



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

**Date:** Thursday, May 2, 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**

**DRAFT CBRC Budget Report**

**CBRC Data Requests and Questions/Answers from Staff**

**Staff Memo to Board**

**Public Comment - 2024-04 Equity Funding has not closed the racial achievement gap in Portland Schools**

**Public Comment - RABASA**

**Public Comment - Reform PPS Funding**

**ATTENDEES**

**CBRC Attendees**

Karanja Crews  
Aaron Cronan  
Dashiell Elliott  
Tasz Ferguson  
Grace Groom  
Mariah Hudson  
Roger Kirchner  
Stephen Lindner  
Luke Susswood

**Staff Attendees**

Dr. Renard Adams  
Junho Chang  
Alexandra Martin  
Leslie O'Dell

**Board Attendees**

Director Patte Sullivan

**Public Comment**

Suzanne Clarke  
Anna Marquez  
Oscar Ponteri

## MINUTES

5:32 pm

- Opening - Committee Chair

Mariah Hudson opened the meeting at 5:32p.

5:35 pm

- Introductions

Dr. Renard Adams and Leslie O'Dell introduced themselves.

5:36 pm

- Public comment

Community members provided public comment.

5:47 pm

- Report creation working meeting

Mariah Hudson facilitated finalization of the LOL report and the annual budget review.

7:32 pm

- Closing - Committee Vice-Chair

Mariah Hudson adjourned the meeting at 7:32p.

## TRANSCRIPT

### WEBVTT

00:05:10.000 --> 00:05:19.000

Good meeting everyone. Well, GIFFS a few more minutes to trickle into this room. Thanks for everyone.

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Just on time tonight. Appreciate you and I'll get started soon.

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Or folks who are providing public comment, I see you in the room. And will promote you to panelists so that you can provide public comment when we get to that portion of the meet in just a few moments.

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I was just counting up our attendees and seeing if we had a quorum.

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Oh, are we just giving people a couple of minutes to join in here? I. She's like, Perfect, thank you.

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Okay, I think we can go ahead and kick it off. Mariah, pass it over to you.

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Just one moment.

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Great. Well, thanks everyone. We are wrapping up. Our budget, our budget cycle here, at least our work on the budget.

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And, so I. I think what we wanna do here is let's kinda go through the letter and go 3 points that people have.

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Points that we have for discussion, just to frame this, in terms of what we've done in past years.

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I think there's a couple of ways to approach our letter and to approach. Any changes that we may have.

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We can do 2 things so we can. We can go for a consensus letter where we all, you know, eventually vote and, adopt.

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And agree on what we have or we can look to. Incorporate. Non consensus opinions as well.

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So I just want to offer those up as options. I think we chose to go with a non consensus option last year.

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And just voted to approve it.

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Alright, so let's start in Alexandra, are you able to share and scroll through?

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Yeah, good. Oh excellent, let's go there.

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Yeah, I was just going to and we did have public comment as well and I was right.

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And I also wanted to recognize that we have, some different staff support from PPS leadership.

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Perfect.

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So, I think we can, I get Leslie and Dr. Adams, would you like to do quick introduction and then we can move shift over to public comment and.

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Then get into the report.

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I'd love to. Good evening everybody. Good to be in space with you and thank you for all the work.

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And you've been doing, I hope some of you may remember me from our work session. My name is Rennard Adams and the chief of research assessment and accountability with the district.

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Hi. I'd like to echo the thanks for all that you're doing. And my name is Leslie O'dell.

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I am the interim chief of staff.

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Thank you. And then as I acknowledged, last week and over email, Young Lee is on leave and just so folks are where he will be heading back to the district but is is a way on vacation right now.

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So I'm gonna go ahead and shift towards public comments. I will start at the top, with Anna Marques.

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Hi. Can you hear me? Okay. Okay, I'm gonna read a statement.

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So my name is, I'm the parent of an awfully green middle school student and I'm also a member of the PPS racial equity and I'm also a member of the PPS racial equity and social justice community advisory committee and social justice community advisory committee.

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I'm here to ask that the BRC continues to include foundation policy reform in its report to the board to highlight the importance of allowing all schools to work together to raise funds and align state funding advocacy.

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CB, our city needs to continue to show its support for foundation policy reform because our district is in crisis when it comes to equitable outcomes for all students.

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We as an entire district need to unify and collaborate to support each student's needs fairly. Reforming school foundations is the 1st step in helping the entire PPS community see each and every PPS student as our students collectively.

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We can invest in each and every student's future by providing equitable and similar experiences no matter what side of the river they live on.

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Wouldn't it be amazing if we could begin to eliminate the stereotypes that exist in the district around the wealthy and poor schools?

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What if schools, families, educators and students were respected in the way they all deserve? I want to see the disparities eliminated for our entire Portland public schools community and when some schools are able to insulate themselves from cuts, it's both unfair, unacceptable, and contrary to PPS's stated mission.

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So let's move forward to support one another as a larger community to commit to true equity as well as sustainable funding options for each and every student in our district.

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Please continue to include in your report to the board a recommendation to reform the PPS Foundation policy. So that fundraising practices truly reflect Pps's stated values and mission of social justice and racial equity.

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We've weeded for over 25 years. What are we waiting for?

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Not that.

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Hannah.

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Thank you.

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We have comment from Suzanne Clark.

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Can you hear me?

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My name is Suzanne Clark, CLAR KE, and I'm a parent of a student at Roosevelt High School.

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I helped form the reform PPS funding group over 4 years ago. I'm here tonight to ask the CBRC to support foundation policy reform now.

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Not doing so would send the message that funding shortfalls are of greater concern when they impact our wealthiest and whitest communities.

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I understand why parents support foundations. I started the foundation at my daughter's elementary school in 2,014.

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The school had just lost its title one status from the prior year. And at that time, some classes in the school had over 30 students, PE, music, art, library, were all on the chopping block due to a budget shortage.

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I'm sure that Roger would back me up on this. These budget cuts are nothing new. When PPS parents ask what they can do to help for over 20 years, the only message that PPS principals and administrators and now librarians, some librarians have told parents,

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Is that they can write a check to the foundation. So I started one. However, after attending meetings with foundation board members from foundations that had been around for a long time, it became really clear to me that the system was not intended for my lower SES community, which also did not receive a parent fund grant.

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My school did not have the ability to raise enough funds to purchase one FTE. And even if it did, all of that time and effort wouldn't have even helped the entire school.

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I was confused about how we got here, so I did some research and I learned about the QEM and measure 5.

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I immediately turn my energy to working for measure 97 in 2,015, which would have raised 3 billion for Oregon schools, but it didn't pass.

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And then the Student Success Act, which passed in 2,019. I thought this type of action would do more than writing a check to my daughter's school after a big party.

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And it has. The Student Success Act raised over 2 billion for Oregon schools and back then people said it would never happen.

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As you all know, better than most, PPS has serious funding issues. If nothing changes, in 2 years PPS will be facing exactly what Salem Kaiser had to do this year.

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And we'll be laying off hundreds of teachers. This policy reform would allow a 1-year transition period allowing foundations to pay to hire teachers next year as they do now.

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This is not being rushed. After which all private funds raised for FTE will go through a districtwide foundation and be distributed based on the recommendations of a parent committee.

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That committee would be representative of the entire district. More importantly, it would create an advocacy arm for building support in Salem, something we've never had.

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It's a great 1st step to repairing any damage caused by the strike and it will unite us as one district for the shared goal.

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Our share goal. Shared goal of improving the outcomes of all students. I want to thank you guys, the CBRC.

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You're doing a really great job and I hope that the board takes to heart your recommendations. Thank you so much for your time.

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Thank you. Suzanne, thank you for being here. Our next comment comes from Oscar.

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Hi there, sorry my camera's a little fuzzy. Alright, awesome. Can everyone hear me?

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Yes, okay, awesome. Good evening members of the community budget review committee. My name is Oscar Ponteri.

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I'm currently a 1st year student at Claremont McKenna College, but more importantly I'm a PPS alum who spent 13 years in our wonderful schools before graduating from Franklin just last June.

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I'm joining you today from my dorm hall during finals week taking a break from studying.

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I'm to urge members of this committee to support the foundation reform in their pending report to the board.

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As a student at Franklin, I notice the inequalities in our school district. While we were busy fundraising by creating class competitions between underclassmen, upper class men.

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I knew that across town Lincoln would host large one night fundraising events in fancy hotels with high item auction.

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Tide ticket auction items. However, I did not know the engine behind these disparities until I wrote an article on foundations for Franklin's newspaper later that spring.

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Later last spring. Digging into the data revealed a system that perpetuates our districts and equitable outcomes.

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In 2122 8 schools raise more money through foundations than the rest of the district combined. At these 8 super earners on average just 15% of their student body is historically underserved compared to the district average of 33%.

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It's no coincidence that these schools are wider and wealthier because many of them draw from majority draw the majority of their students from neighborhoods that historically excluded.

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People of color through the practice of redlining. With this in mind, I ask you the members of this committee, are you comfortable in your report to the board saying that you, well, encourage the district to develop strategies to decrease inequities long term in one breath.

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While upholding the current. Foundation policy, which is closely tied to systematic racism and inequity in another.

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And that's a quote taken directly from your drafted report. After years and years of this committee urging the board to consider foundation reform, now with the viable alternative that promised opportunities for continued funding.

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The finish line is finally in sight. Now is not the time to turn your back on equity. Now is not the time to turn your back on racial justice.

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Please support foundation reform and cross the finish line knowing that you helped create a better reality for our students. Thank you.

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Thank you. Oscar. Thank you for being here. So that concluded the public comment.

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For books who showed up in our Zoom Meeting there I also wanted to point out that I linked to and included on the CPRC website is a written comment that was submitted.

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So that concludes what we had for public comment for tonight. Stephan?

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Sorry, I didn't want to grow up to you. I just take some thoughts about the always comments.

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Where the 2?

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Go ahead if you had any. Follow up.

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Are we doing this? The public commenters are still here or is it just, or is the public meeting.

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So yeah, so I just wanna say like, I, you know, is that generic with this? I think from my perspective as a budget review committee, there's a couple of things that I think from my perspective as a budget review committee, there's a couple of things what I struggle to see in the budget and that's 1 thing is like we have these funds come in and now we're distributed so you

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know understand that I don't think we can do this this year but this more like some sort of my perspective on this is we had that that that kind of information I think we could say something more specific about that.

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And that related to that, you know, I talked to people who were, you know, supporting or organizing foundations.

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And you know, we have an argument that most of the money goes to a district. And that I'm removing foundations would would essentially just reduce a PBS budget.

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I'm not saying that's that's right or it's my position. But I think like that's kind of like the conversation that's out there and I think like in order to have a a good conversation around that.

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It would be helpful for me at least to have that kind of like information. You know, as I said, it's like how much money is collected and there is how this money is distributed by schools, what kind of difference it makes.

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You know, is this a trivial amount of school budgets. This is an important amount of budget.

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And so these are these are things that I, you know, I think I would love to address.

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Thank you, Stefan. I think we have a limited amount of time with everything on our agenda, but, Just we do.

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In case you're curious later, we do have a row within volume 2 that shows the FTE that are funded by Foundation and those dollars are also reflected in volume one.

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So I can, I can highlight them if it's interesting now that I am looking at the clock and aware that we have more.

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Luke, go ahead.

