



**Community Budget Review Committee (CBRC)
Meeting Minutes**

Date: Thursday, January 11, 2024
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

[CBRC Report on Budget Amendment](#)

[Budget 101 Presentation](#)

ATTENDEES

CBRC Attendees

Stephan Lindner
Jen Gray-O'Connor
Mariah Hudson
Roger Kirchner
Adriel Person
Aaron Cronan
Luke Susswood

Staff Attendees

Myong Leigh
Alexandra Martin
Thu Cung
Junho Chang

Board Attendees

Patte Sullivan

Public Comment

No public comment

MINUTES

5:30 pm

- Welcome and new member introductions
- Housekeeping

Roger Kirchner opened the meeting at 5:35p.

Alexandra Martin called on new members to introduce themselves and shared the proposed upcoming CBRC meetings.

- ☐ Action Item: Confirm availability with Alexandra

5:45 pm

- Share and discuss CBRC Budget Amendment Review Update

Members discussed the updated budget amendment review provided to the Board of Education.

6:15 pm

- Discussion on electing CBRC leadership for this year
- Vote on CBRC leadership

The committee discussed electing CBRC leadership. Roger Kirchner proposed:

- Taz Ferguson and Mariah Hudson as co-chairs
- Stephan Lindner and Grace Groom as vice chairs

Aaron Cronan seconded the motion.

The committee members present unanimously approved CBRC leadership for the 2023-24 school year as proposed by Roger Kirchner.

6:45pm

- Budget 101

Staff, including Myong Leigh, Alexandra Martin, and Junho Chang, presented a budget 101 and responded to CBRC member questions.

- ☐ Action Item: Alexandra to send information on class size referenced by Junho.

7:15 pm

- Q & A - Good of the order

Roger Kirchner reminded staff to remind CBRC how to get to the QA form.

- ☐ Action Item: Alexandra to re-send information on accessing QA.

7:20 pm

- Closing - Committee Chair

Mariah Hudson closed the meeting at 7:19p.

TRANSCRIPT

00:13:28.000 --> 00:13:39.000

I'm Roger Kirchner and I'm currently the chair of the CBRC and I'm calling this Meeting of, January, eleventh.

00:13:39.000 --> 00:13:44.000

To order at this time. Thank you.

00:13:44.000 --> 00:13:51.000

Thank you. So much for kicking us off, Roger. I'm so glad we're all here again.

00:13:51.000 --> 00:13:59.000

It's been a little while since we've all seen each other. So thank you so much for making time on this cold night to come together on Zoom.

00:13:59.000 --> 00:14:09.000

We, just have a quick welcome for new members who are joining us who haven't had a chance to introduce themselves yet.

00:14:09.000 --> 00:14:20.000

And just a little bit of housekeeping and then we can get into our agenda. So, Jen, I believe you haven't been able to introduce yourself in this space yet.

00:14:20.000 --> 00:14:28.000

Would you like to take a minute to introduce yourself with your pronouns and any background you'd like to offer.

00:14:28.000 --> 00:14:37.000

Great. Thank you so much. I'm Jen Grey O'connor. My pronouns are she her and I am a parent of 2 PPS students who are in middle school right now.

00:14:37.000 --> 00:14:46.000

At Salwood Middle School and my background is in community engagement. And so in a past life I got to work with Alexandra with the city of Portland budget office.

00:14:46.000 --> 00:14:58.000

I am like a dye in the wall true believer in the power of advisory committees and public discourse and representation on decision making about big issues like budget.

00:14:58.000 --> 00:15:05.000

So I'm super excited to be a participant in. Working through a review of the budget with you all.

00:15:05.000 --> 00:15:08.000

And I apologize, my cat is very convinced that she should be a part of.

00:15:08.000 --> 00:15:10.000

Yeah.

00:15:10.000 --> 00:15:11.000

Not usually this enthusiastic, but I think it's late in the evening and she would like participate.

00:15:11.000 --> 00:15:19.000

So apologies for her popping on. The video as well.

00:15:19.000 --> 00:15:31.000

Public meeting. We welcome all the guests. Yeah. And Luke, you are our student representative.

00:15:31.000 --> 00:15:38.000

You were appointed along with Mo at Tuesday night's board meeting, would you like to introduce yourself?

00:15:38.000 --> 00:15:42.000

Yeah, my name is Luke Sasquet. My pronouns are he, him.

00:15:42.000 --> 00:15:49.000

I am a junior at Franklin High School and I went to Mount Dipper Middle School and Glencoe Elementary School.

00:15:49.000 --> 00:15:59.000

I've been a PPS student my entire life and I'm very excited to be serving as one of the student representatives for this board.

00:15:59.000 --> 00:16:05.000

Thank you. We're so happy to have you. Appreciate your time here tonight on a school night.

00:16:05.000 --> 00:16:10.000

Okay, so I, the only housekeeping I had for tonight was sharing dates for some upcoming meetings.

00:16:10.000 --> 00:16:14.000

So this is what the next several months will look like for us. I'm proposing the dates that are not.

00:16:14.000 --> 00:16:29.000

For us. I'm proposing the dates that are not bolted. So, there's, I'm proposing the dates that are not folded so there's flexibility here I can go ahead and send these out in a dual poll so, there's flexibility here.

00:16:29.000 --> 00:16:41.000

I can go ahead and send these out in a dual pull so that we can go ahead and send these out in a dual poll, I can go ahead and send these out in a dual poll so that we can see, you know, how these land with as a regular CDRC meeting, March fourteenth.

00:16:41.000 --> 00:16:49.000

As another meeting where we can cover content and and get everyone ready for the upcoming engagements and work on the CVRC report.

00:16:49.000 --> 00:16:56.000

And then March nineteenth is confirmed and will be a CBRC board work session. And we always need several meetings.

00:16:56.000 --> 00:17:05.000

To work on the, the CBRC report that's responding to the proposed budget.

00:17:05.000 --> 00:17:17.000

So, instead of waiting until the last minute I suggested a few dates that will help us track towards that deadline when we have to have to report to the board.

00:17:17.000 --> 00:17:24.000

May seventh, is when we would be presenting the report to the board. So. We can, you know, further discuss those.

00:17:24.000 --> 00:17:33.000

Now if we want, but I'm going to recommend that we work through this over email and I can send it.

00:17:33.000 --> 00:17:38.000

Are there, you know, any questions or anything that stands out for people right now?

00:17:38.000 --> 00:17:47.000

Alexandra, can I ask you to add what day of the week that those dates are? When you send it out and.

00:17:47.000 --> 00:17:58.000

Perhaps, add the date that we actually have to. Give the board office our report.

00:17:58.000 --> 00:18:06.000

We'll proceed probably by a week. So

00:18:06.000 --> 00:18:11.000

Yep, absolutely. Those are good points. I will do that, Roger.

00:18:11.000 --> 00:18:14.000

Okay, I'll go ahead and move this along.

00:18:14.000 --> 00:18:22.000

Also I was wondering, don't we also have a student, mo, that hasn't introduced himself yet?

00:18:22.000 --> 00:18:26.000

Yes, and Mo let me know that he's not able to join tonight so we'll have to

00:18:26.000 --> 00:18:32.000

Okay, all right.

00:18:32.000 --> 00:18:49.000

Okay, so our agenda for tonight, we have a few topics. As you all know the CBRCs members of the CPRC wrote review the budget amendment the budget amendment was voted on and approved by the board on Tuesday night.

00:18:49.000 --> 00:19:05.000

And so we wanted to share and discuss this review and make sure it went in front of you. And then the next item would be discussing electing CBRC leadership for this school year.

00:19:05.000 --> 00:19:14.000

And potentially voting on that tonight if people are ready to vote and if we have a quorum here to take action on that.

00:19:14.000 --> 00:19:20.000

And then the last topic for tonight would be the budget 101.

00:19:20.000 --> 00:19:27.000

So I'm gonna go ahead and move us into our first agenda item and this is here for discussion.

00:19:27.000 --> 00:19:40.000

So, You all have this document and the email that I sent you. It's a two-page document that a subset of CBRC members work together to.

00:19:40.000 --> 00:19:52.000

To craft and it's organized similarly to our CBRC. Report on the budget in that it's organized in observations and recommendations.

00:19:52.000 --> 00:20:04.000

As you all know, this, budget amendment this year was iterative and staff engaged with CRC multiple times on this this topic.

00:20:04.000 --> 00:20:13.000

And some provisions were made to the amendment. In different phases. So, CBRC.

00:20:13.000 --> 00:20:26.000

Was, you know, really flexible and, and accommodating in offering your time and insights here. So just wanted to make sure you all saw this.

00:20:26.000 --> 00:20:40.000

And. Just go, I'll pause here on observations. So that people can take this in and then if there were any questions or further comments relevant to observations, maybe we can take those first.

00:20:40.000 --> 00:20:46.000

And then move to the recommendations. And Maria, go ahead.

00:20:46.000 --> 00:20:52.000

I'm do we know at this point with reduction in the reserve fund balances what that reserve will be at this point.

00:20:52.000 --> 00:20:58.000

We have a. And ballpark estimate.

00:20:58.000 --> 00:21:05.000

Juno, would you wanna respond to that question?

00:21:05.000 --> 00:21:18.000

Yeah, I can respond to it. So right now for fiscal year 20 . For our current year, we're looking to find, around 10 million dollars.

00:21:18.000 --> 00:21:32.000

To kind of help build up our reserves and to make sure that we have. certain to make sure that we have.

00:21:32.000 --> 00:21:46.000

All of our potential like contract negotiations and stuff like that covered. And also to help kind of build up our fund balance or keep it keep it keep our fund bonds high so that we can.

00:21:46.000 --> 00:21:57.000

Spend on that fund balance next year because we'll have a larger gap next year and that gap is looking to be about 40 41 million.

00:21:57.000 --> 00:22:09.000

Yeah, super. So of our reserve balance this year, we're not touching that. Forward taking 10 million dollars of the reserve balance that we had projected.

00:22:09.000 --> 00:22:10.000

Okay.

00:22:10.000 --> 00:22:11.000

We will be using some of it this year, I believe. But we're trying to stay above the.

00:22:11.000 --> 00:22:22.000

5% minimum board requirement. And so we're trying to build it up above that 5%. To helpful it next year.

00:22:22.000 --> 00:22:30.000

Okay, if we could have those numbers shared, those projected number share to the next meeting, that would be awesome. Thank you.

00:22:30.000 --> 00:22:50.000

I'll just chime in. Mariah you you will remember. The reserve balance. Before the adoption of the 2324 budget was in the 90 range and about 50 or 60 million of that.

00:22:50.000 --> 00:23:02.000

Was tapped and was used. In adoption of that budget. We, web is being proposed is.

00:23:02.000 --> 00:23:12.000

In the budget amendment that we. Put 10 million back into in the reserves and to bolster the account.

00:23:12.000 --> 00:23:21.000

So that it remains at 5%. So it will be a better posture for, addressing, future needs.

