, I think this is that just just to track here. So you know, this let me just see where I get this right.

So about.

Let me see but the local option levy is about 30% of that.

But the general fund revenue, hope I use the right transit, but it pays about the third of teachers.

Right? So then, it's about 100 million. So when you spend about 300 million on teachers out of 800

million, so they have about 500 million in our expenses.

And so that would include things like ongoing costs of running buildings. Is that correct?

Cost of buildings, principals, counselors, and so there are, you know it just the best way to look at it is when we go to that first table.

I showed in the slide that gives you a breakdown of all the different allocations.

That's a good way of taking a look at that breakdown of like.

Okay, we're all the different funding sources. And how is that being applied?

I think, rule of thumb. Roughly, a personnel cost the district about 80% of it.

Right. But then the personal cost, the teacher expenses are only a part of a personal cost, because otherwise it wouldn't come out to that 80%.

I understand that. But but you gotta have secretaries and support staff to teachers and classrooms. So.

Oh, Olympia has hand up!

I had a question around, and I don't think this will happen.

But I mean historically, do we have a plan? If the levy does not pass?

We have not actively discussed a plan. If the levy does not pass, I don't preferably don't want to put that into the universe.

But I think it would be right.

It just an incredible, difficult challenge to reduce a budget by a 100 million dollars, and we would have to look at all the different levers to balance the budget.

Yeah, yeah.

Yeah, they have.

Haven't our levies historically passed by quite a quite a good margin, I mean, like upwards is 70%.

Yep.

Yeah, it's a shoe. And here in Portland.

Let's not jinx it. But yes.

Anywhere from 60 to 80%. So yeah, but but just for historical, you may wonder why we're might be going out before the expiration of the existing levy, and it historically, the district learned in 2011 that having the local option levy, and a capital bond measure on the same ballot, did not go down well with the the voters that they didn't support the boundaries. They didn't support the bond measure, and they did support the levy and they did support the levy and so

historically thinking, the district will only put one item on on the ballot at a time, and so that's why we're probably go out for the local option, levy in 24 instead of 25, and so on.

So!

Yeah, yeah, and just to double down on on Mariah statement.

I mean, we've had incredible support just overall community support.

Whether it from 20 years ago, or a decade or so ago, with the Portland Arts tax to proving the bonds to just make incredible turnout to support the local option, levy.

So I think that's something to to be extremely grateful for.

And the arts tax. Incidentally, the committee members only benefits K.

Through 8 k. Through 5. Not any middle school or high school.

So that's not always understood, but.

So any other questions.

Jordan. Have we gone through our agenda? I can't see that.

So the next part of the agenda was just to to come back as a committee to the Board Work session on Tuesday.

If there are any, follow ups or questions, or for committee members that did attend.

If there's anything they wanted to share with folks who weren't able to be there.

But before that it looks like Lisa has her hand up.

Okay. Lisa.

Lisa.

Yeah, actually, mine was in response to that cause. I just wanted to bring up some kind of themes or issues that were brought up the other night that I just thought I'd kind of get our group thinking about. But if we're not there yet in the conversation, then I'll wait until we.

Hello please. Go ahead.

Yes, so I think you know some of Kuranjes and some of the Board members.

I think, kind of the accountability piece. And how are we measuring some of the programs and initiatives of if they're working or not?

Seem to be, I think, something that we can focus on in our response to the to the budget.

If it's if we don't see what we, what we're looking for, like making that recommendation and I think the other thing, where was the esser funds being used to fund full time employees knowing that that money is going away?

And I know a loan up brought up that, you know, kind of looking for a commitment from the board that if those programs are successful, that they make a commitment, that they would be continued finding other funding sources, so those are kind of the 2 takeaways, I took from the other night, of some things

that this committee can focus on in our response to the budget.

So I just wanted to bring those up, and there may have been a few more I didn't capture, but those were the 2 that stuck out to me.

Those are good observations. I think I'll let you know your hand is up, but I see.

Yeah, I was just gonna say, I think, okay, personally, I was thinking about this about after the work session about this program using esser funds for fte.

And I think my concern was we won't see a we won't see the results we want to see.

In the first year, but that doesn't mean we should necessarily cancel the program.

So just wanna kind of point that out.

I think that that's the ongoing concern.

That historically, we have not a favorite using on-time funds to to one positions that are intended to to last several years in the future.

And so I personally, I think that the district needs to.

Identify? What pots would they identify that the would be utilized in the future?

Should that funding go away? It there's no indication that the Federal Government is going to renew as their funding in any shape or form, and, as I pointed out in my work session, we have a like Congress right now between parties, and so on

and to make some prospect of future legislation doubtful.

Anyway.

So? Are there any other questions I'm looking for?

Hands on the screen. I don't see any.

Jordan. Would you remind us when we meet again?

Yes, I failed once more to have it up on my screen.

To be fair. I feel like you jumped. You jumped so fast.

So our next meeting is April the thirteenth, and I'll just use this second as a one last reminder.

I sent you all an email to let me know by tomorrow.

If you're gonna come to the Board work session on Tuesday next week and let me know if you're gonna be in person or virtual Alright.

And let me remind committee members.

Every year we're entering the budget season where it really gets cramped and will be called upon the me more frequently.

Probably then, what is currently on our schedule, and and once we all familiarly have the budget in hand on the 20 fifth of April, I believe, is when it's presented we'll have short days to review it, and Lisa last

year was our yeoman in service, and keeping us on task of yeah, with assembling our comments, and so on.

And we we may go upon her expertise again to help us do that as well.

But look for some hard days ahead, and and I thank you all for participating this evening, and and Berto for your presentation, and and if you have questions of staff Shawn to Jordan, and the heal of facilitate getting answers to you, and and to the rest of the committee via the portal.

So, so if there are no further comments, I'll adjourn the meeting, and we're again ahead of schedule.

Hello, goody for us!

Thank you. Everyone.

Thank you. Everyone.

Good night.

You.Good night.