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Yeah, I just wanted to jump in. I think that this is, especially pertinent given the recent, library assistant cuts because only 2 schools were able to fund, the library system position after the district made the cuts, being I to be well as in Oxford.

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So I think, you know, if we're talking about equity concerns surrounding cuts and foundations, this would be, you know, an especially good time to see that reform and might be something worth including in our report.

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Okay, do you want to, want to kind of jump into the report and just to review the sections then?

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Go through this. See if there's need.

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Yeah.



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Alright, sorry to interrupt. I just I also wanted to be we have the local option levy data available for you and that is usually more of a technical piece.

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And so if you, I was wondering if we could share that 1st and just kind of get it out of the way.

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That sounds great.

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And so if you, I was wondering if we could share that 1st and just kind of get it out of the way and then we Does that work or okay okay I'm going to go ahead and screen share what we've prepared and just make sure there are no questions about what we're.

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Presenting here and then Maria last we spoke I think that you had a created chair to input to review and then input data in the template that we had not updated.

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Yep, and I got that data. Thank you.

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So. Okay, great. So, If you've already reviewed this, Miriam.

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Yeah, but I think it's worth doing for the group.

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Okay, okay, great. So what we're presenting here, is for our prior school year, 2223.

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We have included the audited enrollment and then the actual revenue received for local option levy. And then, we provide, a comparison between, Yeah, what would the our staffing look like without the levy and then with our levy?

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And so this analysis found that for 2223 using actual enrollment and actual revenue receipts that we have funded 922 teachers on the levy.

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And then this analysis also provides. The current year as an estimate, more obviously within the current year and so these figures will change as information is refined over time and the estimate this year for funding for the number of teachers is 802.

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This also provides a by school look at how the local option levy has impacted our school staffing.

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And Juno, let me pause for you if there's anything else that you wanted to highlight from your team's analysis.

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Yeah, so one thing that we do want to know is that we fine tuned our estimate for, the total.

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Cost for a teacher and we refined that by focusing on gen fund and by focusing on those who have teacher in their title, not just all PAT members.

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And so that's how we came to that. 922. Fte number.

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We are going to see a pretty stark. Decrease in the current year. So in fiscal year 2324.

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That primarily is going to be due to 2 factors. One is the, decrease in local option levy revenue that will be coming in.

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As well as the cost, the total. The average total cost of a teacher going up based off of the new.

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Labor agreement.

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Is anybody? Yeah. Yeah.

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To know, I have a question here. I just attended one of the levy support events it's certainly important to our funding here and they are claiming that in going forward the levy will cover 605.

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Teacher positions. That is a big difference is that because there are such significant reasons in the coming years or.

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Yes, again, that's the same 2 factors that, reduced, current year.

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It's just going to compound. So our estimates for the next year, the the proposed year is 106 million for.

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Local option levy revenue. So it's about a little over Almost 3 million less. And the cost of teachers will be going up as well.

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And so those 2 factors are really compounding this issue.

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So I guess I'd like to ask staff and the committee as well would you be comfortable with the line in there in the letter I know this has been pretty much a form letter but just offering a little bit of qualification why there's gonna change because I think Anyone in the public might wonder?

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Especially with the number that's kind of being shared around.

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I see Roger.

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Yeah, I'd support doing that.

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You know, used a different term, but, Basically, you're, you're saying.

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The collective bargaining agreement up. Settlement has greatly affected the total number. So. Forthcoming.

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Is that correct?

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Yes, that is correct. As well as the decrease in in revenue overall. And that 600 kind of estimate number for this next 5 years is to.

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Make sure that you know as the years go on not just next year, but this the the number of FTE that the local option that we can provide is going to get less and less as.

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You know, salaries continue to increase year over year. And so if the revenue coming in from the local option does not.

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Kind of keep pace with that. We will kind of continue to see that decline. So that's 600, whatever the 600 number FTE that is being proposed right now is to kind of is kind of like that bottom line that that number that we want to hit even in the 5th year when it's going to be really hard to.

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Hit that number. Yeah.

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Appreciate the explanation. I see, Grace.

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Hi, I'm fine with putting something in the in the report you're going to write. Just you know balancing it's the same thing that we're seeing in The GEN fund and everywhere else that.

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Our costs are increasing faster than our revenues.

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Yeah, great. Tess.

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Yeah, Maria, I agree too with you and Grace and Mr. Roger. Yeah, I think we should.

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Include that.

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Fantastic. Staff, would that be most appropriate to include a line or 2 about that in the levy, memo or would that be better to include in the Cbc's main report?

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Well, I think we have some additional content that was also suggested around the upcoming renewal. So, you know, I think it would be, I think it It may be more visible.

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I'm not I'm actually not sure. I think you wanna make sure that it's visible to the community and because this is typically almost a template that where we are filling in some blanks maybe it would be more visible within the report or it could be within both.

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Director Sullivan, I think you had your hand up first.st

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Yes, I think it is in the report, isn't it? Page 3.

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Number 2 cost rising faster than revenues It states that. Pretty well, although it does say. That they think next year the 3% from the proposed budget isn't enough.

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We have to go back and check and see exactly how much more the contract is next. The following year.

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No.

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But I think it does a pretty good job of explaining. Why? We got less money.

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Hello, mister.

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Yes, Patty, we're talking about the the local option levy report, not the CBRC report that you're looking at.

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So we're talking about adding. That explanation for why. Yeah, bye.

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Oh, Oh, I see. Okay. So it's expected in our regular report. Good.

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Thank you.

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Right.

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Roger, did you have another? Comment.

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I just would encourage you to put it in the local option.

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Okay, Maria, do you feel, do you wanna draft the language?

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For that.

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I will if the committee is comfortable with me drafting that language, not, right this moment.

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We can do that either towards the end of the meeting or if we back time then. Independently but the spirit of that language would be I, that the support created by the local option levy.

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Will be reduced in coming years both because of reduction in that support and, the increased cost of, teacher salaries established in collective bargaining.

00:32:54.000 --> 00:33:04.000

Sounds good. So I'll let you. We can move through the report.

00:33:04.000 --> 00:33:11.000

Oh, fantastic. Well, we begin with just a quick preamble, a reminder of the board goals and just a note.

00:33:11.000 --> 00:33:18.000

That this past year. That we've looked at in this report really kind of 2 2 board goals.

00:33:18.000 --> 00:33:26.000

The 3rd grade meeting goal and the early literacy competency and the graduation goal we have not delved into.

00:33:26.000 --> 00:33:31.000

5th grade math and 8th grade.

00:33:31.000 --> 00:33:39.000

Readiness. This year I think that's fine given our time constraints. And given the fact that.

00:33:39.000 --> 00:33:50.000

Bye and large these changes are. Pretty sweeping and affect all 4 of the goals. So I think that's reflected there.

00:33:50.000 --> 00:34:04.000

In increase just size. I'm on a small laptop right now. Thank you. Apologies.

00:34:04.000 --> 00:34:07.000

Alright.

00:34:07.000 --> 00:34:11.000

Did that change the size? If I move it. I don't think it does, right?

00:34:11.000 --> 00:34:15.000

I'm, I'm not seeing, I'm not seeing a document now.

00:34:15.000 --> 00:34:19.000

Oh, okay. Let me start.

00:34:19.000 --> 00:34:20.000

Okay.

00:34:20.000 --> 00:34:26.000

I can just speak to the kind of the next. The next piece is we wanna acknowledge.

00:34:26.000 --> 00:34:34.000

The need to focus on. You know, kind of the core needs of our students and also reducing. Academic and racial disparities.

00:34:34.000 --> 00:34:41.000

And that smaller class sizes are an important piece of that. If you want to page down a little bit.

00:34:41.000 --> 00:34:49.000

And noting that with structural costs. So there's a question about how would class sizes go up if we had fewer students.

00:34:49.000 --> 00:35:00.000

Class sizes are likely to go up as, the report notes. To some degree. Because we have kind of fixed structural costs.

00:35:00.000 --> 00:35:07.000

And also labor costs have increased. So that's why we are likely to see larger class sizes.

00:35:07.000 --> 00:35:16.000

There's actually hard for me to believe. When I look at helpful some of our classes are physically.

00:35:16.000 --> 00:35:26.000

So we've looked at. Yeah, kind of the structural changes. We note, that there's an uneven progress, that we've seen.

00:35:26.000 --> 00:35:35.000

Not a drastic decline in the graduation, rate and some of that may be kind of left over for the pandemic.

00:35:35.000 --> 00:35:46.000

But that that is not even distributed. Overall schools or. It has a racial component as well.

00:35:46.000 --> 00:35:59.000

We've taken a second to note in this report. The impacts of. Basically, the strike here, on, instructional time and on the budget.

00:35:59.000 --> 00:36:06.000

And that those are likely to impact student needs.

00:36:06.000 --> 00:36:13.000

I think the point there was just simply noting that between that and using up. Using up our spare days.

00:36:13.000 --> 00:36:23.000

In the calendar, our students are not getting the, the full number of hours. I understand that at the state level we've received a waiver since it's not problematic for the district.

00:36:23.000 --> 00:36:29.000

But I think it's problematic for students.

00:36:29.000 --> 00:36:33.000

Yeah, moving on a little bit here and please, if you've questions, yeah, great.

00:36:33.000 --> 00:36:40.000

Go ahead.

00:36:40.000 --> 00:36:47.000

Sorry, sorry. Sorry. I'm 2 places trying to work on my computer and my phone at the same time.

00:36:47.000 --> 00:36:50.000

Yeah, I just wanted to work on my computer and my phone at same time. Yeah, I just wanted to speak to the comment I made.

00:36:50.000 --> 00:37:02.000

You know, when we were working on the draft. About I think I would just either I read it too fast or there was missing a word because it sounded like it was written as we were missing 900 h of instruction.

00:37:02.000 --> 00:37:10.000

I was like, wait a minute, that's how many hours we're supposed to have. So I think I just read, I just read it too fast.

00:37:10.000 --> 00:37:11.000

I think I went back.

00:37:11.000 --> 00:37:14.000

So that's why I flagged that earlier. So. Yeah, it's very important to show that that instructional.

00:37:14.000 --> 00:37:19.000

Pieces is part of our current climate.

00:37:19.000 --> 00:37:26.000

Yeah. Yeah. If you want to scroll up, I believe, I. Rework that language a little bit.

00:37:26.000 --> 00:37:32.000

Okay, it's just down on the next page.

00:37:32.000 --> 00:37:41.000

Which leaves some K through 8 students short of the 900 h required.

00:37:41.000 --> 00:37:49.000

So if we think that we need to clarify that further, I can, but the idea was that short of not, 900 h short.

00:37:49.000 --> 00:38:00.000

I didn't wanna specify how many hours people were short. Because it kind of varies as my understanding based on grade level.

00:38:00.000 --> 00:38:01.000

Moving on here, we're noting again the trend of declining enrollment.

00:38:01.000 --> 00:38:14.000

You base that on. PSU data that forecasts. You know, family enrollment rates, demographic trends and so forth.

00:38:14.000 --> 00:38:25.000

And just that that has a long term cost where we have these. You know, buildings and maintenance costs on our books.

00:38:25.000 --> 00:38:34.000

Kinda continue here unless there's questions. So recommendations. So that we continue outreach.