00:23:21.000 --> 00:23:25.000

So. And, yeah, the future.

00:23:25.000 --> 00:23:30.000

Thank you, Roger, for refreshing my memory on that. I appreciate it. That's exactly what I was after.

00:23:30.000 --> 00:23:37.000

And if I may, I can I can add a little bit more specificity as well. Hi, everybody.

00:23:37.000 --> 00:23:49.000

This is Meong Lee. Interim deputy superintendent of business and operations welcome everybody especially the new CBRC members so Just to.

00:23:49.000 --> 00:24:09.000

To add a specific number or 2. If we were unsuccessful, this we think we will be successful, but if we were not able to identify those 10 million dollars of of us reductions or solutions in the rest of this fiscal year.

00:24:09.000 --> 00:24:23.000

Our general fund ending balance would be about 61 million dollars. And that's compared to a beginning fund balance of about a hundred 5 million.

00:24:23.000 --> 00:24:33.000

For the year that we're in. And so if we, do. If we are successful in identifying ways to.

00:24:33.000 --> 00:24:46.000

To reduce our expenses by 10 million dollars that that target that you know and Roger mentioned. That we expect to end this year with about 71 million dollars.

00:24:46.000 --> 00:24:53.000

And then.

00:24:53.000 --> 00:25:10.000

And 4 new members, we do have Hi, and check the site in our budget 101 on this topic so that will be describing in further detail the definitions around these and uses of contingency reserves.

00:25:10.000 --> 00:25:19.000

What we need by fund balance. So. More light on that will later this evening.

00:25:19.000 --> 00:25:24.000

Thank you. For kicking us off with questions. Mariah, anything else? Here on this slide around the observations that are focused on.

00:25:24.000 --> 00:25:40.000

On the forecast and fund balance.

00:25:40.000 --> 00:25:55.000

Okay. The next. Component of the CDU, subcommittee and CVRCs review, the budget amendment was focused on recommendations.

00:25:55.000 --> 00:26:03.000

I know there's a lot of text on this slide. So I'll, summarize the bullet points and, Pause here so you all can be.

00:26:03.000 --> 00:26:15.000

This is suggesting that the district should monitor enrollment for changes beyond demographics, which budget projections were based.

00:26:15.000 --> 00:26:21.000

That information relevant to special revenues was not available when CBRC initially looked at this in December.

00:26:21.000 --> 00:26:39.000

And flagging that early literacy grant. Appropriations or funding may be available to. Offset some of the reductions.

00:26:39.000 --> 00:26:53.000

That were required or shifting funds between gen fund or special revenue fund. Cut should not cut affect instructional quality in the first year and allow time to adjust.

00:26:53.000 --> 00:27:01.000

The board should review how cuts will impact the attainment of the board goals, which are focused on student achievement and gaps.

00:27:01.000 --> 00:27:11.000

And, if gap closing measures require reductions to direct service staffing, including school reconfigurations or closures.

00:27:11.000 --> 00:27:18.000

Recommendation is that the board look for other areas of reductions. And it lists.

00:27:18.000 --> 00:27:29.000

Quite a few areas and also importantly notes holding Carmen with student populations who have been impacted by these disruptions.

00:27:29.000 --> 00:27:36.000

And specifically schools serving historically and currently underserved students.

00:27:36.000 --> 00:28:06.000

So those were the 5. Recommendations out of the, in the budget amendment review. So I'll pass here for your questions, thoughts, reactions to that content.

00:28:13.000 --> 00:28:25.000

Maybe while you're thinking I can comment on how this came together. So this was, written by a kind of a sub team on the committee.

00:28:25.000 --> 00:28:31.000

And worked asynchronously in a document populating this content and so it was a collaborative effort.

00:28:31.000 --> 00:28:47.000

From the group. And is actually similar to how the CDRC report has come together. Where there's almost a task force or subcommittee within CBRC that is advancing to work.

00:28:47.000 --> 00:28:53.000

Together in a Google document.

00:28:53.000 --> 00:29:00.000

Director Sullivan, I know that you read and responded to this, when we sent this out to the board.

00:29:00.000 --> 00:29:16.000

Do you have any further comments? Reflections or questions or feedback around these? Recommendations or observations.

00:29:16.000 --> 00:29:20.000

And you're still muted, I think.

00:29:20.000 --> 00:29:28.000

Sorry, yeah, they're they're pretty clear. I'm I'm still not sure when these special revenues for early literacy are coming.

00:29:28.000 --> 00:29:37.000

We can't seem to get a Get a handle on that. I know we have to pay something to get the money.

00:29:37.000 --> 00:29:48.000

So, it's kind of a complicated procedure. Yeah, and I guess just a question for me.

00:29:48.000 --> 00:30:03.000

This is trying to keep the reserve the whole time, right? All of all of these suggestions. Are still keeping our reserve where it is.

00:30:03.000 --> 00:30:25.000

I'll speak to that early literacy questions that you noted. Our application for the early literacy grant just recently became available and and the team presented some content around that on Tuesday night and and you're right that there was a general fund match required for the early literacy grant.

00:30:25.000 --> 00:30:36.000

And then your comment around how these recommend, is your, is your question related to how these recommendations are.

00:30:36.000 --> 00:30:38.000

Relevant to the reserve.

00:30:38.000 --> 00:30:47.000

Yes, I guess it is. Yeah, does do any of these. Affect reserves or. Do we understand the reserve stay solid?

00:30:47.000 --> 00:30:50.000

Or try to stay solid anyway.

00:30:50.000 --> 00:30:51.000

As one of the contributors to this effort, we didn't speak to the reserve directly.

00:30:51.000 --> 00:30:58.000

It has been our recommendation as a CRC to maintain or increase the reserves every year.

00:30:58.000 --> 00:31:09.000

So I don't think we directly spoke to that, but we are supportive of maintaining reserves to the extent possible.

00:31:09.000 --> 00:31:23.000

Primarily as we, in here because, it seems like the enrollment projections, are falling every year faster than, otherwise anticipated.

00:31:23.000 --> 00:31:26.000

Okay, thank you.

00:31:26.000 --> 00:31:31.000

You, Dr. Sullivan. Aaron, feel free to jump in.

00:31:31.000 --> 00:31:37.000

Yeah, so I'm I feel like I'm coming into the late to the party or something on what they reserve function actually is.

00:31:37.000 --> 00:31:50.000

Is there a definition somewhere I should have read or Like is it something that is expected to be used up or is it an emergency fund?

00:31:50.000 --> 00:31:54.000

Where is it kept? Is it earning interest?

00:31:54.000 --> 00:32:03.000

I understand this probably feels like inside baseball and I was hoping to allude to that earlier when you know we're throwing around.

00:32:03.000 --> 00:32:11.000

Terminology that isn't, you know, so common and may even be more, specific to our system or people use these words in different ways.

00:32:11.000 --> 00:32:25.000

But our board has a reserve policy that requires that the district hold. 5 to 10% of general fund revenue in reserve.

00:32:25.000 --> 00:32:42.000

And so that's what we're discussing here. you know, and, and, do you wanna, or 2 other folks on the team if you want to round out that definition and then the question on interest.

00:32:42.000 --> 00:32:57.000

Yeah, so, I can, lean into that. So are just like Alexander said our reserve policy is 5 to 10% and there's another slide a little bit later on that that, will talk to this.

00:32:57.000 --> 00:33:13.000

It is a general recommendation that school districts budget about 10% in reserves. To kind of float the first few months of the next year so there you know we gotta keep the lights on we gotta pay the bills we gotta pay payroll and stuff like that.

00:33:13.000 --> 00:33:23.000

And so that reserve kind of helps pad that. Portland Public is such a large district that we don't necessarily need the full 10%.

00:33:23.000 --> 00:33:32.000

So the board has, allowed that reserve to kind of range between 5 to 10% usually as a minimum.

00:33:32.000 --> 00:33:36.000

And

00:33:36.000 --> 00:33:46.000

The way that we budget those reserves, in the general fund, we budget under a specific line item called contingency.

00:33:46.000 --> 00:33:52.000

Rather than what other school districts do, they usually budget in appropriated ending fund balance. There's a 2 separate line.

00:33:52.000 --> 00:34:01.000

Object codes. And the difference between that is contingency can still be used this year.

00:34:01.000 --> 00:34:09.000

Something a big emergency comes up. The board can vote to tap into it. Whereas unappropriated ending fund.

00:34:09.000 --> 00:34:21.000

We can't tap it into it at all. And so because our district is so large. That any kind of emergency could be a big emergency or small emergency that we might need to tap into those funds early.

00:34:21.000 --> 00:34:38.000

And so we budget and contingency instead. on your point of, investments, we do try to make sure that our that we have cash on hand to pay any kind of necessary.

00:34:38.000 --> 00:34:50.000

Like bills right away, any kind of like payroll and stuff like that to make sure that the district can keep functioning but the rest of the dollars that.

00:34:50.000 --> 00:34:56.000

We do have an opportunity to invest in like certain kind of like government bonds and stuff like that.

00:34:56.000 --> 00:35:05.000

I think, I can't, go into it. Too accurately but what I know of it is like we our treasurer invests those dollars.

00:35:05.000 --> 00:35:10.000

Into like certain kind of yield bonds.

00:35:10.000 --> 00:35:17.000

That helps a lot. Thank you. Very much clarified.

00:35:17.000 --> 00:35:21.000

Yeah, thank you.

00:35:21.000 --> 00:35:32.000

Any other so we will delve more deeply into the district savings. Ending fund balance. Contingency.

00:35:32.000 --> 00:35:48.000

Those, kinds of topics later. Are there any other comments here on around these? The budget amendment review.

00:35:48.000 --> 00:36:03.000

Hearing 9, I think we can go ahead and move along. So the next topic we introduced in our November meeting when we last met on November the thirtieth.

00:36:03.000 --> 00:36:18.000

And You know, since then, there has been, you know, I know there have been some conversations or recommendations for our CBRC leadership.

00:36:18.000 --> 00:36:21.000

Yeah, who we. Go through this process annually to. Define new CBRC leadership for that school year.

00:36:21.000 --> 00:36:39.000

So I'm gonna kinda just open it up for you all to have you know there may be process questions initially for new members or or we may be ready to.

00:36:39.000 --> 00:36:57.000

Vote on this at this time. So, I'm going to let you all discuss this topic now.

00:36:57.000 --> 00:37:03.000

Well, it's as existing chair.

00:37:03.000 --> 00:37:13.000

Oh, the, committee. In November or last time we met. I don't want to miss state the day.

00:37:13.000 --> 00:37:29.000

But, I prepared to propose a slate. And I would like to see. my co chair, Mariah, assume the presiding role this next year.

00:37:29.000 --> 00:37:37.000

And, and to, promote, Tasha Ferguson from vice chair too.

00:37:37.000 --> 00:37:59.000

To be her cochair. And then for vice chairs, I would like to nominate, Grace Groome who was one of the teachers on our on our committee and and I'd like to proposed that Stefan Linder become also a vice chair.

00:37:59.000 --> 00:38:03.000

And, and so.

00:38:03.000 --> 00:38:16.000

If the committee is, so, inclined, I would propose that we both the 4 of those, as a slate and move on.

00:38:16.000 --> 00:38:23.000

I'm, well, Maria, and Stefan kind of formulate their response.

00:38:23.000 --> 00:38:25.000

I just wanted to note that we don't have task here. This evening and we also don't have grace and Grace isn't able to attend.

00:38:25.000 --> 00:38:44.000

So without having them here to accept, maybe we can take this in phases. Maybe we can take this in phases so, we could potentially vote, you know, now if people accept.

00:38:44.000 --> 00:38:45.000
That doesn't

00:38:45.000 --> 00:38:53.000
Well, the only person who has not indicated their willingness to serve. There's, is Stephan.

00:38:53.000 --> 00:39:16.000
Because I hear the 4 he added. I know that he's a proposed to. Nominee but the other 3 have all been privy and they've indicated their wellness, the service as I understand it.

00:39:16.000 --> 00:39:26.000
Well, I'll just say, I would be happy to serve Roger has, has some big shoes to fill, that I've enjoyed being his co-chair this year and it probably benefits the committee to have someone who's been on and been through the budget cycle at least once.

00:39:26.000 --> 00:39:53.000
To help serve in this role, I would be happy to do that with TAS. If we're not able to elect, TAS this evening as a co chair, I would be happy to assume chair and then, you know, revise that when, she's available.

00:39:53.000 --> 00:40:03.000
I'll just say also kind of, in terms of developing a letter, We had some discussion about this last year and I think the sort of letter and presentation to the board that I would like to offer.

00:40:03.000 --> 00:40:15.000
This committee has been very supportive of, you know, kind of student instructional time and positions and supporting that student experience.

00:40:15.000 --> 00:40:17.000
I think I would lead us in the same direction and also we room for acknowledgement if there are dissenting opinions within our report to.

00:40:17.000 --> 00:40:26.000
Room for acknowledgement if there are dissenting opinions within our report, dissenting opinions within our report to, offer that as an option as well.

00:40:26.000 --> 00:40:39.000
So that feels inclusive for everyone.

00:40:39.000 --> 00:40:43.000
On with you. Like to respond to your nomination.

00:40:43.000 --> 00:40:56.000
Yeah, thank you. I'm happy to step in. And thank you for your nomination. I think I enjoy being on this committee and I'm happy to take a leading one on this committee and happy to take a leading one on this committee and happy to take a leading role on this.

00:40:56.000 --> 00:41:09.000
I think, you know, if you, if you haven't been here last year, I think my, my, my emphasis general in big picture, but I think where I can contribute most to, I'm on an educator or in medication.

00:41:09.000 --> 00:41:27.000
I think they're, a couple of other things, but on my mind, if you're ready to do this, but on my mind, if I were to do this or people were to work for me, to do this or people were to work for me

is I think I want to have an eye on this letter being, I think I want to have an eye on this letter being being comprehensive but also being readable, being comprehensive but also being readable and concise in a way that it can be digested by the

00:41:27.000 --> 00:41:47.000

board. I also have an eye on, a hundred percent there on material innovative. That's, that's, I think, doing the public hearing, but, it's some sort of like, it's some sort of like, I'm easy to follow or like kind of, I'm easy to follow or like kind of make so bigger pictures and then over some of the details.

00:41:47.000 --> 00:41:51.000

And that's just driven by my own professional background as someone who's doing I'm public speaking but that's just driven by some of the details.

00:41:51.000 --> 00:42:03.000

That's just driven by by my own professional background as the one who's doing, public speaking

00:42:03.000 --> 00:42:11.000

Okay, so business ways we have. We have 2.

00:42:11.000 --> 00:42:20.000

Folks here who have it sounds like accepted nominations so Mariah as co-chair and Stefan as vice chair.

00:42:20.000 --> 00:42:33.000

Without, you know, I didn't hear from Taz, affirming or responding to the, suggestion that you made Roger and I also didn't see, Grace.

00:42:33.000 --> 00:42:43.000

Do that either and so for for me without seeing or hearing from them that they accept this responsibility. I don't

00:42:43.000 --> 00:42:57.000

Well, if you're uncomfortable, voting them, but both of them expressed to me that Grace, asked to be, nominated and, .

00:42:57.000 --> 00:43:10.000

And indicated her interest in continuing to serve. So but if you want to just vote on the twos tonight then Let's do that and then.

00:43:10.000 --> 00:43:12.000

Vote on the other 2 and that's the next meeting.

00:43:12.000 --> 00:43:21.000

Well, sorry, Roger. Hearing further comments that you have. Discuss this with them, I feel a little bit differently.

00:43:21.000 --> 00:43:25.000

I just hadn't, I didn't see that communication. so.

00:43:25.000 --> 00:43:34.000

Well, without going through. All the emails that I have gotten from this committee. It's in this chain somewhere, but.

00:43:34.000 --> 00:43:37.000

Okay.

00:43:37.000 --> 00:43:40.000

Yeah, it take me a good hour to find them off.

00:43:40.000 --> 00:43:56.000

Absolutely. So in that case, the, proposal that Rogers brought forward suggests that Maria is co-chair with TAS as co chair.

00:43:56.000 --> 00:44:04.000

And Stefan and Grace as vice chairs. So that would bring 4 people into leadership roles on CBRC.

00:44:04.000 --> 00:44:13.000

And we do have a quorum of members here tonight. So,

00:44:13.000 --> 00:44:24.000

Do we have someone who supports that? And seconds that, suggestion.

00:44:24.000 --> 00:44:27.000

Dr. Sullivan.

00:44:27.000 --> 00:44:31.000

Yeah, I have a question. I think I'm not a voting member. Is that correct?

00:44:31.000 --> 00:44:38.000

That's right. You're our board. Liaison. So that's Thank you.

00:44:38.000 --> 00:44:39.000

Yeah.

00:44:39.000 --> 00:44:51.000

Alright, just wanted to be clear. Thank you.

00:44:51.000 --> 00:44:52.000

Okay.

00:44:52.000 --> 00:44:56.000

Oh, in a second. Second. I'm gonna take your recommendations.

00:44:56.000 --> 00:45:04.000

It is challenging for new members to just get to know people and get to know roles. Thank you for taking for taking that step, Aaron.

00:45:04.000 --> 00:45:15.000

Alright, so, we can vote now. So, you know, if, I'm not sure actually how we should do this.

00:45:15.000 --> 00:45:25.000

If folks would like to come off mute and indicate a yes or no vote, including Luke, who is a voting member of CDRC.

00:45:25.000 --> 00:45:33.000

Welcome to do so.

00:45:33.000 --> 00:45:41.000

So why don't we just ask for a raise of hands and Yeah, see if you can see.

00:45:41.000 --> 00:45:45.000

On the screen. Alexander and we'll go from there.

00:45:45.000 --> 00:45:46.000

To raise hands.

00:45:46.000 --> 00:45:49.000

I'm voting on

00:45:49.000 --> 00:45:51.000

That's great. Like it's cool.

00:45:51.000 --> 00:45:53.000

Okay.

00:45:53.000 --> 00:46:03.000

Okay. And, if you support that stuff on, I can't, you know, your, your zoom hand is up.

00:46:03.000 --> 00:46:09.000

Okay. Okay, so it looks like we do have agreement and we have a new slate of CBRC leadership this year.

00:46:09.000 --> 00:46:22.000

So that's great. Congratulations. So glad we made it through that milestone but And thank you for taking on these roles.

00:46:22.000 --> 00:46:30.000

And thank you to Roger for your long time leadership on this group.

00:46:30.000 --> 00:46:40.000

You're welcome. I'll be happy to. Helper, I've already indicated that.

00:46:40.000 --> 00:46:44.000

My term is in June and. After 15 years, I'm going to step down.

00:46:44.000 --> 00:46:57.000

So anyway, the That's the the plan. So thank you very much. And Maria, you're now in charge.

00:46:57.000 --> 00:47:01.000

I'll let you finish out running the meeting if you care to.

00:47:01.000 --> 00:47:05.000

Yeah.

00:47:05.000 --> 00:47:18.000

Great. So I look forward to working a little bit more closely with you all. And, I'll go ahead and move along to our next topic.

00:47:18.000 --> 00:47:24.000

So this is, our getting into our budget one on one. So hopefully this is.

00:47:24.000 --> 00:47:38.000

Helpful for our new members as well as as people who have been around. In terms of facilitation, if or, you know, if you have questions, During this, I would encourage you to just raise your hand in the moment.

00:47:38.000 --> 00:47:53.000

And maybe we'll speak to the rest of the slide and then respond to your questions. And, and not hold until the end because we are covering such a wide range of content relevant to the budget.

00:47:53.000 --> 00:47:59.000

And so this is just going, you know, this is going to provide an overview and it, and is.

00:47:59.000 --> 00:48:07.000

Quite oriented towards our budget book and what we present in the budget book. There are so many other topics that we could cover in budgeting.

00:48:07.000 --> 00:48:17.000

We could cover. You know, performance or academic return on investment. There are a lot of things that that we could touch on here and that are relevant to your work.

00:48:17.000 --> 00:48:30.000

But this is an overview that's starting to introduce you to or refresh the content that you'll see as we start to explore the budget further and the proposed budget.

00:48:30.000 --> 00:48:38.000

So the goal will be to inform you all about, just some components of the budget.

00:48:38.000 --> 00:48:46.000

So, our goals, including our board goals and the strategic plan forward together. The budget process.

00:48:46.000 --> 00:48:50.000

And then the funds in the PPS budget, so we'll cover how much funding PPS has and this will be relevant to the current year.

00:48:50.000 --> 00:49:00.000

Because of course we're still formulating our budget for the following school year, school year, 2425.

00:49:00.000 --> 00:49:22.000

We'll cover where PPS gets funding and how PPS uses funding. And we are also focusing on school staffing and and some of you know when we say how PPS uses funding it will cover how that you know.

00:49:22.000 --> 00:49:28.000

Okay, and I believe I'm passing it along to you, Miang here for the.

00:49:28.000 --> 00:49:35.000

For our Y and strategic plan and work goals.

00:49:35.000 --> 00:49:47.000

Thank you Alexandra and Again, thanks everybody for. For your engagement always in every meeting and including tonight.

00:49:47.000 --> 00:50:02.000

And especially for new members or newer members of the CBRC, we wanted to. Frame the rest of this briefing about the the district's budget.

00:50:02.000 --> 00:50:17.000

With this discussion about why and the the big picture guiding principles and and links to. Why we're all engaged in.

00:50:17.000 --> 00:50:24.000

The work that we're doing whether on the Board of Education or district staff or interested in engaged community members like yourselves and in some case the students, student community members.

00:50:24.000 --> 00:50:42.000

Volunteering your time. To improve our processes in our collective decision making. So first slide here is, is a statement of the district's vision.

00:50:42.000 --> 00:50:52.000

Of our community's vision that a graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems.