00:38:34.000 --> 00:38:39.000

Efforts. And

00:38:39.000 --> 00:38:46.000

And I would just say we should all be a part of the outreach efforts. We're all involved in the system and care about it.

00:38:46.000 --> 00:38:56.000

And continued advocacy of course at the state level. For funding. Think we, going on, we note that costs are rising faster than our revenues.

00:38:56.000 --> 00:39:14.000

We know some of those costs here. I think the point to me to diving into this is when I was just a member of the public looking at PPS 2 point you know now it's nearly 2.4 billion dollar budget.

00:39:14.000 --> 00:39:26.000

I didn't understand whether it wasn't money and what that money went to. And so wanted to break it out here in terms of what's actually available and what the costs are that are So we note in here things that, you know, obligations we need to keep like PERS.

00:39:26.000 --> 00:39:40.000

And, and so forth. We also note here, that they're projecting in budget increase is smaller than the the negotiated cost of living increases and so forth.

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So we can run into targeting classic in the future. We also certainly will.

00:39:50.000 --> 00:40:07.000

And we have in here for our recommendation. Simply that in the climate of unknown. So the districts model as presented.

00:40:07.000 --> 00:40:12.000

Please correct me if I'm wrong here. 2026. If there were no changes in funding.

00:40:12.000 --> 00:40:16.000

That would draw our reserve to 0.

00:40:16.000 --> 00:40:25.000

So while we want to be cautious in terms of staff reductions and things to meet that. We don't want to count on the legislature.

00:40:25.000 --> 00:40:34.000

What they are going to do and the mood of the public next year is a bit unknown.

00:40:34.000 --> 00:40:47.000

So we better have the cake hard. That's my editorializing there. Give me a bond.

00:40:47.000 --> 00:40:48.000

Okay.

00:40:48.000 --> 00:40:55.000

Yes, I think I wanted to pass here just, because we've had this, you know, framed in the public conversation.

00:40:55.000 --> 00:41:05.000

It so in future years where we've discussed drawing down our reserves. We've also just discussed, action taken on the expenditure side in terms of our planned expenditures to avoid that.

00:41:05.000 --> 00:41:24.000

So I think that I see this as suggesting that the district is relying on. Potential revenue.

00:41:24.000 --> 00:41:37.000

That may not. Appear or be there. But we've discussed reducing expenditures to avoid. Drawing down our reserves.

00:41:37.000 --> 00:41:45.000

I'm sorry if I was incorrect. Budget or a projection with a 0 based. Reserve.

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That was my recollection of my notes for a past meeting

00:41:48.000 --> 00:41:56.000

I think we're suggesting there are 2 trajectories. So if we do not take action on the expenditure side or we do not receive revenue.

00:41:56.000 --> 00:42:05.000

Than we are drawing down our reserves. If we do take action and reduce expenditures or we receive more revenue, then we can maintain our 5% reserve.

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Stefan, I see your hand.

00:42:07.000 --> 00:42:10.000

Okay.

00:42:10.000 --> 00:42:12.000

Yeah, you say that the, protection doesn't take action or expenditures.

00:42:12.000 --> 00:42:21.000

I think my my own guess where is that it might already do that and my take on this protected budget.

00:42:21.000 --> 00:42:25.000

And my take on this protected budget for the next year is that it's some sort of a balancing act.

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Of, you know, raising that issue by also keeping things somewhat look. Fine. And then how it's going to play out, it's going to be next year.



00:42:38.000 --> 00:42:50.000

So, I think that, sorry, that's just my, interpretation of it's hard to, you know, it's hard to make for sense of it because we're just aggregate numbers.

00:42:50.000 --> 00:42:57.000

I don't have an issue with this. I just wanted to. To make sure it wasn't.

00:42:57.000 --> 00:42:58.000

Yep.

00:42:58.000 --> 00:43:03.000

I think. Sorry, I think you might say, but to say it's perhaps a more general, right?

00:43:03.000 --> 00:43:15.000

I mean, like essentially like, the district doesn't necessarily assume higher increases. It just it shows that there's some changes that need to have.

00:43:15.000 --> 00:43:21.000

For the upcoming budget or is that something we should highlight?

00:43:21.000 --> 00:43:28.000

Is that does that make more sense?

00:43:28.000 --> 00:43:31.000

What do you think, Ryan?

00:43:31.000 --> 00:43:37.000

I mean, I wrote it uncomfortable as it stands. I will turn this over to Roger.

00:43:37.000 --> 00:43:48.000

In that we were asked. Last year What is our position about reserves? I think we do have to redress it.

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And, and I, I, would encourage the committee to take a position that we don't.

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Indoors, going below the 5% and,

00:44:05.000 --> 00:44:15.000

Whatever that means. Encouraging the legislature to increase its funding.

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Cutting elsewhere within the

00:44:18.000 --> 00:44:29.000

The budget but but Reserve policy was adopted. 10 since I was on this committee. We were the initiators of that.

00:44:29.000 --> 00:44:33.000

Recommendation that

00:44:33.000 --> 00:44:39.000

I encourage us to. At least, maintain the 5%.

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Could we scroll down? Yeah.

00:44:43.000 --> 00:44:50.000

Okay, so I think we have that in there if that makes sure. Yes.

00:44:50.000 --> 00:44:54.000

Moving on here, we talk about deferred maintenance. Roger I think we may need to update these numbers.

00:44:54.000 --> 00:45:04.000

I can get them if we don't have those. I think I've left in the portion last year.

00:45:04.000 --> 00:45:14.000

Hi, basically. I didn't touch them because, But, Alexandra, you might want to.

00:45:14.000 --> 00:45:24.000

Include that paragraph that you gave me, that, the staff reported that what they intend to do.

00:45:24.000 --> 00:45:28.000

This next year.

00:45:28.000 --> 00:45:40.000

Hi. I'll jump I have in in in the addendum that I submitted to Alexandra.

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Yeah.

00:45:41.000 --> 00:45:44.000

Because I go off in committee. I, recommend that.

00:45:44.000 --> 00:45:45.000

Yeah.

00:45:45.000 --> 00:45:59.000

Oh variety organization. So. Lobby hard to not only revise their GM. But to to establish a 1st priority of.

00:45:59.000 --> 00:46:05.000

Education funding for K, pre-K through 16.

00:46:05.000 --> 00:46:17.000

I said in a call recently. With the PTA. Where, outgoing senator.

00:46:17.000 --> 00:46:29.000

Then, well, spoke about all the many demands that are. Are placed on the legislature and believe me they have no small company to deal with.

00:46:29.000 --> 00:46:33.000

And, but who knows maybe They need to increase taxes. I don't know.

00:46:33.000 --> 00:46:39.000

But,

00:46:39.000 --> 00:46:48.000

We're not the only district that's hurting, badly. Okay.

00:46:48.000 --> 00:46:55.000

I can resend the content on the different maintenance.

00:46:55.000 --> 00:46:58.000

Okay.

00:46:58.000 --> 00:46:59.000

Okay.

00:46:59.000 --> 00:47:02.000

Okay. If you wanna. Or either of us can input that that information there but I think no surprises.

00:47:02.000 --> 00:47:09.000

We call for the district to continue as part of our I mean, I just wanna know like.

00:47:09.000 --> 00:47:24.000

School buildings are community pubs as well as schools. Reforms the budget process, CBRC, we're supporting the district's efforts to You know, make our processes more transparent and accessible to the general public.

00:47:24.000 --> 00:47:35.000

I think we've had that. We've had more public comment this year. So again, we request, that PBS share the individual school level data.

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We talk about public benefit from that. Also, the school continuous improvement, not plans. We asked for continued application of the racial and social justice lens.

00:47:48.000 --> 00:47:56.000

And, encourage the district to continue.

00:47:56.000 --> 00:47:58.000

Nice.

00:47:58.000 --> 00:48:08.000

When you say sharing school level data. Do you mean what's in that? Volume 2 or do you mean something more than that different than that?

00:48:08.000 --> 00:48:24.000

Well, this might be my personal crusade, but I personally have asked for and feel that the district should email out the one pager to each of the schools and that the district should email out the one pager to each of the schools and their PTAs so that people are email out the one pager to email out the one pager to each of the schools in their PTA so that people are actually aware of it because I

00:48:24.000 --> 00:48:25.000

Oh, the one page that's in the. Are there?

00:48:25.000 --> 00:48:32.000

know publicly available, but. I think that. Yeah, and it may be a summary. It's, it's just hard to access, you know, to access it.

00:48:32.000 --> 00:48:33.000

200 page document.

00:48:33.000 --> 00:48:36.000

Oh yeah, I guess everybody had that on their computer, but it's really hard to read that way.

00:48:36.000 --> 00:48:37.000

Yeah. So.

00:48:37.000 --> 00:48:42.000

Okay, I see. So just to send out their individual school stuff. Okay, thank you.

00:48:42.000 --> 00:48:50.000

I can remove that if no one else feels the same way, but.

00:48:50.000 --> 00:48:58.000

I wouldn't remove it. As they were there. In fact, it, it really what you're suggesting.

00:48:58.000 --> 00:49:08.000

Mimics an effort that was done for a few years. Where where an executive summary of the. Of the proposed budget was.

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Disseminated to. To schools and so on. The adoption of the final budget.

00:49:16.000 --> 00:49:18.000

But,

00:49:18.000 --> 00:49:43.000

That's gone by the board. In recent years. But, but I do think schools need to be appraised as as the what what's going on at their own school and And then, and reference, where it's found in, I am too so they can see what What is done with all the other schools though?

00:49:43.000 --> 00:49:51.000

The Title One, the CSI TSI. Schools are still continued. Remarkably higher funding.

00:49:51.000 --> 00:50:02.000

And, then, does the Lincoln High School that was cited earlier. You know, they're, They're all about half of what.

00:50:02.000 --> 00:50:11.000

Many.

00:50:11.000 --> 00:50:19.000

Thank you. Roger. Is there specific revision that you'd want there?

00:50:19.000 --> 00:50:27.000

Okay, I see Grace.

00:50:27.000 --> 00:50:33.000

I'll take a hand, try to draft something.

00:50:33.000 --> 00:50:41.000

I'm wondering how the committee feels about adding a recommendation on the section of the.

00:50:41.000 --> 00:51:08.000

Reforms to the budget process to. Encourage or ask the district to I mean I think we're asking for more information in general on the budget and one thing that would be interesting to to see either at the committee level or wider public level is if they continue the efforts of surveying leadership.

00:51:08.000 --> 00:51:22.000

You know, to see that survey data. And to understand that more. At not such a high, high level.

00:51:22.000 --> 00:51:32.000

Of what what was put in the budget. Statements but like you know what we're what were the trends and what did they see?

00:51:32.000 --> 00:51:44.000

And also I would be interested in you know, having them mask the questions of. Throughout our report we're talking about direct service.

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Staff, asking questions of direct service staff too about their thoughts on the budget. IT would be. Interested in asking for or encouraging.

00:51:55.000 --> 00:52:05.000

You just just more, more surveys. Of staff like they did this year with the school administrators.

00:52:05.000 --> 00:52:15.000

So my reading this right and I remembering that we have this, so sorry, we have this in here for as one of our recommendations show to school a bunch of documents.

00:52:15.000 --> 00:52:20.000

Do we just wanna add line in here and administrator surveys? I thought we actually had this in the document already.

00:52:20.000 --> 00:52:25.000

I remember that as a comment or a suggestion that I don't, I mean, and this is where it was.

00:52:25.000 --> 00:52:26.000

So, should we add?

00:52:26.000 --> 00:52:35.000

Okay. Okay, I thought I had it. Accepted that change and apologies if that got lost. Yeah, certainly.

00:52:35.000 --> 00:52:37.000

Yeah.

00:52:37.000 --> 00:52:38.000

Yeah.

00:52:38.000 --> 00:52:48.000

Yeah, I'm still a little bit confused about what that says. Is it saying? It says we repeat our request from last year.

00:52:48.000 --> 00:52:49.000

Correct.

00:52:49.000 --> 00:52:54.000

Does that mean it didn't happen this year or that you want it happen again? I thought I really thought they sent everybody out.

00:52:54.000 --> 00:53:03.000

By, email. The board books. I mean.

00:53:03.000 --> 00:53:04.000

Yeah.

00:53:04.000 --> 00:53:07.000

So they do they do send out the superintendent does send out the board books. What the specific ask there is that they pulled out, I would say the executive summary.

00:53:07.000 --> 00:53:16.000

I would leave this up to staff. They want that to. But the relevant school information.

00:53:16.000 --> 00:53:17.000

I mean, that would increase accessibility.

00:53:17.000 --> 00:53:21.000

Okay, so that people don't have to find it themselves. So. It sounds like we're hiding it that we just sent it all out.

00:53:21.000 --> 00:53:26.000

So I don't know just to somehow. Stated that.

00:53:26.000 --> 00:53:29.000

We could just say it plainly.

00:53:29.000 --> 00:53:30.000

Yeah, no, the district is.

00:53:30.000 --> 00:53:34.000

I don't know. We, I, I don't know how to say it, but it just sounds like.

00:53:34.000 --> 00:53:35.000

Hmm.

00:53:35.000 --> 00:53:42.000

We requested it last year and it didn't happen. But I know it's all out there for anybody to see.

00:53:42.000 --> 00:53:46.000

So.

00:53:46.000 --> 00:53:47.000

How does it?

00:53:47.000 --> 00:53:53.000

Alexander, would you mind editing to say we, we request? TPS shirt.

00:53:53.000 --> 00:53:55.000

To share.

00:53:55.000 --> 00:54:09.000

School. Summaries.

00:54:09.000 --> 00:54:10.000

Yeah.

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

As a pull out from the budget document. With the individual schools. And PTA. Would that cover it?

00:54:13.000 --> 00:54:15.000

That was the intent there.

00:54:15.000 --> 00:54:18.000

Yeah, yeah, that makes a lot more sense.

00:54:18.000 --> 00:54:22.000

Okay.

00:54:22.000 --> 00:54:28.000

I thought I saw another hand section.

00:54:28.000 --> 00:54:29.000

Okay.

00:54:29.000 --> 00:54:32.000

Oh, it. I've did raise my hand a minute ago, but you already rework the sentence.

00:54:32.000 --> 00:54:37.000

So it's all good now.

00:54:37.000 --> 00:54:46.000

Should I capture the bullet point, Maria, that you had intended to accept from Grace around? The school leader.

00:54:46.000 --> 00:55:00.000

Okay. I'll type that.

00:55:00.000 --> 00:55:08.000

We recommend that the district share survey data. In more detail or.

00:55:08.000 --> 00:55:12.000

Yeah, just administrator survey. Data.

00:55:12.000 --> 00:55:39.000

I know, and I' we're gonna be doing more, give them the constraints.

00:55:39.000 --> 00:55:41.000

Roger jump in.

00:55:41.000 --> 00:55:51.000

Yeah, I. wonder whether Grace of, doesn't agree that.

00:55:51.000 --> 00:56:03.000

It seems like. Schools are being inundated with multiple surveys. And, and the

00:56:03.000 --> 00:56:10.000

In the years that I've been on the committee, it seems to me. When we do get public comment.

00:56:10.000 --> 00:56:17.000

It's at the end when we're dealing with a proposed budget and so on and And there's a positive.

00:56:17.000 --> 00:56:24.000

Of a misunderstanding or a lack of knowledge of.

00:56:24.000 --> 00:56:28.000

What true data is or

00:56:28.000 --> 00:56:36.000

How the, even the budget was constructed and,

00:56:36.000 --> 00:56:46.000

Perhaps. This solution is, this suggestion is up. Is a solution or works toward that.

00:56:46.000 --> 00:56:59.000

I'm not I'm not confident it will be, but anyway. Let's leave it in.

00:56:59.000 --> 00:57:05.000

Maria, are you on mute?

00:57:05.000 --> 00:57:07.000

A lot of buttons.

00:57:07.000 --> 00:57:12.000

Yeah. Yes, if we wanna page down a bit.

00:57:12.000 --> 00:57:24.000

Okay, I just wanted to highlight so folks were aware that I also grace you had in your verbal comments just now you said continue to you suggested we continue to survey PPS communities on the budget.

00:57:24.000 --> 00:57:33.000

I think that was essentially what you said and so I included that here. I want to make sure that's okay.

00:57:33.000 --> 00:57:38.000

Yes, for some reason I'm having a hard time seeing the report. I think it's my computer connection.

00:57:38.000 --> 00:57:42.000

But as you're editing it, I have the other, I have another copy on another tab.

00:57:42.000 --> 00:57:51.000

Okay.

00:57:51.000 --> 00:57:52.000

Okay.

00:57:52.000 --> 00:57:57.000

I think my comments is. As a PPS direct service provider. Just be nice to be asked.

00:57:57.000 --> 00:57:58.000

So including direct service providers.

00:57:58.000 --> 00:58:05.000

You know, went Yeah.

00:58:05.000 --> 00:58:06.000

Okay.

00:58:06.000 --> 00:58:13.000

Good morning. Oh, I think. Okay.

00:58:13.000 --> 00:58:29.000

If you go ahead and, so kind of a reiteration of things we've said before, continue to recruit your team background and, folks, and staff.

00:58:29.000 --> 00:58:35.000

I'll be asking for opportunities on the 8% staffing model. And I think we probably have some discussion here.

00:58:35.000 --> 00:58:49.000

Okay, like, Raja, I see you.

00:58:49.000 --> 00:58:50.000

Hmm.

00:58:50.000 --> 00:58:56.000

Yeah, thank you. I just have a quick question about the remaining balance of ester funds. And where is the Esther funds going to be earmarked and if the committee can make a recommendation.

00:58:56.000 --> 00:59:01.000

Where those funds could be earmarked.

00:59:01.000 --> 00:59:02.000

Thank you. We are still planning to spend down ESSER within the current fiscal year.

00:59:02.000 --> 00:59:21.000

So we are not planning. Esser dollars for the coming school year. And Do you know, let me know if you have any other information that might be helpful on that.

00:59:21.000 --> 00:59:35.000

Yeah, you are correct. There won't be any S or dollars. Any at any point next year, we are looking to spend it fully with in this fiscal year, correct?

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Okay, thank you. I thought we had until September. Is that correct?

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Yes, that's true. But, I think though that. For.

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Our main purpose is whether or not the dollars are spent on ESSER or GEN fund.

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Yeah.

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It's still district dollars that are being spent on those services. So if we are able to spend down Esser in this current year, then that just means those are Gen fund dollars that we don't have to spend on those.

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Items this current year and that means

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We can use those gen fund dollars next year to support. Whatever. that is whatever needs that we have next year.

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So it's kind of all the same pool of dollars in that sense. And for accounting purposes and for projection purposes and estimating purposes, a lot easier if we just spend down ESER now and not have to.

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Account for another 2, 3 months. Next year it's a lot cleaner fiscally if we just spend it down.

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This year and have a little bit more carryover from Genfund. Does that answer your question?

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Yeah, so basically you have to spend the funds this fiscal year do you know where it's gonna be earmarked for this particular fiscal year?

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I don't have the exact details. Kristen, who is our grant manager would have those details, but we can get those, details for you.

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Yeah.

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Thank you.

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No, please share your hand up.

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Yes, okay, surrounding the foundations discussion that was brought up in public comment earlier and Alexander also just sent you an email with some statistics that are kind of in regard to the foundation if you'd like to present that as well.

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But I just wanted to like very much highly here. I'm not sure who included this language in the presentation or the recommendation.

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Because I personally don't remember being discussed within CBRC, but There is definitely some issues regarding.

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You know, the direct correlation between like unequal foundations and you know the income of the school and the area around the school and the races that are represented in the school very often and coming from Franklin coming from a school that barely has a, at all.

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I believe it's an active this year, but, you know, I think.

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Putting any language support porting the continuation of foundations is static questionable, especially given that it is up for a board vote pretty soon.

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So, I would like to reconsider putting that in the report at all.

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And potentially even putting to support the other argument.

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They hope they can. Yeah. May 11.

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5 to be on happy hour.

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Yes. Thank you for that, Luke. I think I had some similar concerns last year as well, that I brought up.

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And about the inequities of the foundations and at that time if I remember correctly the response was something like that really wasn't.

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CBRCs area to have input in and how we came back around to that is I don't really know what the resolution was on that, but I agree that that language either needs to be.

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Or changed in some way, but those inequities are. Are just growing, at a rapid rate.

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And so I think we really do need to revisit that language.

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I think that thought behind leaving the, the current policy untouched. Is that we are in a very difficult budgetary environment.

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I'll just share that my daughter, is in a 1st grade class with 31 kids, and needs reading support.

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And I know that they get approximately 2 HA week of extra support for that class that they would not get.

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Because there was some fundraising involved with which you know 30% gets distributed to the district.

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Am I correct?

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So just seems like a tough, a tough time to, to remove that funding. When we haven't fixed the larger funding.

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I think we can all agree that what we really want is for the state to adequately fund our schools so that we don't have to rely on charity at any level.

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Am I correct, Maria, that you are an Alameda parent?

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I'm in Alameda and a B.

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Yeah. I would like to point out that like Alameda has in a hundred \$1,000 foundation, for this fiscal year.

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Franklin's Foundation is \$500. And that is, you know, and, Let me just.

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Okay. Yeah, I would also like to Sure.

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And, and, and that's, you know, a very small. For Franklin that's not that's not much but that's reflected a lot more in in schools across the district.

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And I think there's a graphic that Alexander is displaying right now. That like shows the direct correlation between.

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The, historically underserved races in the school population and the amount that they're able to, raise through their foundations.

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So. You know, it may be an unstable time for district funding. But all that funding is doing is protecting the schools that.

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Are able to, are able to pay for it and. You know, we can still fundraise if we were.

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To transition to like in equitable foundations policy. But we wouldn't have to just allocate it to the schools who will most likely be experiencing the effects of these cuts the least.

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Okay.

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Yeah, and I think it also is exacerbates even larger issues. So what's happening is basically, the PPS foundations are perpetuating the same things that we see with, funding for nonprofits as well.

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So it's that same kind of setup of these larger gaps of disparities between these pockets of wealth and where you can.

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Be able to distribute some more of those dollars and for those those schools who don't get to be able.

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To have access to those, it still does limit those opportunities. So again, agreeing with Luke that we do need some sort of policy in place for that equitable distribution of dollars because yes, we do need to call on the state to do more, but at the same time though, we have to find a happy medium for the students to be able to benefit from these philanthropic efforts because this is all also underneath PPS as

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well.

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I'm not recognized after Bernard Adams.