00:50:52.000 --> 00:51:10.000

And be prepared to lead a more socially just world. Hopefully that. That resonates and there is a A lot of Really thoughtful work has gone into developing.

00:51:10.000 --> 00:51:21.000

More detailed, articulations of all of these frameworks, including related to this vision, the graduate portrait.

00:51:21.000 --> 00:51:34.000

And we can point you to how to find these documents. Outside of this meeting that I personally find this very centering, grounding, and inspiring.

00:51:34.000 --> 00:51:43.000

So if you haven't engaged with the graduate portrait, then definitely recommend that that you take a little time to do that.

00:51:43.000 --> 00:52:09.000

Next. Is our theory of action. And Again, I'm happy to just read this and give a little voice over as folks and remind themselves or orient themselves to this that if we braid racial equity and social justice strategies into our instructional core work with our students, teachers, and content.

00:52:09.000 --> 00:52:31.000

And build our organizational culture and capacity to create a strong foundation to support every student. Then we will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, who experience the greatest barriers, realize the vision of the graduate portrait.

00:52:31.000 --> 00:52:39.000

So again, theory of action is usually expressed as an if then statement. If we do this. Then.

00:52:39.000 --> 00:52:49.000

Then these other desired outcomes will flow. So. Lot of work has gone into.

00:52:49.000 --> 00:52:55.000

Articulating that relationship. Between actions and and results.

00:52:55.000 --> 00:53:08.000

And then this is a really high level summary of a great deal of work that was done a few years ago in developing PPS is strategic plan forward together.

00:53:08.000 --> 00:53:21.000

And You can see on the left hand side 4 major themes. Rachel equity and social justice. Inclusive and differentiated learning for every child.

00:53:21.000 --> 00:53:31.000

Embracing change and professional excellence and support. And on the right hand where the graphic is, you can see those 4.

00:53:31.000 --> 00:53:46.000

Themes on the outside ring of this graphic and in the little teeny print. On the inside, you can see specific strategies that are named, under those broader categories.

00:53:46.000 --> 00:53:56.000

And again, this is, this is very broad. Introduction here tonight. But if.

00:53:56.000 --> 00:54:02.000

Anyone has not yet had a chance to look through the strategic plan to look through forward together. And would definitely recommend doing that.

00:54:02.000 --> 00:54:10.000

Alexandra is, is that a link? In the

00:54:10.000 --> 00:54:13.000

Yup, this, that is a link to our, to our strategic plan.

00:54:13.000 --> 00:54:28.000

Okay, perfect. Thank you. So there is a lot of content, a lot of, of information underneath each of these 4 themes and descriptions of the strategies.

00:54:28.000 --> 00:54:45.000

In the finer print. And again, would recommend spending some time. And even if it's, you know, half an hour or an hour, looking through that document, when you, when you have some time when you have a chance.

00:54:45.000 --> 00:54:59.000

Perhaps on a snowy cold day. In the next few days. It might be an option, but to, to really engage with, with this, this work, which was developed by a community.

00:54:59.000 --> 00:55:04.000

Community process community wide process.

00:55:04.000 --> 00:55:15.000

Yeah, I might add that. That was developed. I've roughly about a period of a year's time.

00:55:15.000 --> 00:55:25.000

There is a lot of community involvement in the process and. There were some of us who were.

00:55:25.000 --> 00:55:43.000

Actual delegates or whatever. Anyway, it was a long time getting adopted and And, a great effort to, to involve the community in its development.

00:55:43.000 --> 00:55:48.000

Absolutely. Thank you. Thank you, Roger. And the document that's linked.

00:55:48.000 --> 00:55:58.000

That's a strategic plan document actually includes a A very helpful description of the process. That Roger alluded to.

00:55:58.000 --> 00:56:17.000

So, how the process was undertaken, the. The ways that different community members contributed thinking the structures, the facilitation techniques that were used.

00:56:17.000 --> 00:56:30.000

And as with all complex undertakings, how it's done. How a body work is undertaken and who has roles in that who contributes to that is often as important as the as the work that results from it.

00:56:30.000 --> 00:56:46.000

So actually the CBRC I think represents a really important example of of multiple voices in a community.

00:56:46.000 --> 00:56:55.000

Contributing to to decision making and. And inclusive. Processes.

00:56:55.000 --> 00:57:08.000

So thanks for mentioning that, Roger, and definitely would recommend as you review the strategic plan, spending a few few minutes in the opening pages that describe that process.

00:57:08.000 --> 00:57:18.000

Then the last slide that I'm going to speak to is has to do with the board goals. And again, I think there's a.

00:57:18.000 --> 00:57:31.000

Link to to more details about this but several years ago, the board of directors adopted for broad student outcome goals.

00:57:31.000 --> 00:57:40.000

And they are revisited the specific. Measures or metrics are revisited from time to time.

00:57:40.000 --> 00:57:49.000

And that the board I can tell you firsthand if folks haven't seen the board engage around student outcomes they They engage very deeply.

00:57:49.000 --> 00:58:07.000

And throughout the year, looking at results, looking at strategies that drive results and and pay a lot of attention to what's happening with students and and what adults are.

00:58:07.000 --> 00:58:14.000

How adults are organizing their time and strategic thinking. To get the results that we're all hoping for.

00:58:14.000 --> 00:58:23.000

So those are the 4 broad goals and again we're going through this pretty fast but would definitely recommend looking at that link and looking at some of the details.

00:58:23.000 --> 00:58:47.000

Including the specific measures and and and These are broken down by individual groups of student populations. And discussing the specific goals underneath each of these measures.

00:58:47.000 --> 00:58:54.000

So with that I'll pass it back to. Alexandra, if I'm not sure if it's you next or.

00:58:54.000 --> 00:59:01.000

I was I wanted to mention around board goals that are the CVRC is tasked with evaluating the proposed budget.

00:59:01.000 --> 00:59:08.000

To describe and provide observations and recommendations. If through the lens of how to, how does the budget support the board goals?

00:59:08.000 --> 00:59:24.000

So, it is, essential that, and we are all aware of this lens and.

00:59:24.000 --> 00:59:29.000

What the CPR 6 test is doing.

00:59:29.000 --> 00:59:36.000

Okay, so I want to cover the budget. Oh, sorry, Director Solan, go ahead.

00:59:36.000 --> 00:59:44.000

Yeah, if you weren't at the board meeting. Tuesday night you might wanna watch it. They really have a great presentation.

00:59:44.000 --> 00:59:54.000

The staff had a great presentation about the new math program. And that was discussed. Very thoroughly.

00:59:54.000 --> 01:00:02.000

And lot of questions from the board. It was getting late and everybody wanted to go but we couldn't stop talking about so it's kind of late in the in the meeting.

01:00:02.000 --> 01:00:19.000

But, When you said the board really is paying attention, that's true. You know, it's kind of hard to know as a board member exactly what you can do about it, but you want to really support the the new things that are happening.

01:00:19.000 --> 01:00:25.000

So anyway, that would be a really good thing to watch. It was very exciting.

01:00:25.000 --> 01:00:36.000

Yeah, I agree. I was there for that and the presentation was on the math curriculum adoption. That was a great presentation.

01:00:36.000 --> 01:00:38.000

So, sorry, Roger. Go ahead.

01:00:38.000 --> 01:00:48.000

I was just. I was at the board meeting. I left after we adopted the. Budget amendment and.

01:00:48.000 --> 01:00:54.000

How are you? Are learning.

01:00:54.000 --> 01:01:04.000

Fire this year. Being a board member. Entail hours and hours and hours of a week ago.

01:01:04.000 --> 01:01:06.000

Yeah.

01:01:06.000 --> 01:01:17.000

And yeah, Alexander important me that the the board many went till 1030 last. Tuesday night, so.

01:01:17.000 --> 01:01:22.000

Thank you for the tip that it comes late in the meeting. So.

01:01:22.000 --> 01:01:24.000

Yeah, you don't have to watch the whole thing.

01:01:24.000 --> 01:01:31.000

Thank you.

01:01:31.000 --> 01:01:40.000

Hey, so this slide. You know, it shows a cycle. And budgeting is a continuous process.

01:01:40.000 --> 01:01:53.000

So, we are recalibrating and monitoring throughout the year. And a lot of work goes into developing the following year budget almost immediately after we adopt our budget for the current year.

01:01:53.000 --> 01:02:02.000

So I'm gonna start at the top right, in the light blue. So in, you know, these, these months are approximate and sometimes in annual planning, there are shifts in these.

01:02:02.000 --> 01:02:14.000

So this is, you know, approximately what you can expect from this from this process as much as it can be repeatable.

01:02:14.000 --> 01:02:21.000

And the fall summer time, July through September, we're, beginning our fiscal year, so we would have just adopted a budget.

01:02:21.000 --> 01:02:48.000

That would start July first. So our current budget year starting to School New Year and there's still a lot of activity, financial activity happening so the prior fiscal activity happening so the prior fiscal years closing on the back end the prior fiscal year is closing on the back end with the finance team that is closing on the back end with the finance team that is a big lift and people are getting ready

01:02:48.000 --> 01:02:51.000

for the finance team. That is a big lift and people are getting ready for the audit, during that period.

01:02:51.000 --> 01:03:01.000

As well as getting, you know, school setup for the year. So, there's a lot of activity that happens, on the finance side over summer.

01:03:01.000 --> 01:03:22.000

And then going into fall October, November, we described this as budget awareness and so during that time we will adopt a budget calendar or this is a required component of our process that sets out the milestones that we need to go through to adopt the budget.

01:03:22.000 --> 01:03:29.000

And that budget calendar is available on the next slide. At that same time, we're, we're starting to engage data.

01:03:29.000 --> 01:03:50.000

So we're, we have enrollment projections and a financial forecast. During that time. So we have a sense at that time of, what our general fund resources will be and we're starting to, It's going to formulate early ideas of what the budget will look like.

01:03:50.000 --> 01:04:06.000

In winter, so December through March, we're really in budget planning. So that's that's really when the the work kicks off in earnest and staffing planning and budget priorities are determined during that time.

01:04:06.000 --> 01:04:13.000

We conduct budget outreach, including with this group. And oftentimes that's when we have a budget amendment.

01:04:13.000 --> 01:04:28.000

But that could happen at any time during this process. I either when it's, you know, required because we are, at risk of exceeding appropriations, you know, or for any other extenuating circumstance, the budget amendment can happen at it as.

01:04:28.000 --> 01:04:40.000

Other times. But oftentimes, and especially in the last couple of years, I, it has been, December or March is, through March is when you first amend the budget.

01:04:40.000 --> 01:04:45.000

April through June. We've described this as budget building. So that is when we see a lot of our communications and deliverables going out to the community.

01:04:45.000 --> 01:04:53.000

And decisions are starting to be finalized around the budget. So the proposed budget goes to our board in April.

01:04:53.000 --> 01:05:04.000

And goes to the CVRC as well, so that you can formulate your review of that.