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Hi, good evening everyone. I am wondering. I appreciate this conversation and debate. I'm wondering since there is actually a policy.

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On the record and up for a vote that would change this. I am wondering. What the tenor is about the report.

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Given that in that conversation around the policy. There were, I'm thinking about counting the board members votes, right, and I'm director of Solomon is here.

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There were a couple directors that sort of oppose foundation reform. And then there was not a lot of, there was not more than 4.

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And so I'm wondering. What is the right statement that the group wants to make? Knowing that this is likely to change.

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At the next board meeting, quite frankly. I don't want what I would hate to see.

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Is us or the members of this team sort of. Going at each other around something that may resolve. Relatively quickly.

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So I just wanted to throw that into the space and I'm sorry. I know this is your meeting.

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I just wanted to just as an observer share that.

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Thank you.

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The option of staying silent on the policy and removing that recommendation. I see. See hands up.

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Yeah, yeah, I just wanna clarify. I don't think anyone was going at it, but I think it's creating a healthy discussion around what we all prioritize and want to see in the schools and so just want to make that clear that I know I can speak for myself and it sounded like Luke the same that that was not the case but just really trying to figure out that resolution for some equity statements and

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it's great to hear that there might be a resolution to that soon. So we can revisit it.

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Then, and perhaps, and, and preparation for that conversation, we could just offer some suggestions.

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Yeah, it will probably be resolved at the same night that you present this. So. Yeah, don't want to spend too much time.

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Okay.

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I'll just jump in here. What if we keep the 1st part of the recommendation that is that the board figure out long term strategies to enhance equity.

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Is there any disagreement around that statement?

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I do think it is a good opportunity to. Perhaps, support like, foundation funding here. Because I mean just given the fact that we already had the language kind of you know, in the in the in the document and that it is going up for a board about next week, you know, if we do have the powerful the power to influence.

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You know to go on it I think that that is a great use of CBRCs efforts.

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It's exciting.

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Especially, I mean, you know, it might not actually impact anything, but if we are going to be able to sway votes, maybe wanna sway them in the right way.

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Yeah.

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Hmm. I'm not sure. If Grace, you wanna jump in here. Okay.

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I'm so sorry, I didn't remember to lower it.

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That looks like.

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Yeah, I think, my perspective is that historically my, recollection is that in quite a few of the CBRC reports.

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The the message has been. Concern for. Foundation funding exacerbating inequities.

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And while I Completely understand and. You know, like you said, Mariah, we all agree that kids in schools all of them deserve.

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More, than they're getting right now. I. I'm not comfortable with the draft with that in there.

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I would. I would support some sort of a statement around. Encouraging the district to look for.

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Strategies for long term. Fundraising that would. Equitably. Enhance, you know, the budget for for all important public school students.

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In a way that's not sequestered to. Separate schools. Because we're Portland Public Schools.

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Where is that? What page is that statement on right now?

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Assistant.

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Yeah, just like that. I. Oh.

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Okay. I believe I'm correct. Some foundation support goes to providing a foreign language trips up for a language, aversion, classes.

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And So the purposes of of different fundraising ever. Varied from school to school.

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As Luke. Is aware that Franklin the largest amount that we ever raised. There are foundational link.

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There was about 50 grants and . Lots of skills

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But also, as I. director Sullivan, last meeting.

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Over the last 50 years or better.

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Portland Public Schools says Yes. Directed its individual student funding. So it favors.

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Funding of, Title One, TSI, CSI. Schools or over others that hence you do have the differential.

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Like in high school, funding their students. If you look at that page in. Volume 2, but they get about 66,000.

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6,600 person and Whereas, you start looking at Roosevelt and so on, they're 1314.

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1,000 per student and so on. So you come to really recognize why schools have had these foundations and so on.

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I don't know what the solution is. I was, I did note that in the the presentation given this tonight by Ms. Clark.

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Oh, she did indicate that. There was no change. Recommended. Immediately that that was.

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Ongoing consideration. The

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Revision and that I could go along with.

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Some of that go, what, what, the grace just said.

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Well, in the spirit of Kind of continuing through our report. Do we want to look at revising this language?

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We could.

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Take out a statement of support and leave in a statement of equity.

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There's 2 sentences in that piece and we could continue. We could keep the 1st sentence.

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Could we add a sentence? After it, just specifying that we encourage the district to.

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Work towards. The creating the district. Foundation for funding staffing.

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Through fundraising. Cause I think that's the biggest piece is, that. Right now foundations can fund staff.

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Okay, if we if we want to add that then.

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And. We're not saying they've foundations raise money, but you know funding staff specifically.

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Yeah, if we want to add that, then since it doesn't seem like this is a consensus report any longer, then we could keep in both recommendations.

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So then we could simply note as we have in pastures that our community has multiple views on this. And we can keep in both.

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Do we have thoughts on the direction we wanna go with this? We could keep in the phrase, we encourage the district to develop strategies to decrease.

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Inequities long term while providing families and communities the opportunity to support their schools.

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Could you repeat that, sorry.

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So the language here is we encourage the district to develop strategies to decrease inequities long term while providing families and communities the opportunity to support their schools.

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I guess I'm just confused on like, like what? Exactly the wall like still providing families communities opportunities to support their schools.

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Like allude to I feel like it's gonna vague

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Yeah, the opportunities to support their schools, I think leave that in, but be specific about whether that's allowed for.

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Allowing for funding staff.

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Hello. How about we just edit this to to the words opportunities to support schools.

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Would that remove the. The concern here. And C.

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Stephen.

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Yeah, I had the same. It's. That'd be my suggestion.

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Okay.

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So we wanna delete in light of looming budget shortfalls and the, the specific foundation policy.

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We don't have.

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You could, we could remove that language if we're going with if we're trying to move to a consensus report.

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That's again, that's up for option here.

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I concur as well with just leaving schools instead of their schools.

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Okay, we could do that.

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Okay. So.

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Yeah, I'd like to, yeah, I think, I mean, if not even if just were going for a consensus report, but if, you know, if it wasn't on consensus report, I would still say that we should have both.

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Okay.

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Perspectives in there. And make it you know clear who they're attributing it to I wouldn't be comfortable with that language being put under the general name of the board.

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Do, I'm gonna capture the divergent, views on foundation here.

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I don't feel the need to, I feel like we could leave it as a general statement. We've got a lot else to deal with in here in this.

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This is the only thing that we want to hold up on or.

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Stefan, I liked your.



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To support Portland Public Schools. I like that.

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That past muster with most of the committee.

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Yes.

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Alright, so. I'll give a minute for any further comment.

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Alright, diving into the direct service. Budgetary decisions that directly impact board goals.

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So we talk about equitable and target direct service staffing allocations. We know that staff has made an effort to minimize the.

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Impact of reduction and sport on students and core operations. That's hard to assess, but I believe that's always the, voice the, effort here.

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And kind of continuing on.

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So cuts to direct service staff. We go through the reductions here. Looking at the percentage, decreases and particularly highlighting library and media services.

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If we want to go down to the recommendations.

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So recommendations are prioritizing student facing position positions and continued analysis of contracts for services that may be redundant work.

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And. Analysis of investments in direct. Indirect to non student facing services should include further cuts to direct service to facing positions.

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That's our recommendation. With us to reconsider library staffing cuts at K through 5 level and to maintain present hours and library services by reducing budgets elsewhere.

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I would actually propose. In the same.

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I think I would just edit that to save. Maintain present service levels.

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Will they?

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So take out the caveat of the just the K 5 or. I guess, is K 5 the only section that got cut?

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No, at every level and I think we should change the language.

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Yeah.

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If you could. Go ahead.

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And it's not. I don't know if libraries. Sorry, I don't know if libraries and cuts is specific enough.

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Sorry.

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I believe. The position that is mainly being cut is the is the media system. But I, I think, I mean, you know, I guess there's across the board as well.

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Yeah, Luke is, speaking to the fact that Franklin is losing it. So we're not losing a library, but we're losing a key person in the library.

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And and that's because that position That's doesn't fall under the word library, but it falls under.

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Classified staff unrepresented.

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Dr. Adams, I think you had your hand up.

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Sure, I just wanted to clarify we shared this last night. At the board, budget hearing and, work session.

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We do not make any changes to the high school library, like teacher librarian or library assistant, I'm sorry about that.

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We did not make any changes to those allocations at the high school level. However, The library assistant position is a position over which principals have discretion and so at some high schools what we're seeing is that principals have made different decisions around that FTE.

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How do you use it? So I just wanted to add that context because I don't want. I would, I wouldn't want the it to be just, characterized as a district cut at the high school level.

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And that wasn't what we did.

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Thank you.

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Director Sullivan, if you were next.

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Yes, and I was actually going to say the same thing. Because, I was corrected last night and that it wasn't like we're saying, okay, the principals have a certain amount of money and they have to decide where they're going to put it.

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And they've got lots of decisions to make. So in some cases, that's where they've decided.

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Just say, so it's not as if we're saying we're gonna cut off. Library, AIDS at high school.

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Please correct me if I'm wrong, but was it not a position that was previously funded by the district and it was that funding was cut not necessarily the position.

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Mike, am I correct?

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Yes, that's what I understand.

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The district cut the funding for the position and then left it. Open for the schools to be able to fund that by themselves.

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Well, they cut we've had to cut funding period. What? This is, I wish. Young or here, he's the budget person that really can talk to this. But as I understand it, the.

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You know, the principals have so much money to spend and they have to decide where.

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And it was less than That was one place. They cut, they probably cut other places too that don't show so much.

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Yeah.

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Thank you, Director Sullivan. I can share a little bit. Thank you for that question, Luke.

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At the high school level. There was a reduction in a pot of funding for FTE. That's called discretionary.

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And the library assistants do fall into that funding pot. And so because there was a reduction there. We have seen some building leaders make decisions about whether or not to fund.

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That particular position of a library assistant moving forward into next year. That would be an accurate assessment. Thank you.

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For the question.

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Okay, so to clarify, there was cuts to the spending. In general, in toward from the district level.

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Yes, there were there were spending cuts at all levels of school those spending cuts, however, were differentiated, right?

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So at the elementary and middle school level. The district said we are not funding library assistance at all. At the high school level, we said you have this.

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Part of money and funding for FTE called Discretionary. And we're reducing that for budgetary reasons.

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And I was just gonna time it.

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So I have a question about that because in the budget book. In in volume one in the budget book in the informational section on school staffing.

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There's a specific bullet, on page 211. That says in order to meet the budgetary.

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Reduction needs that library assistance at all levels were a eliminated. So it says elimination of some allocations in order to accommodate the strategic investments in school staffing noted above.

01:26:39.000 --> 01:26:53.000

Discretionary support allocations to middle and high schools and then it says library assistance at all levels. So that makes it pretty plain that funding for library assistance across the board was eliminated.

01:26:53.000 --> 01:26:54.000

Okay.

01:26:54.000 --> 01:27:04.000

I would, what I would say to this groom is that we need to double check with. The budget staff and other leadership staff that is not my understanding of what the cabinet decided.

01:27:04.000 --> 01:27:19.000

But I understand the impact. What I want to say is all these details I don't want to you know cause murkiness in reality there are some high schools where library assistance are not being carried forward into the new year and I don't want that to get lost.

01:27:19.000 --> 01:27:25.000

I'm in the conversation and I appreciate you pointing me to that. I actually didn't bring my budget book home today.