01:05:04.000 --> 01:05:17.000

The CPRC report is named on this timeline. And we have budget work sessions with the board which also includes CDRC for some of the sessions.

01:05:17.000 --> 01:05:25.000

Then, That's that's focused around the proposed budget. And then we move into a phase called the approved budget.

01:05:25.000 --> 01:05:40.000

And so our it goes, the, the budget goes to our board again, after they've taken in, feedback, they've had other conversations and work sessions and then.

01:05:40.000 --> 01:05:49.000

The approved budget was voted on. Following that, we have a body called the tax supervising and conservation commission.

01:05:49.000 --> 01:06:07.000

And this body is tasked with. Viewing and certifying the approved budget. So we are not able to move forward and adopt our budget until the TSCC conducts their work and we have a hearing with TSCC.

01:06:07.000 --> 01:06:10.000

Where, you know, they're asking questions that are not just focused on, taxing components and budgeting.

01:06:10.000 --> 01:06:17.000

But it, you know, it could be a wide range of topics. That, that are relevant to the jurisdiction that they're working with.

01:06:17.000 --> 01:06:30.000

Topics, that, that are relevant to the jurisdiction that they're working with. And they work with many, many jurisdictions, in Portland, sorry, in Oregon.

01:06:30.000 --> 01:06:50.000

And so, and then we would, finally adopt the budget. So the budget must be adopted by June thirtieth, in recent years we have looked towards one of the first board meetings in June to schedule that and to adopt the budget so that we have plenty of time.

01:06:50.000 --> 01:07:01.000

To kind of start implementing the budget. Before July first, when we will need to have that budget ready to, load into our systems and, move forward from.

01:07:01.000 --> 01:07:12.000

From there. So, and then we would be back where we started. I don't think there are any questions on this process component.

01:07:12.000 --> 01:07:15.000

Stefan, yes.

01:07:15.000 --> 01:07:40.000

Sorry, I couldn't find the button. So I just just want to quickly ask, so one thing what's what I couldn't find here is there is the there is the the state found allocations come into place so this is this looks like you know you're just internal process but got the budget PBS budget is dependent on external and external factors such as the one of the biggest

01:07:40.000 --> 01:07:51.000

things is right what the state determines and then and then the other one I think there's a couple of other ones right so property tax the local level depends on on both those numbers coming in.

01:07:51.000 --> 01:07:55.000

So how does that come into play here?

01:07:55.000 --> 01:08:09.000

That's a great question. Thank you for asking that. So, as you know, state, was biennial budgets and I've seen that sometimes the legislative cycle provides a different timeline for us.

01:08:09.000 --> 01:08:22.000

So for example, as you know, some of you know from being on the committee, we didn't have that finalized biennial amount for state school fund until after we started the fiscal year.

01:08:22.000 --> 01:08:27.000

And so we had used, you know, an, amount for state school fund until after we start the fiscal year.

01:08:27.000 --> 01:08:30.000

And so we had used, you know, an overall estimate, when formulating the budget.

01:08:30.000 --> 01:08:36.000

And then that is partially what cost us to amend the budget. So there are, inputs and projections.

01:08:36.000 --> 01:08:41.000

Being incorporated into the budget, you know, coming from different, you know, from the federal level.

01:08:41.000 --> 01:08:55.000

Yeah, as well as at the state level that are incorporated and then at a certain point we say pencils down and we have the best sense of what we think the revenue will be.

01:08:55.000 --> 01:09:04.000

But I wanna pause and let Juno or Miang or 2 if there was anything else that you would want to mention to round out that response.

01:09:04.000 --> 01:09:09.000

I see Roger's hand up.

01:09:09.000 --> 01:09:10.000

Are you?

01:09:10.000 --> 01:09:18.000

You're muted.

01:09:18.000 --> 01:09:26.000

You're muted, It's still muted.

01:09:26.000 --> 01:09:39.000

Okay, can you hear me now? Each year You know, in October. School districts certify their enrollments.

01:09:39.000 --> 01:09:52.000

To the state as it is not until then. They have received that number. Do we receive the amount of money that the state will allocate.

01:09:52.000 --> 01:10:03.000

To support our budget. And, and so, that's an exercise. Usually.

01:10:03.000 --> 01:10:10.000

The board is waiting to amend its budget if it's necessary. Based on those enrollment figures.

01:10:10.000 --> 01:10:27.000

And so a budget amendment might occur as early as in November. Or as was, happened, it got extended due to, the lateness of the legislative action.

01:10:27.000 --> 01:10:35.000

Until January, but. That's what typically. Budget year accounts for.

01:10:35.000 --> 01:10:50.000

I also have long direct recommended. Cbrc members at all possible, the monitor. What the board is doing throughout the year because as they adopt policies.

01:10:50.000 --> 01:11:08.000

If they have fiscal ramifications. They, they are really act as instructions to your superintendent. in the preparation of the budget, so.

01:11:08.000 --> 01:11:16.000

And to further expound upon that, we do, give updated numbers multiple times a year.

01:11:16.000 --> 01:11:25.000

So another slide that we'll get to a little bit later on is all about our ADMW or average daily membership.

01:11:25.000 --> 01:11:40.000

And that lets the state know what our portion of the pie is. And so as that number becomes refined throughout the year, it becomes updated and our overall allocation gets updated as well.

01:11:40.000 --> 01:11:51.000

With regards to our local option levy I don't remember off the top of my head exactly when it comes in, but I believe the bulk of it comes in twice a year.

01:11:51.000 --> 01:12:03.000

Our federal funding usually comes in around November so that's when a lot of that funding comes in and yes, our state school funding usually comes in the fall.

01:12:03.000 --> 01:12:12.000

Another, reason why we. Have a reserve. To float us until then.

01:12:12.000 --> 01:12:17.000

And you're touching on this cash flow components. Of it. So when do we get it?

01:12:17.000 --> 01:12:28.000

When do we receive it in the current year? And then I think the other. The the I'm not sure it's that on if the question was relevant to when do we.

01:12:28.000 --> 01:12:34.000

When, when do we become aware of that in budgeting? So those might those are 2 different.

01:12:34.000 --> 01:12:40.000

Topics. But we will go into this further.

01:12:40.000 --> 01:12:50.000

Okay, I'm going to move along. This is a link here and, it does, show, but I know in very small text, the budget calendar.

01:12:50.000 --> 01:13:04.000

And, and the headline here is, is that, these are some of these are our required engagements and, and votes with the, with the board.

01:13:04.000 --> 01:13:14.000

So it includes community engagements, work sessions, hearings, adopting this calendar adopting CPRC members.

01:13:14.000 --> 01:13:28.000

So. This this is a really high level but helpful view into what the process looks like to adopt the budget.

01:13:28.000 --> 01:13:36.000

Hey, and I'm going to pass it along to Juno to cover most of this content in budget.

01:13:36.000 --> 01:13:45.000

Thanks, Alexandra. Good evening, everyone. So I'll try to.

01:13:45.000 --> 01:13:56.000

Be cognizant of the time and try to, kind of fly through these slides, but, if I'm going too fast, please let me know and we can cover some any questions that you might have.

01:13:56.000 --> 01:14:00.000

First and foremost, the budget basics, the budget is the district plan. It's a plan.

01:14:00.000 --> 01:14:08.000

So plans change, but. The budget is built upon the best data that we have at the time.

01:14:08.000 --> 01:14:11.000

And then.

01:14:11.000 --> 01:14:32.000

The budget is built around funds and we have 5 major funds that the district uses. And then the appropriations which is a word most of you may know of those that you don't that's our legal appropriation that is our legal amount of to which we can spend And so that appropriation level is built by major fund and major function.

01:14:32.000 --> 01:14:47.000

And we'll cover that a little bit more in a little bit. And then so the main idea is the fund is the resource.

01:14:47.000 --> 01:14:54.000

That's where the money is. The function describes the purpose or services for which we spend on.

01:14:54.000 --> 01:15:02.000

On those items and then. The object describes the specific thing that we are purchasing.

01:15:02.000 --> 01:15:05.000

Next slide, please.

01:15:05.000 --> 01:15:06.000

And, the schedule of appropriations, again, this is our, our, essentially our legal budget.

01:15:06.000 --> 01:15:23.000

This is what we are allowed to spend and within certain categories. So as you can see on that little bit excerpt, we have the general funds and we have resources and requirements.

01:15:23.000 --> 01:15:36.000

And this is what we are legally allowed to spend. For the district if we go over that limit we need to do a budget amendment to account for that extra expense.

01:15:36.000 --> 01:15:37.000

Next slide. Oh yeah.

01:15:37.000 --> 01:15:50.000

We had discussed, a homework assignment for CBRC. So, you all can access, our adopted budget on our website and you all have, the proposed budget or many of you have a hard copy of the proposed budget as well.

01:15:50.000 --> 01:16:10.000

You will see a similar schedule of appropriations. But if you can locate this this page in the document, and start to review, you can see the different funds and those major function categories that are.

01:16:10.000 --> 01:16:23.000

In the document. So please go ahead and go forth and do us a very small amount of homework to, locate these pages in the document.

01:16:23.000 --> 01:16:33.000

So how much money does PPS have? We have about a little over 2 billion dollars in our adopted budget, for this fiscal year.

01:16:33.000 --> 01:16:47.000

We can see that the bulk of it is sitting in the general fund and the capital projects fund the Capitol Projects Fund is what funds all of the the school remodels and all the other capital projects that we have.

01:16:47.000 --> 01:17:00.000

Mostly funded out of our geo bonds the more flexible. Unrestricted monies are the general fund.

01:17:00.000 --> 01:17:09.000

These are unrestricted operating funds as well as our restricted funds. Which are the special revenue funds, which is that second column.

01:17:09.000 --> 01:17:24.000

And so of the next slide please. So often when we talk about our operating funds, we talk about both the general fund and the special revenue fund together.

01:17:24.000 --> 01:17:28.000

Any questions?

01:17:28.000 --> 01:17:36.000

Alright, great. This slide, is, does a great job of depicting, Just that.

01:17:36.000 --> 01:17:49.000

The purple are all the different, resources that flow. Into the general fund and then the blue circles there are all the different resources that flow into the special revenue fund.

01:17:49.000 --> 01:18:05.000

The sizes of the circles aren't accurately depicting the dollar amounts, but, yes, this graphic does kind of give you the bulk of where our resources come from.

01:18:05.000 --> 01:18:35.000

Next slide, please. This pie is the adopted budget all funds by major funds so you can see the pi wedge of the general fund which is in blue there which is 38% of our overall all funds budget that big green wedge is going to be that capital projects fund we have recently gone out for geobonds to help you know remodel and renovate our schools and Make some

01:18:39.000 --> 01:18:53.000

upgrades to schools that are sorely needed. And so. You can see that that's a big chunk, but that those dollars, you should keep in mind they are specifically geared towards that purpose.

01:18:53.000 --> 01:19:06.000

Next slide, please. And here is all of our FTE by major function. So this is all funds again.

01:19:06.000 --> 01:19:13.000

You can see that, in the blue there, that's for all of our direct instruction.

01:19:13.000 --> 01:19:22.000

So you can see that. 55.2% of our FTE go toward direct instruction.

01:19:22.000 --> 01:19:32.000

And then the other large group is the 40% of support services. The support services is a really broad category.

01:19:32.000 --> 01:19:42.000

It encompasses student facing positions. The majority of which are student facing. Positions but also includes kind of the central operation.

01:19:42.000 --> 01:19:52.000

Administrative tasks as well. The 3 thousands are community services. This includes like any kind of community agents, as well as, the book being our nutrition, workers.

01:19:52.000 --> 01:20:10.000

So our lunch people. And then, that little green sliver or any kind of like acquisitions or construction that, is needed.

01:20:10.000 --> 01:20:16.000

Next slide. Please. Thank you. This is all funds broken down by objects.

01:20:16.000 --> 01:20:23.000

So remember again, like the last one was about broken down by function. This one is broken down by object.

01:20:23.000 --> 01:20:47.000

So these are the actual expenses. So you can see, we break out the individual, FTE groups individually so you can see the license salaries classified non-rep administrator Other salaries include like substitute costs and extra.

01:20:47.000 --> 01:21:00.000

Extended hours and so on you can see the 2 hundreds are associated payroll costs. That's going to be like PERS and Social Security, workers comp.

01:21:00.000 --> 01:21:08.000

Health insurance will be in there as well. We have purchase services, which is our, contracts for services.

01:21:08.000 --> 01:21:15.000

And 4 hundreds or supplies of materials. And

01:21:15.000 --> 01:21:19.000

You can see, 500 is capital outlay. That's gonna be the book of that is going to be towards.

01:21:19.000 --> 01:21:28.000

Is going to be related to those capital projects. So that's why that category is so large.

01:21:28.000 --> 01:21:44.000

And then you see our other objects transfers and our operating contingency and then for the funds with which we have budget ending fund balance we have the item there as well.

01:21:44.000 --> 01:21:51.000

On this slide, this is all of our, FTE by those individual objects. So if we separate all the the the salary FTE of that previous pie out just by themselves.

01:21:51.000 --> 01:21:59.000

This is what it looks like. We spend 55.9% of all of our FTE on license salaries.

01:21:59.000 --> 01:22:11.000

Another 31% on classified and so on.

01:22:11.000 --> 01:22:19.000

I'll kind of pause there to see if there's any questions.

01:22:19.000 --> 01:22:21.000

Yes, Stefan.

01:22:21.000 --> 01:22:29.000

Yeah, just a quick question. So, but, clarification. But is it the capital projects funds?

01:22:29.000 --> 01:22:37.000

Does that also get, is that also finance through state school funds, local poverty taxes was kind of services or at different services.

01:22:37.000 --> 01:22:44.000

These are mostly paid out of our geo bonds, which, are proposed and go to vote.

01:22:44.000 --> 01:22:52.000

To the public. And then are funded through a debt schedule.

01:22:52.000 --> 01:22:54.000

Does that answer your question?

01:22:54.000 --> 01:22:56.000

Yes.

01:22:56.000 --> 01:22:59.000

Luke.

01:22:59.000 --> 01:23:05.000

Yeah, for the FTE funding slide. That kind of show the proportion among like. How we.

01:23:05.000 --> 01:23:15.000

Pay a different positions. Is this in representation of how much money or budget we allocate to that?

01:23:15.000 --> 01:23:27.000

Or in representation of how many. Educators or administrators are working in a certain field.

01:23:27.000 --> 01:23:28.000

Okay, thank you.

01:23:28.000 --> 01:23:29.000

That's a good question and this is showing the count of. And not the dollars that are.

01:23:29.000 --> 01:23:39.000

Yeah, exactly. They are related, of course. but a lot of positions aren't necessarily, full, time positions.

01:23:39.000 --> 01:23:47.000

So. That in the blue there that 3,493 doesn't necessarily mean 3,493 headcount.

01:23:47.000 --> 01:23:58.000

It could be. 5,000 positions with several positions that are like point 5. FTE or so on.

01:23:58.000 --> 01:24:03.000

Alright, any other questions? Any other questions? Erin?

01:24:03.000 --> 01:24:07.000

Is what's the difference between a classified represented and non represented staff?

01:24:07.000 --> 01:24:17.000

Yeah, good question. The, the non represented staff are not represented by a union. And then classified are represented.

01:24:17.000 --> 01:24:28.000

The classified usually encompass, a lot of our non-licensed, for the most part, student facing, positions.

01:24:28.000 --> 01:24:43.000

So things like, educational assistance, nutrition services people. Custodial bus drivers you know all of those types of positions.

01:24:43.000 --> 01:24:44.000

Yeah.

01:24:44.000 --> 01:24:46.000

Thank you.

01:24:46.000 --> 01:24:49.000

Any other questions?

01:24:49.000 --> 01:24:53.000

Oh yeah, I did. So then who is the non represented staff? What people?

01:24:53.000 --> 01:25:00.000

Oh, yeah, of course. Yeah, so the non represented staff would be those that don't fall within the contract.

01:25:00.000 --> 01:25:05.000

So non represented who are not administrators.

01:25:05.000 --> 01:25:14.000

Are. People like clerks, people like analysts. they work throughout the school district.

01:25:14.000 --> 01:25:23.000

Some are things like business managers at high schools.

01:25:23.000 --> 01:25:32.000

It's it's a pretty wide range of staff. A lot of clerk and operational type positions.

01:25:32.000 --> 01:25:39.000

Great question. Thank you.

01:25:39.000 --> 01:25:43.000

Any other questions?

01:25:43.000 --> 01:25:46.000

Alright, great.

01:25:46.000 --> 01:25:56.000

So what are title CSI? CSI and TSI schools. So we do have a lot of federal dollars that come in and it's a essential part of our budget.

01:25:56.000 --> 01:26:11.000

It's about 10% of our budget usually, and So we do, have specific restrictions for those federal dollars and one of the main ones is, at the every student succeeds act.

01:26:11.000 --> 01:26:26.000

And this act I. Utilizes identification of schools which are classified as CSI or TSI schools and or which require title funding.

01:26:26.000 --> 01:26:39.000

And so these are dollars that we get from the federal government that would help us. enhance education for those students who need that extra boost.

01:26:39.000 --> 01:26:47.000

Next slide, please.

01:26:47.000 --> 01:26:48.000

Yeah.

01:26:48.000 --> 01:26:52.000

I, I just would suggest. Wait a minute. I'll raise my hand. I would suggest maybe.

01:26:52.000 --> 01:26:53.000

Spell out what the acronyms.

01:26:53.000 --> 01:26:57.000

Oh yeah, absolutely, yeah. Thank you for that. And the next slide does do that. So the CSI is the comprehensive support and improvement.

01:26:57.000 --> 01:27:22.000

This is if a entire school, needs, kind of, support, whereas, the targeted support and improvement or the TSI is usually a group of students that need that extra little support and so that is a target kind of support for that group of students.

01:27:22.000 --> 01:27:37.000

And then, the federal title programs, the federal designation for that as well that receives additional title funding.

01:27:37.000 --> 01:27:45.000

Any other questions on? Title CSI or TSI schools. We do have about 33.

01:27:45.000 --> 01:27:48.000

Schools designated as either title CSI or TSI currently. That number is going to go up next year.

01:27:48.000 --> 01:28:11.000

To I believe 38 I want to say. To and also includes a couple of high schools which we haven't had before so it'll be a pretty interesting shift.

01:28:11.000 --> 01:28:27.000

Next slide, please. So of the federal grants, the large ones are, Title one, which is mostly about improving the academic achievement of the disadvantaged.

01:28:27.000 --> 01:28:44.000

Title 2 focuses on training so professional development and training high quality teachers Title 3 focuses on our ELL students and Title 4 focuses on our indigenous population.

01:28:44.000 --> 01:28:49.000

Next slide, please.

01:28:49.000 --> 01:28:58.000

So staffing. So as part of the staffing formula, we always look at enrollment and enrollment is one of the biggest factors for which we receive funding.

01:28:58.000 --> 01:29:08.000

The first number that we look at is our ADM W. That is our average daily membership that's weighted.

01:29:08.000 --> 01:29:14.000

So what that means is, our ADM or ADMR is our, real number.

01:29:14.000 --> 01:29:27.000

So that's our head count. Our ATM W also adds an additional weights for. Esl students and special education students so that we get additional resources.

01:29:27.000 --> 01:29:38.000

For students that qualify for that. So we are, we receive funds based off of our ADM.

01:29:38.000 --> 01:29:46.000

In the form of our state school fund. And so, the ADMW is one of those numbers that is updated like 3, 4 times a year, to what Roger was talking about earlier.

01:29:46.000 --> 01:30:10.000

October is our, first major. submission for ADMW because early October is when we get our actual enrollment up until then everything is an estimate of what our enrollment will be.

01:30:10.000 --> 01:30:20.000

So October becomes our first kind of real picture of like students in seats. We also have 2 other main periods.

01:30:20.000 --> 01:30:33.000

So October enrollment is the first biggest one we just submitted our second one which is what we called period 2 it's our December numbers that it kind of gives a gives the state an update on our enrollment and then our final.

01:30:33.000 --> 01:30:47.000

Our final major one is in June when we give our, when we get the June ratio and then that is kind of like our end of the year.

01:30:47.000 --> 01:30:52.000

This is our final. Enrollment numbers.

01:30:52.000 --> 01:31:05.000

Let me see. In addition to that, so, And when we when the state receives all of our submissions from all the school districts around.

01:31:05.000 --> 01:31:15.000

That will be the pie, the weight for each district. And then, they will portion out the state school fund accordingly.

01:31:15.000 --> 01:31:21.000

Does anybody have any questions?

01:31:21.000 --> 01:31:22.000

Yes, Director Sullivan.

01:31:22.000 --> 01:31:29.000

Yes, so that means it's not a portioned out. Finally, until June.

01:31:29.000 --> 01:31:37.000

No, yeah, sorry. That was a little misleading. So, we do receive it throughout the year.

01:31:37.000 --> 01:31:43.000

Our, our first estimate, so, the estimate that we put out just Now it was for both fiscal year 24.

01:31:43.000 --> 01:31:55.000

Which is the period 2 data. The our December numbers as well as our forecast for fiscal year 25 our initial forecast.

01:31:55.000 --> 01:32:05.000

And then once we get into the spring, those numbers for next year will be. Refined a little bit more.

01:32:05.000 --> 01:32:26.000

And we will be truing up. Fiscal year, 24 as well. And then come May, we will also be getting our what they call may surprise or any kind of adjustments for last fiscal year based off, off of our June ratio.

01:32:26.000 --> 01:32:34.000

So, we've already sent finalized numbers in and so we'll see the results of that come May.

01:32:34.000 --> 01:32:45.000

But to your question, we do receive funding from the fall onward for state school fund at that, but the amount that we receive changes.