01:27:25.000 --> 01:27:32.000

Had with me last night and left it in the office. So, but thank you for that. I'll look that up and.

01:27:32.000 --> 01:27:36.000

On touch base with the budget and cabinet team.

01:27:36.000 --> 01:27:39.000

I've got my book, what page did you say?

01:27:39.000 --> 01:27:41.000

211.

01:27:41.000 --> 01:27:43.000

Okay.

01:27:43.000 --> 01:27:50.000

211. It's at the top.

01:27:50.000 --> 01:27:51.000

Okay.

01:27:51.000 --> 01:28:02.000

There are 3 main bullets of how. The focus of the reduction was number one class size threshold increased and then allocations of staff to point 2 increments rather than 0 point 5.

01:28:02.000 --> 01:28:10.000

And then elimination of discretionary support to middle and high schools and elimination of library assistance at all levels.

01:28:10.000 --> 01:28:16.000

Oh yeah, so the discretionary. Report. Well, plus discretionary report. Yeah.

01:28:16.000 --> 01:28:18.000

Right, they got a double whammy.

01:28:18.000 --> 01:28:28.000

Okay. Oh, Okay, well, I guess Dr. Adams and I. Are on the same.

01:28:28.000 --> 01:28:34.000

Mistake or misunderstanding. Yeah.

01:28:34.000 --> 01:28:41.000

Or the books misunderstanding. I don't know. We'll try to figure it out.

01:28:41.000 --> 01:28:47.000

Look, I would encourage you to talk to Sonia Harvey.

01:28:47.000 --> 01:28:56.000

She was instrumental. In helping this principal make this.

01:28:56.000 --> 01:29:20.000

Yeah, I think you have your hand up next.

01:29:20.000 --> 01:29:37.000

Yeah. Do we have further questions about this? We can answer right now. Like in our budget document?

01:29:37.000 --> 01:29:39.000

I'll see.

01:29:39.000 --> 01:29:55.000

Yeah, this isn't about library, but just about the section in general. I liked how we, you know, highlighted the noticing that they, attempted to

01:29:55.000 --> 01:29:59.000

To not make a big impact on as big as it. You know, to save student facing positions basically.

01:29:59.000 --> 01:30:18.000

Is what they were trying to do and and recognizing and and encouraging that continued. Focus. I also wonder if we wanted to highlight because it was in the executive summary that they also did not close schools.

01:30:18.000 --> 01:30:28.000

Like entire schools. And if we want to share that as a piece of, you know. Yay, we didn't close these schools.

01:30:28.000 --> 01:30:33.000

Yeah.

01:30:33.000 --> 01:30:40.000

Are you suggesting that's within one of these larger areas?

01:30:40.000 --> 01:30:51.000

I think it's a under the cuts to. Let me look at my draft.

01:30:51.000 --> 01:30:52.000

Where did it go?

01:30:52.000 --> 01:30:57.000

This section where we were focused on library was within cuts to direct service staff.

01:30:57.000 --> 01:31:10.000

Right. Right. And it says the, I guess the preamble to that section says that. Continues the trend of reductions to student facing position.

01:31:10.000 --> 01:31:11.000

It says.

01:31:11.000 --> 01:31:12.000

No, where did we where do we put that? Where is that where it says? We recognize.

01:31:12.000 --> 01:31:20.000

It's the 1st point there. We're down to number 2, so just scroll up a little bit.

01:31:20.000 --> 01:31:21.000

Okay.

01:31:21.000 --> 01:31:32.000

And I'll just say on this, I'm. I'm not sure that we've taken or discussed as a committee a position on the district strategy other than reducing impact to students.

01:31:32.000 --> 01:31:33.000

Right.

01:31:33.000 --> 01:31:40.000

And I'm not sure how it's gonna pan out in coming years. We could we could praise them for this year and then see.

01:31:40.000 --> 01:31:45.000

I don't know. I don't know. It's gonna pan out.

01:31:45.000 --> 01:31:47.000

Roger.

01:31:47.000 --> 01:32:02.000

I guess, I compare with your observation, Grace, I think, you know, it's a lot of Tory that we're not closing schools in this proposed budget.

01:32:02.000 --> 01:32:07.000

Boy, I think that's very likely in the future. So.

01:32:07.000 --> 01:32:13.000

Way best being silent about that.

01:32:13.000 --> 01:32:26.000

And, I mean, I think it's, been discussed in public meetings and so maybe it could be about the manner in which CPRC recommends the district purs that work.

01:32:26.000 --> 01:32:28.000

If they're.

01:32:28.000 --> 01:32:32.000

I think we'll have the opportunity to discuss this in depth next year. I mean, we have harder cuts.

01:32:32.000 --> 01:32:40.000

Yeah.

01:32:40.000 --> 01:32:41.000

Hmm.

01:32:41.000 --> 01:32:50.000

I had a question on this 1st recommendation if I can. When it's prioritizing, prioritizing student facing positions and continued analysis of contracts for service that may be redundant to work assigned to district funded physicians.

01:32:50.000 --> 01:33:00.000

This is in the content text specific to this header district service staff.

01:33:00.000 --> 01:33:01.000

Direct sort of stuff, yeah.

01:33:01.000 --> 01:33:04.000

Yeah.

01:33:04.000 --> 01:33:16.000

It just if you this is a very strong statement. And my reading of it, I feel that could stand on its own and this could potentially be a separate.

01:33:16.000 --> 01:33:22.000

Bullet point or were they were they strongly related?

01:33:22.000 --> 01:33:29.000

If you think that's 30, then let's. Put a period after positions and, beginning.

01:33:29.000 --> 01:33:30.000

You can see how it looks. Okay.

01:33:30.000 --> 01:33:37.000

Bullet point. Okay.

01:33:37.000 --> 01:33:46.000

I think the spirit of. Our special support here is to maintain as much student support in the classroom.

01:33:46.000 --> 01:34:00.000

And you know, kind of those wrap around students, possible. It's getting hard.

01:34:00.000 --> 01:34:07.000

Alright, do we wanna continue on? I think we're run from, bullet 4, 5.

01:34:07.000 --> 01:34:13.000

See if we can get through this. Get everybody out of here.

01:34:13.000 --> 01:34:14.000

Okay.

01:34:14.000 --> 01:34:19.000

Yeah, I agree. I just, I noticed here, allocation, additional cuts to non direct service administrators.

01:34:19.000 --> 01:34:20.000

So.

01:34:20.000 --> 01:34:23.000

That was actually a. He left over from last year. I don't have a particular position on that.

01:34:23.000 --> 01:34:27.000

I mean, Okay.

01:34:27.000 --> 01:34:37.000

I think it's a little redundant. Does anybody have an objection to removing it?

01:34:37.000 --> 01:34:51.000

Okay, hearing none, I think I think it's captured above.

01:34:51.000 --> 01:35:03.000

Okay, so looking at differential staffing allocations, based on increased student need, our recommendations here, the need for accurate data on investments.

01:35:03.000 --> 01:35:28.000

And tracking that over time. I think the district is attempting to do that. Sorry, I'm having a trouble reading this at the scale.

01:35:28.000 --> 01:35:41.000

Can you see it now? No, it stopped the share. Okay, let me try again.

01:35:41.000 --> 01:35:42.000

Yeah.

01:35:42.000 --> 01:35:43.000

Is it increasing when I do that? Okay.

01:35:43.000 --> 01:35:46.000

Quite a bit now. We might have to take it down just to not.

01:35:46.000 --> 01:35:47.000

Little bit.

01:35:47.000 --> 01:35:50.000

You can't, can you not see all the text? Okay.

01:35:50.000 --> 01:35:51.000

There.

01:35:51.000 --> 01:36:00.000

I apologize, I'm not on my desktop where I could, myself. So we're asking for accurate data over time to talk about the return on and equity investments.

01:36:00.000 --> 01:36:12.000

Recommend that PPS track and assess how the allocation of school base interventional intervention. Is to the schools of highest need based on map testing data impacts outcomes.

01:36:12.000 --> 01:36:20.000

So that's change this year. We recommend the district work closely with administrators. During the time of.

01:36:20.000 --> 01:36:32.000

Page down a little.

01:36:32.000 --> 01:36:33.000

Oh, do we have a drop?

01:36:33.000 --> 01:36:40.000

Just hovering over this sentence because I see. Okay. Yeah, the subject of the sentences.

01:36:40.000 --> 01:36:41.000

Or

01:36:41.000 --> 01:36:56.000

Which I think this most edits that maybe that. Yeah.

01:36:56.000 --> 01:36:57.000

At any copy edits and



01:36:57.000 --> 01:37:02.000

And I think what we might wanna conclude, Alexandra with this meeting with is approving any you know, kind of copy grammar edits that are needed for.

01:37:02.000 --> 01:37:03.000

Clarity.

01:37:03.000 --> 01:37:17.000

I agree with that and I'll just flag everything that we see that needed some copy edit.

01:37:17.000 --> 01:37:29.000

Hmm.

01:37:29.000 --> 01:37:32.000

Did you wanna move down to the enrichment summer or somewhere after school outside of school hours?

01:37:32.000 --> 01:37:45.000

Yeah, we can do that. Yeah.

01:37:45.000 --> 01:37:54.000

So we support districts effort to close educational gaps with. With special programs including summer programs. And we are acknowledging this year's, Cbo's request for increased funding.

01:37:54.000 --> 01:38:09.000

And continuation of funding from I, yes, of course.

01:38:09.000 --> 01:38:10.000

No, do we need to go back?

01:38:10.000 --> 01:38:18.000

Sorry, I missed my moment. On the just a little bit, yeah. The one about the, it looks like there's a drop sentence, least on my old draft, but the.

01:38:18.000 --> 01:38:28.000

Right before recommendations about equity allocation.

01:38:28.000 --> 01:38:29.000

Yeah, I think we've had some edits.

01:38:29.000 --> 01:38:38.000

Yeah, right there, something. About. And I think the point that I was wanting to bring there was that Just encouraging.

01:38:38.000 --> 01:38:51.000

The board too with this shift to all high schools getting equity allocations by as a percentage of their I think combined under served students.

01:38:51.000 --> 01:38:59.000

I think that's how they do it. To look at the overall. Equity allotments.

01:38:59.000 --> 01:39:07.000

You know, to make sure nothing funky is happening like Lincoln is ending up with more FTE than you know, a school that has higher.

01:39:07.000 --> 01:39:15.000

Combined underserved students. Just to look closely at that because it's a big change.

01:39:15.000 --> 01:39:21.000

Per per per student basis.

01:39:21.000 --> 01:39:24.000

Okay.

01:39:24.000 --> 01:39:26.000  
Is this a recommendation or?

01:39:26.000 --> 01:39:28.000  
I think it was an observation here.

01:39:28.000 --> 01:39:32.000  
Okay, but I'm hearing Grace.

01:39:32.000 --> 01:39:39.000  
I'm fine with whichever way makes more sense. Observation or recommendation. Yeah.

01:39:39.000 --> 01:39:51.000  
I mean, I think we'll know more next year. Yeah, we certainly want to follow that for sure.

01:39:51.000 --> 01:39:54.000  
Okay, I think for time we'll go ahead and move on.

01:39:54.000 --> 01:40:05.000  
Okay. We note here the change from 8% to a 4% change in equity funding.