01:32:45.000 --> 01:32:50.000

Slightly due to any of these adjustments as we, as we give them updated numbers.

01:32:50.000 --> 01:32:53.000

We get paid 3 times a year. Kind of.

01:32:53.000 --> 01:32:58.000

We get paid, every month, but, we get a couple of.

01:32:58.000 --> 01:33:10.000

Bulk payments. And I think are, and they're usually pretty even, our June is, a double payment.

01:33:10.000 --> 01:33:18.000

To help account for, the way that our fiscal year falls. And then in May, we get like an adjusting payment as well.

01:33:18.000 --> 01:33:27.000

And that's the one that kind of trues up. The previous year. Kind of makes up a little bit for the current year as well.

01:33:27.000 --> 01:33:31.000

Okay, we never have to pay any back though. That's weird.

01:33:31.000 --> 01:33:42.000

I like to think that we do a good enough, job estimating. That hopefully we don't get to the point where we need to pay anything back.

01:33:42.000 --> 01:33:48.000

Yes, but it can happen and it has happened in PPS has passed.

01:33:48.000 --> 01:33:49.000

Yeah, great question. Thank you.

01:33:49.000 --> 01:33:51.000

Thank you.

01:33:51.000 --> 01:33:56.000

Any other questions?

01:33:56.000 --> 01:34:00.000

Yes, Roger.

01:34:00.000 --> 01:34:18.000

IA question of federal. Dollars of IDA funding done. Supports a special ed. And and historically when that act was enacted in early seventies.

01:34:18.000 --> 01:34:27.000

Federal government promised to pay 40% and the They've never exceeded 10%. So it's my understanding.

01:34:27.000 --> 01:34:30.000

What is the current level of funding?

01:34:30.000 --> 01:34:40.000

How many? Extra dollars to does the district after appropriate to support those programs.

01:34:40.000 --> 01:34:47.000

That's a great question. I am not

01:34:47.000 --> 01:34:55.000

I don't have those numbers at the forefront of my mind, but I can, definitely get you those answers for sure.

01:34:55.000 --> 01:35:01.000

I do know that there is,

01:35:01.000 --> 01:35:14.000

Because, IDEA is currently, projected to. To hold flat. That is actually going to be to our detriment since, you know, cost of staff.

01:35:14.000 --> 01:35:22.000

Wages have gone up. So that means the same amount of money is going to be stretched thinner.

01:35:22.000 --> 01:35:32.000

So. There that means that we will have to lean on other resources. Then IDA to achieve.

01:35:32.000 --> 01:35:39.000

The same. Services.

01:35:39.000 --> 01:35:45.000

Thanks. Next slide, please.

01:35:45.000 --> 01:35:57.000

So this gives this table gives you an idea of the. Kind of the staffing formula. That's specifically targeted to CSI.

01:35:57.000 --> 01:36:08.000

Schools and title schools. As opposed to other schools. So we do try to target smaller class sizes for CSI and title schools.

01:36:08.000 --> 01:36:19.000

And then you can see the other schools on the right hand side there. So that's what our, normal kind of target class sizes are.

01:36:19.000 --> 01:36:26.000

Any questions on this?

01:36:26.000 --> 01:36:27.000

Yeah.

01:36:27.000 --> 01:36:32.000

Where, where did the target class sizes come from? I mean, I can tell you from experiencing these sizes right now that these are large.

01:36:32.000 --> 01:36:34.000

These are very large.

01:36:34.000 --> 01:36:46.000

Yes, so, these come from our, like as a part of our core curriculum in conjunction with our, which informs our staffing formula.

01:36:46.000 --> 01:37:00.000

And so it's based on. A lot of factors. But primarily on both enrollment and what core curriculum that we provide to the schools.

01:37:00.000 --> 01:37:11.000

And There are probably other people who can articulate a lot better than I am right now on on how these numbers come to be.

01:37:11.000 --> 01:37:22.000

I will say, Aaron, that we've never been able to align, I don't think here in PPS with the equality schools metrics at the state level, which would be smaller class sizes.

01:37:22.000 --> 01:37:28.000

And I've got a kid in a first grade class with, 30 kids. I can tell you it's a lot.

01:37:28.000 --> 01:37:29.000

Yeah.

01:37:29.000 --> 01:37:38.000

30 kids, okay, yeah.

01:37:38.000 --> 01:37:39.000

I wanted to note that I'm linking the, content linked here. Provides much more information on school staffing so they're in the informational section in our budget books.

01:37:39.000 --> 01:37:51.000

That's a lot. Sorry. Yeah.

01:37:51.000 --> 01:38:02.000

We have content that's relevant to this so that you can. Further explore. You know, what, we find more table similar to this, for other great bands.

01:38:02.000 --> 01:38:07.000

And it's also linking to the individual school reports that are in volume 2 and and that is a good way to kind of compare.

01:38:07.000 --> 01:38:19.000

One of the schools across the district and you can see their different designations and how that has impacted the resources and FDA that you see at the schools.

01:38:19.000 --> 01:38:24.000

Let's look.

01:38:24.000 --> 01:38:32.000

Yeah, I'm interested to know a little bit more about like Do we have averages for class sizes as someone who's been a part of?

01:38:32.000 --> 01:38:40.000

30 person class and also as That's just mentioned, you know, it seems to be pretty frequent.

01:38:40.000 --> 01:38:45.000

So is there more specifics on the ranges?

01:38:45.000 --> 01:38:54.000

Yes, we do have another. chart that actually depicts just what you're asking.

01:38:54.000 --> 01:39:11.000

But it's not in this slide deck. But it does do a really good job depicting like what our average, class sizes across the district and how the majority of our class sizes fall like right within the middle of the range.

01:39:11.000 --> 01:39:18.000

Not to say that there aren't exceptions both on the high end and the low end across the district.

01:39:18.000 --> 01:39:26.000

But I think it was something like 60 to 70% of the classes like fall within. Like the middle range.

01:39:26.000 --> 01:39:40.000

And, and that slide I believe has been. Presented to the board a few times. But we, it's definitely information that I think that, we can provide to you as well for sure.

01:39:40.000 --> 01:39:42.000

Yeah, I can take that as a take away.

01:39:42.000 --> 01:39:51.000

Yeah. This is, yeah, thank you so much, Alexandra. This is, an excerpt from our volume too.

01:39:51.000 --> 01:40:02.000

This is kind of what we call our heat map. This kind of tells you, the adjustments year over year, to our student population across all of our schools.

01:40:02.000 --> 01:40:09.000

I would, suggest to. Take a look at Vlim too. It's, near the front of volume 2.

01:40:09.000 --> 01:40:19.000

And can give you a really good idea of what our student populations have trended over the years.

01:40:19.000 --> 01:40:30.000

Next slide, please. And this is where we'll, kind of go over, what we mentioned before, like what's our savings account? What is our reserves?

01:40:30.000 --> 01:40:34.000

What does that mean? Next slide. So we have. You might recognize terms like expenditures or expenses.

01:40:34.000 --> 01:40:47.000

And, revenues or income. So, our expenditures are just that. There are expenses what we spend on and our revenues are income.

01:40:47.000 --> 01:40:56.000

These are the new dollars that are coming in. But, in budgeting, we also have terms called resources and requirements.

01:40:56.000 --> 01:41:06.000

And this is, this is what we are called to balance. So we have to balance our resources.

01:41:06.000 --> 01:41:17.000

To our requirements. So our resources include our revenue but also include our beginning fund balance. These are the dollars that rolled over from previous year that went unspent.

01:41:17.000 --> 01:41:24.000

And then our requirements are, the opposite of that. There are expenses or expenditures.

01:41:24.000 --> 01:41:33.000

Which includes our operating contingency, which I'll go into a little bit. And then, so our expenditures plus our ending fund balance makes up our requirements.

01:41:33.000 --> 01:41:52.000

So again, our resources have to balance to our requirements whenever we. Propose our budget. Our reserves are, the operating contingency plus our ending fund balance and that needs to be, 5 to 10% of our general fund.

01:41:52.000 --> 01:42:08.000

Again, we do, we tend not to budget for. Ending fund balance because of the size of our district and for any emergencies big or small.

01:42:08.000 --> 01:42:24.000

We want to make that pool of reserve dollars accessible to the board in case of an emergency. Yes, Roger first.

01:42:24.000 --> 01:42:33.000

Obviously in the committee we've had a difficulty and understanding.

01:42:33.000 --> 01:42:43.000

When the board adopted the existing policy. It is the term reserves. And as you may discern.

01:42:43.000 --> 01:42:57.000

Our budget people are more accustomed using. Ending balances and, those types of terms.

01:42:57.000 --> 01:43:07.000

Late people might refer to. The green ice shade, the terminology. But, the existing policy that was adopted.

01:43:07.000 --> 01:43:15.000

By the board was done so at the the hass of of the CBRC. Quite a number of years ago, but.

01:43:15.000 --> 01:43:34.000

It was both with Ali Lowry was a board member or a CBRC member. So, read them more and and it was based on the fiscal officers association recommendations.

01:43:34.000 --> 01:43:42.000

Which I actually are exceed the temperature. And it goes all the way up the 20% but.

01:43:42.000 --> 01:43:45.000

The board adopted the policy that.

01:43:45.000 --> 01:43:51.000

The target of 10%.

01:43:51.000 --> 01:43:56.000

5 and so that's where we are right now. So.

01:43:56.000 --> 01:44:00.000

Thank you for the history, Roger. Appreciate that. Stefan.

01:44:00.000 --> 01:44:10.000

Yeah, so just to kind of clarification. So balance here is going to first is that the reserve is a reserve 5% of eternal revenue.

01:44:10.000 --> 01:44:22.000

Yes, our reserves policy is to make sure that we have 5 to 10%. To carry over to the next year, our fund balance.

01:44:22.000 --> 01:44:28.000

But you're using different chams. So for a service operating contingency and the fund ending fund balance.

01:44:28.000 --> 01:44:38.000

So is the ending fund balance 5%? But general reference or the or the both together operating consistency in any numbers and in front of.

01:44:38.000 --> 01:44:53.000

Yeah, I yeah, I understand the confusion. So with regards to the terminology the reserves mean both operating contingency and ending fund balance combined needs to be 5 to 10%.

01:44:53.000 --> 01:45:08.000

It just so happens that in our general fund, we don't budget for. Ending fund balance and we have instance I've been at PPS and we've put all that money into an operating contingency instead.

01:45:08.000 --> 01:45:18.000

To allow the board to be able to tap into it in case of an emergency. Again, if we budgeted in ending fund bounce.

01:45:18.000 --> 01:45:29.000

The board would not be able to tap into that money at all. Even during an emergency.

01:45:29.000 --> 01:45:30.000

Correct.

01:45:30.000 --> 01:45:34.000

Okay, so just to be clear, the 5% refers to reserves. So, the resource needs to be at least 5% of a general fund.

01:45:34.000 --> 01:45:36.000

Correct.

01:45:36.000 --> 01:45:39.000

Okay, good. Thank you.