01:40:05.000 --> 01:40:12.000  
But also there's that basis change that's part of that. So we're on to summer after school and specialized learning programs.

01:40:12.000 --> 01:40:21.000  
We talked about CBOs and requests for funding. Or the continuation of funding from Si funds.

01:40:21.000 --> 01:40:29.000  
We have a question here about the reduction in, tag funding. To match projected enrollments.

01:40:29.000 --> 01:40:45.000  
So hopefully that can be answered. So we recommend that the district provide programming for students not qualified for because they scored below the 10th percentile so it just is another way to capture students who are struggling.

01:40:45.000 --> 01:40:54.000  
And to, provide support for them. For continuation of funding. That we have an extra space there for CBO programs.

01:40:54.000 --> 01:41:03.000  
With a record of strongly positive educational outcomes. I wonder if we might wanna. Yeah, yeah, I think that.

01:41:03.000 --> 01:41:14.000  
And we recommend a continuation time program funding at a level that matches current involvement. So.

01:41:14.000 --> 01:41:25.000  
If we've seen a 66% decrease then that funding would increase accordingly. Investment of Okay.

01:41:25.000 --> 01:41:26.000  
Oh, so we're questioning, the instructional coaches and professional development time.

01:41:26.000 --> 01:41:41.000  
We know that it's important. But we ask that the board evaluate this investment against basically the potential use to support student facing staff.

01:41:41.000 --> 01:41:54.000

And they'll reduce class sizes. So we are recommendation here is prioritizing class sizes and current student support positions over additional instructional coaches.

01:41:54.000 --> 01:42:03.000

We make an exception for early literacy interventionists, providing. Providing direct service to students and coaches.

01:42:03.000 --> 01:42:15.000

Providing support to educators. Just because that's what really critical and early board goal that really all the others build on.

01:42:15.000 --> 01:42:24.000

We support maintaining social emotional supports here. We acknowledge that the district is currently not funded to meet all those needs.

01:42:24.000 --> 01:42:37.000

And we've requested clarification. If there's a minimum counselor FT for K 5 and the 6 3 8 schools that was not there to me either and reading that closely.

01:42:37.000 --> 01:42:42.000

It's this we request clarification. There is a minimum counselor.

01:42:42.000 --> 01:42:44.000

Yeah.

01:42:44.000 --> 01:42:54.000

I don't wanna put Dr. Adams on the spot that maybe we can look for this information during the meeting.

01:42:54.000 --> 01:42:55.000

So.

01:42:55.000 --> 01:43:01.000

And do you know Sorry, go ahead.

01:43:01.000 --> 01:43:02.000

So I don't know if this is like.

01:43:02.000 --> 01:43:10.000

For you. Sorry. Go ahead.

01:43:10.000 --> 01:43:16.000

So we're just wondering if. Like middle schools and high schools, there's a minimum FTD.

01:43:16.000 --> 01:43:26.000

Or k 3 5 and 6 rate schools. So we're noting that. PPS is moving from point 5 to point 2 allocation.

01:43:26.000 --> 01:43:31.000

For a lot of staff, so the idea is probably you can split or share stuff across schools a little bit easier.

01:43:31.000 --> 01:43:37.000

Which i understand that and so we're just wondering like Could you have a point 3 counselor?

01:43:37.000 --> 01:43:42.000

Could you have or I guess it'd be point 4.2, whatever.

01:43:42.000 --> 01:43:52.000

So, thank you for the question, Mariah. What I can share is That information is outlined in our staffing guidelines at Proc.

01:43:52.000 --> 01:43:58.000

Program and book if I could speak. And. We have been rounding up.

01:43:58.000 --> 01:44:07.000

So there are instances, for example, in the core program handbook. Were calls for a point 5 for example.

01:44:07.000 --> 01:44:15.000

Allocation and because we're outating in point 2 We've been rounding that up to point 6.

01:44:15.000 --> 01:44:22.000

I can work with Alexandra to make sure that you all have access to that document. I think it is.

01:44:22.000 --> 01:44:36.000

Available. But I want to make sure that it's somewhere in the drive where anybody can access it because I'm not the owner of the document.

01:44:36.000 --> 01:44:37.000

Yes.

01:44:37.000 --> 01:44:44.000

Okay, so I think what I'm hearing, I mean, if I'm reading the I don't have it in front of me, page 2, 14, whatever it is.

01:44:44.000 --> 01:44:45.000

Yeah, 2.

01:44:45.000 --> 01:44:46.000

It looks like high schools of over 600. I don't know if there's high schools of under 600.

01:44:46.000 --> 01:44:56.000

Everybody has at least 1 point O for our counselor. I'm just wondering, is are we?

01:44:56.000 --> 01:45:09.000

Are we under that for? . 4

01:45:09.000 --> 01:45:18.000

Yeah, cause on page 2 13 at the top it said counselors are allocated using a ratio of 335 to one.

01:45:18.000 --> 01:45:24.000

Based on total school enrollment and allocations are rounded to the nearest point too. So I guess the question is.

01:45:24.000 --> 01:45:35.000

Like you said, Mariah. Is there a minimum allocation like every school's getting an instructional coach is every school getting at least a 1 point oh counselor or is that.

01:45:35.000 --> 01:45:40.000

I think it's completely fair to ask that question. I don't have the answer off the top of my head.

01:45:40.000 --> 01:45:45.000

But I'm happy to research it. I know that doesn't help you. With finalizing the report.

01:45:45.000 --> 01:45:51.000

I wanna acknowledge that. Because I don't have the answer right at this moment.

01:45:51.000 --> 01:46:00.000

So. I'm actually gonna recommend that we remove that. I really think it's a question for staff rather than a recommendation.

01:46:00.000 --> 01:46:16.000

If we wanna make a recommendation that schools have at least a point 5 counselor, then I think we should just come out and say it, you know.

01:46:16.000 --> 01:46:24.000

Yeah, we have. If possible, reduce the counselor to student ratios, you know, more than 1,100 students.

01:46:24.000 --> 01:46:25.000

Hmm.

01:46:25.000 --> 01:46:33.000

So that is. 1 3rd of what we currently have. That would be a dream. For most schools.

01:46:33.000 --> 01:46:45.000

Do you want to revise any of this just to just to note? Just to ask for, no less than a half time counselor at any school.

01:46:45.000 --> 01:47:01.000

Or wanna leave it alone. I'm looking at our. Good.

01:47:01.000 --> 01:47:07.000

I mean, I think it's like you said, it's a dream. We can recommend it doesn't mean it's.

01:47:07.000 --> 01:47:08.000

Okay.

01:47:08.000 --> 01:47:16.000

Going to be the reality but We could also just take out the observations about the. You know, the requesting clarifications.

01:47:16.000 --> 01:47:27.000

And, you know. We're already saying that we know we don't have the money and we know that the needs are intense.

01:47:27.000 --> 01:47:31.000

So.

01:47:31.000 --> 01:47:32.000

That makes sense.

01:47:32.000 --> 01:47:35.000

Both things can be true.

01:47:35.000 --> 01:47:36.000

That Juno. Good.

01:47:36.000 --> 01:47:44.000

Is that? Sorry, is that 100 per one student aligned with is that is that along with the QEM or where is that?

01:47:44.000 --> 01:47:48.000

Number coming from.

01:47:48.000 --> 01:47:56.000

I think it just came from our committee work. We didn't look at the QEM. That would be a good thing to add.

01:47:56.000 --> 01:47:57.000

I mean.

01:47:57.000 --> 01:48:04.000

We could just say that, reduce the counselor ratios more than the QEM recommends.

01:48:04.000 --> 01:48:05.000

Okay.

01:48:05.000 --> 01:48:06.000

Yeah, we should find out what that is. I think the 100.

01:48:06.000 --> 01:48:14.000

200. Or it recommends 250 students per counselor. So I mean, I, you know, I do get the.

01:48:14.000 --> 01:48:22.000

The the hope to be aspirational but we are you know a budget committee I feel like. We should also be realistic.

01:48:22.000 --> 01:48:28.000

And we're not even meeting the QM right now. So. You know, one per a hundred seems.

01:48:28.000 --> 01:48:33.000

Little. I don't know.

01:48:33.000 --> 01:48:43.000

Yeah, I'm comfortable with just saying, if possible. Match the, yeah, no more than the QEM, recommends.

01:48:43.000 --> 01:48:55.000

Just for clarity here in a budget document. How about we recommend? A student counselor, student to counselor ratio.

01:48:55.000 --> 01:48:59.000

As recommended in the QEM.

01:48:59.000 --> 01:49:06.000

Sorry, that's recommended twice.

01:49:06.000 --> 01:49:11.000

So I just wanted, 4 point of clarification. I know that the question was asked earlier.

01:49:11.000 --> 01:49:16.000

Are there any schools that have less than 1. Point 0 FTE in counselors. I can say that.

01:49:16.000 --> 01:49:18.000

Hmm.

01:49:18.000 --> 01:49:26.000

It looks like every school has at least a full 1 point. I'm, a, a, a, a, counselor.

01:49:26.000 --> 01:49:31.000

Thank you for that.

01:49:31.000 --> 01:49:40.000

Alright, moving on, special education changes. So this highlighted portion is just straight up pulled from the.

01:49:40.000 --> 01:49:51.000

Districts budget like the summary. It is not, is not my recommendation or anything. It's just their statement.

01:49:51.000 --> 01:49:59.000

It was hard. I what I will say is it was hard to determine what was going on with special education.

01:49:59.000 --> 01:50:05.000

I see there's an increase in school psychologist, speechless pathologist and teacher FTE.

01:50:05.000 --> 01:50:12.000

It's not clear what's happening to other special education staff. I don't know.

01:50:12.000 --> 01:50:21.000

Does anybody want to lay in on this? Okay.

01:50:21.000 --> 01:50:29.000

Well, only reiterate what I said that the last time we met.

01:50:29.000 --> 01:50:48.000

It's my understanding. We're in the process. Moving to individual schools. Providing these services whereas they used to aggregate in given schools within a cluster.

01:50:48.000 --> 01:50:58.000

The services and. The last time I asked your question. Mayon said, well, the very next day.

01:50:58.000 --> 01:51:08.000

The district was going out to. The community to explain what their proposal is and.

01:51:08.000 --> 01:51:13.000

I I don't know anything more than that.

01:51:13.000 --> 01:51:24.000

Well, in light of this, I think we might just want to note here. That in light of significant changes to special education programs.

01:51:24.000 --> 01:51:34.000

See I don't know what we want to say. Would like to continue to track this next year, would like to see outcomes from those changes.

01:51:34.000 --> 01:51:55.000

I think we want to see the outcomes of changes. I don't know how to weigh in on them right now.

01:51:55.000 --> 01:52:11.000

I was just looking at the memo that was shared by special education specific to. Staffing and shifts and it's not clear from that memo and I wasn't able to decipher it in the budget.

01:52:11.000 --> 01:52:20.000

But we have a line in our draft right now that says there is significant. Cuts to

01:52:20.000 --> 01:52:29.000

Also notes reduction of classified staff for special education. But it's not spelled out in the in the special education memo.

01:52:29.000 --> 01:52:35.000

About those. Cuts.

01:52:35.000 --> 01:52:44.000

They did cut the feeding team and the adaptive PE team.

01:52:44.000 --> 01:52:51.000

I'm forgetting what AT stands for, but another an acronym.