01:45:39.000 --> 01:45:41.000

Maria.

01:45:41.000 --> 01:45:50.000

I'll just, share a thought for the benefit, of our norm members, that reserve from balances and large organizations like this.

01:45:50.000 --> 01:45:57.000

Are really helpful. Because especially when we're budgeting into your cycles with the, legislature.

01:45:57.000 --> 01:46:04.000

If we have down years and we have declining demographics or other, you know, kind of economic headwinds.

01:46:04.000 --> 01:46:24.000

This helps us preserve jobs. Especially with educators and skilled professionals it can be expensive to re hire them so not always it good for people and kids it's you know financially kind of has been a good So just offering that is context.

01:46:24.000 --> 01:46:28.000

That's really great point. Thank you.

01:46:28.000 --> 01:46:41.000

Alright, next slide please and we'll go into the definitions a little bit more. Again, ending fund balance is specifically set aside for the next year.

01:46:41.000 --> 01:46:56.000

So in some of our other funds like our 200 funds are. 400 funds we do have ending fund balances that we specifically reserve for the next year that can't be touched this year.

01:46:56.000 --> 01:47:07.000

Our contingencies are just that. If there is an emergency, we can tap into it. However the purpose for our contingencies in the general fund is to 2 carry over to the next year.

01:47:07.000 --> 01:47:15.000

As the reserve. Yes, Roger.

01:47:15.000 --> 01:47:22.000

Yeah, I was just gonna add that. In some respects, reserves.

01:47:22.000 --> 01:47:35.000

The monies that are in this contingency account. Our, are used as a backup for, insurance because a district like.

01:47:35.000 --> 01:47:53.000

Portland Public Schools is self-insured. Up to a small amount that. In my time on the the committee we have an elementary school that a big fire and for example,

01:47:53.000 --> 01:48:03.000

The contingency. amounts were, were tapped to to help. Remodel or put that.

01:48:03.000 --> 01:48:11.000

Go back in operation, which took about a 3 year period. So.

01:48:11.000 --> 01:48:14.000

That's great to know. Thank you.

01:48:14.000 --> 01:48:16.000

Stefan.

01:48:16.000 --> 01:48:25.000

Yeah, so for other questions. Another clarifying question. So contingencies are what I can think of a saving that's carried over, right?

01:48:25.000 --> 01:48:34.000

It shows up in the budget as an expenditure. By construction, right? So it's like, it's kind of, can I think of it as an unrealized expenditure.

01:48:34.000 --> 01:48:46.000

Yes, absolutely. That's a great way to think about it. Yes. For a PPS purposes, it's an unrealized expenditure, one that we don't expect to actually expend.

01:48:46.000 --> 01:48:55.000

It's just the way that the Oregon Department of Education classifies contingency as an expenditure rather than.

01:48:55.000 --> 01:49:04.000

An appropriated or unappropriated ending fund bounce. Correct. Yeah, that's great way to think of it.

01:49:04.000 --> 01:49:08.000

Luke.

01:49:08.000 --> 01:49:24.000

Yeah, again in regard to contingencies, I'm wondering how these expenditures are different from what we would take from the reserve budget.

01:49:24.000 --> 01:49:25.000

Okay.

01:49:25.000 --> 01:49:27.000

So the contingencies are our reserve budget. And so again, like, yeah, yeah, yeah, they're the same thing.

01:49:27.000 --> 01:49:28.000

Alright, yeah. Thank you.

01:49:28.000 --> 01:49:33.000

Yeah. Yeah. Yeah, good question.

01:49:33.000 --> 01:49:38.000

Any other questions?

01:49:38.000 --> 01:49:47.000

All right, and then, yes, so, the next slide. Kind of reiterates the term that we use as reserves.

01:49:47.000 --> 01:49:54.000

And then also links to our school board policy, which defines that 5 to 10%.

01:49:54.000 --> 01:50:02.000

Which you can. Go to at your leisure. And the last slide.

01:50:02.000 --> 01:50:11.000

And so this is where everything kind of ties together with regards to our

01:50:11.000 --> 01:50:25.000

Contingencies and unappropriated fund bounces. For all the funds act as the beginning fund dance for the next fiscal year.

01:50:25.000 --> 01:50:30.000

And that's it. Thanks.

01:50:30.000 --> 01:50:40.000

Any other questions? Comments, musings.

01:50:40.000 --> 01:50:41.000

Yeah, absolutely.

01:50:41.000 --> 01:50:43.000

That's when I said this was really helpful. So thank you for doing that. Rocking us through this and answering other questions.

01:50:43.000 --> 01:50:58.000

And please feel free to contact me with any other questions or set up a meet with me if you wanna go into more depth on any of these topics.

01:50:58.000 --> 01:50:59.000

Thank you.

01:50:59.000 --> 01:51:13.000

May I also just sorry Alexandra. Can I just, When I. Elaborate on some of the suggestions that we've been making about all the quote unquote homework.

01:51:13.000 --> 01:51:29.000

So, we know that you're doing this as volunteers. And that is a big time commitment and an important service you're providing on behalf of the PPS community.

01:51:29.000 --> 01:51:42.000

And so that's, that's we don't take that lightly at all and really appreciate it So the references to.

01:51:42.000 --> 01:51:46.000

You know, a little bit of the self study, all these links. I just want to sort of put that in context a little bit.

01:51:46.000 --> 01:52:02.000

That's we're not trying to overwhelm anybody and or put undue pressure on folks to you know spend hours and hours and hours of your time, your valuable time.

01:52:02.000 --> 01:52:09.000

On you know in a certain timeframe or anything like that we just I think. Alexandra, you know.

01:52:09.000 --> 01:52:27.000

And I just wanted to offer sort of go to resources, especially to the to the new members, to when you have some time to and and if you're interested and so inclined to look through some of these documents in more detail.

01:52:27.000 --> 01:52:45.000

We just wanted to put it all together since this was a build as a 101 so if you have an interest and some time to either look at those strategic plan or the graduate portrait or these budget documents and more detail.

01:52:45.000 --> 01:52:54.000

Since this is an on ramp for for the CBRC including new members. We just wanted to put it all in one place for you.

01:52:54.000 --> 01:53:01.000

So didn't mean to overload you know. With too much homework too soon.

01:53:01.000 --> 01:53:06.000

I'm not able to link in the, like I downloaded the slide deck in the PDF.

01:53:06.000 --> 01:53:13.000

But I like, I don't know, I don't think I've ever actually seen the budget and I was looking through my emails and see if I missed it.

01:53:13.000 --> 01:53:16.000

How do I link to that stuff?

01:53:16.000 --> 01:53:31.000

If there are links for working in the PDF, I'll take a look and I can add the lease and resend it.

01:53:31.000 --> 01:53:32.000

Okay, great.

01:53:32.000 --> 01:53:33.000

The budget you could it's it'll come up if you can Google adopted budget PPS that Well.

01:53:33.000 --> 01:53:39.000

Or pps.net slash budget will also take you to the page as well.

01:53:39.000 --> 01:53:43.000

Perfect, thank you.

01:53:43.000 --> 01:53:52.000

Hey. Thank you, for setting expectations for this team. And I agree, we appreciate you so much as volunteers here.

01:53:52.000 --> 01:53:56.000

So, anything that we can do to further. Hope and shed light before, reviewing the proposed budget and all the messaging.

01:53:56.000 --> 01:54:15.000

I know that is a huge lift and feels like drinking from the fire hose when you first. Start to take in all of the information so as much as we can help ahead of that time let us know

01:54:15.000 --> 01:54:28.000

So, this was our final component of the meeting. And we usually will time for, additional Q&A and good order and then we close.

01:54:28.000 --> 01:54:42.000

I'm noting, that Adrian are, one of our new members. Is here and I don't want to put you on the spot adriell if you're not in a good spot to introduce yourself, but since you did join, if you would wanna.

01:54:42.000 --> 01:54:48.000

Introduce yourself to this team.

01:54:48.000 --> 01:54:57.000

Hi, I am so sorry. I was working late, and trying to prepare. For pending weather issues tomorrow.

01:54:57.000 --> 01:55:11.000

So I apologize for leaving or leaving you all without my present. I am. Former director of youth services, FPOIC, new director of before and after school.

01:55:11.000 --> 01:55:17.000

Programming at campfire. I am a parent at PPS elementary school parent and Just happy to be here, really just wanting to learn more about the process.

01:55:17.000 --> 01:55:29.000

I've been reading through all of the things. That I've been emailed and it does feel a little bit like water hose drinking.

01:55:29.000 --> 01:55:40.000

But I'm hopeful that it'll give me the foundation that I need to be impactful in this work that we're Thank you.

01:55:40.000 --> 01:55:44.000

I don't feel it all on the spot, but I am driving, which is why you cannot see me.

01:55:44.000 --> 01:55:51.000

So yes, thank you for, the work that you all are doing and helping us.

01:55:51.000 --> 01:55:55.000

I'm in preparing it.

01:55:55.000 --> 01:56:15.000

Thank you so much for joining while you're driving. I appreciate that. Okay, so, Roger, I can, I can turn it over to you if you want to kind of go through, you know, if there's any lingering questions, And anything else for the good of the order and then, close us.

01:56:15.000 --> 01:56:24.000

Out and conclude for the evening.

01:56:24.000 --> 01:56:27.000

You're muted again.

01:56:27.000 --> 01:56:39.000

Okay. I, Would ask you to please. Remind us how to get through the QA,

01:56:39.000 --> 01:56:49.000

So, committee members can begin to. Ask questions and get responses from staff. And, and,

01:56:49.000 --> 01:56:57.000

Yeah, but the board also has access to that. At the same time. And then.

01:56:57.000 --> 01:57:14.000

I thank you very much for your presentations this evening. And, committee's members attending and and we, we only differ from board members themselves.

01:57:14.000 --> 01:57:20.000

We're not compensated and the the hours that we put in are

01:57:20.000 --> 01:57:33.000

And, and, and, As I acknowledged earlier in the evening. To Patty. She's already guys to learn that board members.

01:57:33.000 --> 01:57:39.000

Times put in 40 h weeks. IT. IN.

01:57:39.000 --> 01:57:52.000

Serve in this public capacity. Thank you very much. Actually, closing the meeting because she's now in chair.

01:57:52.000 --> 01:57:54.000

So.

01:57:54.000 --> 01:57:55.000

Thank you. Roger. Well, thank you for your many years of diligent service here on this.

01:57:55.000 --> 01:58:01.000

This board and you're still serving through the end of the year. You're just stopping down his chair.

01:58:01.000 --> 01:58:14.000

So we can look forward to you. If we don't have any further commentary, I'll give just a minute.

01:58:14.000 --> 01:58:19.000

Okay, hearing none, we'll conclude our meeting today. Thank you.

01:58:19.000 --> 01:58:21.000

Thank you.

01:58:21.000 --> 01:58:22.000

Everybody. Good night.

01:58:22.000 --> 01:58:23.000

Thank you all.

01:58:23.000 --> 01:58:34.000

Thank you.