01:52:51.000 --> 01:52:58.000

But it doesn't specify the like pair educators that were.

01:52:58.000 --> 01:53:03.000

Reduced.

01:53:03.000 --> 01:53:14.000

Okay, well, it seems to me like our recommendations here can stand. To review these, to better understand it next year.

01:53:14.000 --> 01:53:27.000

And to monitor the shift. So let's move on to early literacy. I wanna make sure that we get through this, Grace, has kind of led the charge on a little bit or see with some expertise in this area.

01:53:27.000 --> 01:53:32.000

Or a lot of expertise and sorry.

01:53:32.000 --> 01:53:35.000

Do you want to talk us through?

01:53:35.000 --> 01:53:43.000

Sure. So we've got, you know, laying the groundwork, that literacy is foundational to all the goals.

01:53:43.000 --> 01:53:50.000

And that the board's goal is to close the opportunity and outcome gaps in 3rd grade reading between students of color and their white peers.

01:53:50.000 --> 01:54:02.000

And that it's a good thing. You know, we went from having a bullet saying We weren't focusing on early literacy last year to, hey, there's some early literacy changes, so we're encouraged by the.

01:54:02.000 --> 01:54:10.000

Investment of the early literacy coaching. I think that we need to Change that add to that.

01:54:10.000 --> 01:54:22.000

Early literacy interventionists and coaching.

01:54:22.000 --> 01:54:30.000

And maybe put a period after that and then we could just add that we still still question the lack of high dosage tutoring.

01:54:30.000 --> 01:54:41.000

The learning acceleration specialist, that was the only show in town for intervention for reading. And at the district level last year, but this next year it's.

01:54:41.000 --> 01:54:54.000

Going to be those. Literacy, those 7 FTE. Academic interventionists. I mean, I don't know, we could we could still encourage the district to.

01:54:54.000 --> 01:55:01.000

To focus more on early literacy with that learning acceleration specialist position. Right now, learning acceleration specialists.

01:55:01.000 --> 01:55:11.000

Only work with 3rd grade and up, not early literacy. So as a district, we have added through the early literacy grant from the state.

01:55:11.000 --> 01:55:26.000

That budget. Here marked 7 FTE. In the form of interventionist, direct service support to K 3 emerging readers.

01:55:26.000 --> 01:55:31.000

And I think a little bit lower down, maybe in our recommendations.

01:55:31.000 --> 01:55:34.000

How do you do you have a question while we're on something?

01:55:34.000 --> 01:55:39.000

We're just what, Grace was saying. I can't remember the name. There was a lot of training.

01:55:39.000 --> 01:55:51.000

Doesn't, there in, Phoenix and early reading. I can't remember the name.



01:55:51.000 --> 01:55:52.000

Okay.

01:55:52.000 --> 01:56:03.000

Right, I think that's gonna be continued with the. The coaching positions. So they have, I understand it, from what I understand from Elizabeth Martin, they have put together sort of a suite of services that districts or that schools can apply.

01:56:03.000 --> 01:56:10.000

And qualify for and they have to kind of like Do the whole shebang, they get the direct service.

01:56:10.000 --> 01:56:18.000

Learning acceleration support that's moving about as needs change, you know, it's like get in.

01:56:18.000 --> 01:56:28.000

Get the kids where they need to be, go to the next school, that kind of thing. And then also they get the coaching of the staff to continue that.

01:56:28.000 --> 01:56:32.000

You know, science of reading.

01:56:32.000 --> 01:56:33.000

D.

01:56:33.000 --> 01:56:38.000

Yeah, what was the name of that? I'm a. Yeah. Okay, so they're continuing that as I understand it.

01:56:38.000 --> 01:56:39.000

Good.

01:56:39.000 --> 01:56:45.000

Right. And I think it's gonna be rolling out. So they've been doing the letters training.

01:56:45.000 --> 01:56:46.000

Letters, this one.

01:56:46.000 --> 01:57:03.000

And yeah. But this is gonna be, you know, more comprehensive. With more staff. Focusing on early literacy at the schools that I think both ask for the help and show from their scores they need the help.

01:57:03.000 --> 01:57:14.000

Okay. Thanks.

01:57:14.000 --> 01:57:22.000

So.

01:57:22.000 --> 01:57:34.000

Yeah, so more. Direct service FTE to K 2. Would really make a big difference in meeting that 3rd grade.

01:57:34.000 --> 01:57:46.000

Reading goal and maintaining or reducing class sizes for the lower grades, especially like you mentioned, Mariah, 31, 1st graders.

01:57:46.000 --> 01:57:59.000

And especially without another adult in the room that's. Not the greatest environment for early literacy.

01:57:59.000 --> 01:58:07.000

So this, I think this was from last year to the maintaining the 1.0 allocation. For small group instruction for EA.

01:58:07.000 --> 01:58:17.000

For kindergarten classrooms. At schools serving a population of 40%. I don't believe that they did anything to to that.

01:58:17.000 --> 01:58:29.000

I think I think we could still say that we want to maintain that from what I have seen in the Maybe the percentage went higher.

01:58:29.000 --> 01:58:37.000

Do you know? Dr. Adams, is the percentage gone up? From 40% to a higher amount or is that?

01:58:37.000 --> 01:58:40.000

Or was that the equity funding that the percentage went up?

01:58:40.000 --> 01:58:45.000

So I, I honestly don't have the answer to your question. I'm this groom.

01:58:45.000 --> 01:58:46.000

I'm sorry.

01:58:46.000 --> 01:58:49.000

It has stayed the same. That is staying the same.

01:58:49.000 --> 01:58:52.000

Thank you. Leslie.

01:58:52.000 --> 01:59:06.000

Okay, thanks. Yeah, so yeah, maintaining that and. Expanding the high dosage tutoring to serve students starting in the 3rd quarter of kindergarten instead of starting at 3rd grade.

01:59:06.000 --> 01:59:14.000

You know, if we have intervention materials, which I think we will now because we're getting it with the.

01:59:14.000 --> 01:59:21.000

The early literacy grant, then we could be we could be using that in high dosage tutoring.

01:59:21.000 --> 01:59:26.000

For younger students also.

01:59:26.000 --> 01:59:33.000

And.

01:59:33.000 --> 01:59:43.000

Yeah.

01:59:43.000 --> 01:59:44.000

Yup.

01:59:44.000 --> 01:59:55.000

You know, scrolled past this part, Grace. Where your the discussion on library services and then the recommendation here around staffing to the QEM.

01:59:55.000 --> 02:00:11.000

So I just wanted to call that out since I scroll through it so quickly.

02:00:11.000 --> 02:00:18.000

I think we're all on board with that recommendation around libraries. I guess I've understood our discussion tonight.

02:00:18.000 --> 02:00:32.000

Yeah, and I guess I. Do I think in our last meeting we discussed this as being couched within early literacy and wanting to elevate it or move it somewhere else in the report.

02:00:32.000 --> 02:00:36.000

I'm tracking from last meeting.

02:00:36.000 --> 02:00:43.000

I suppose we could take that section and move it up what we talk about. A recommendation for library.

02:00:43.000 --> 02:00:45.000

Support earlier.

02:00:45.000 --> 02:00:47.000

Is it in the cuts to direct staffing? Okay.

02:00:47.000 --> 02:00:53.000

Yeah. Do you want to just make a note on that and make that administrative change later.

02:00:53.000 --> 02:00:59.000

Yep.

02:00:59.000 --> 02:01:00.000

Okay.

02:01:00.000 --> 02:01:09.000

I don't know if this is possible, but I did leave a comment about potentially mentioning, mentioning the library, staff and recommendations.

02:01:09.000 --> 02:01:17.000

In the overview of the report as well. Specifically because we do mention I believe.

02:01:17.000 --> 02:01:41.000

Cuts to direct student positions in the overview. So like it might be relevant to just include that in there because it's a specific example.

02:01:41.000 --> 02:01:51.000

We're kinda, we're at time within this meet. And we're but we are really close to kind of getting through all of the content.

02:01:51.000 --> 02:01:59.000

With the committee be willing to extend 5 min to. Go through and finalize here.

02:01:59.000 --> 02:02:00.000

I see some thumbs up. Yeah.

02:02:00.000 --> 02:02:05.000

I can't see everyone. You wanna throw up by hand that you don't? Okay, great.

02:02:05.000 --> 02:02:08.000

Yes.

02:02:08.000 --> 02:02:12.000

High school graduation was the next section.

02:02:12.000 --> 02:02:27.000

And I know.

02:02:27.000 --> 02:02:36.000

I can, I can rethrow on it, recognizing in the district, is trying to continue to improve on budget goals, reduce disparities and inequities.

02:02:36.000 --> 02:02:43.000

Based on graduation rates, we're down for underserved populations. We've noted that earlier, that here again.

02:02:43.000 --> 02:02:48.000

And that the evening scholar staff were funded on ESR and will continue on the general fund.

02:02:48.000 --> 02:03:04.000

So the recommendation here. Is for more information on the multiple pathways to graduation alliance. And reconnection services essentially kind of wrap around graduation options.

02:03:04.000 --> 02:03:16.000

And reduction in central office expenditures. We notes, that central office expenditures have been cut 55 million dollars since 3 years, which is huge.

02:03:16.000 --> 02:03:25.000

And wonder if these have, you know, what impact these are having on student success. I mean, probably, responses from staff.

02:03:25.000 --> 02:03:34.000

And other things. So review of central office spending cost. Again, we're just dealing with hard and deep, things.

02:03:34.000 --> 02:03:43.000

And I'm superintendent noted. So kind of in our closing. Focusing back on our values here.

02:03:43.000 --> 02:03:54.000

Of providing rigorous high quality. Academic learning environments. That are increasingly joyful and disrupting racial inequities to create vibrant and violence.

02:03:54.000 --> 02:04:02.000

For every student should I run straight. I think our final kind of piece here is just reiterating that maintaining or reducing class sizes.

02:04:02.000 --> 02:04:11.000

By increasing teaching staff, and getting students more individually, attention. Will have a positive impact on all students.

02:04:11.000 --> 02:04:19.000

Perfectly on those who are struggling. And we.

02:04:19.000 --> 02:04:31.000

No, that we need to respond to financial crises. Kind of this is just recognizing the points about kind of summarizing recognizing points.

02:04:31.000 --> 02:04:38.000

And we, we thank staff for working with it on this process.

02:04:38.000 --> 02:04:42.000

And I did wanna take that stuff for them. So.

02:04:42.000 --> 02:04:45.000

That concludes our letter. And so to sum up kind of this conversation, I think we've worked through all of the main points here.

02:04:45.000 --> 02:04:54.000

Alexander. Let's. If we can.

02:04:54.000 --> 02:05:08.000

I would suggest a couple of votes here. We would vote to approve Alexandra to make any Kind of, edits for clarity or grammar, in our reports.

02:05:08.000 --> 02:05:15.000

I would like you guys to approve, for a portion to just note that the levy funds.

02:05:15.000 --> 02:05:23.000

As we discussed earlier, are gonna. Essentially have a reduced impact on the number of positions they can fund or include that in the report.

02:05:23.000 --> 02:05:31.000

Those are the only changes. From its current form that we would anticipate. Any further commentary here?

02:05:31.000 --> 02:05:37.000

Hmm. You guys are born with us for a full 2 h.

02:05:37.000 --> 02:05:39.000

It's us a lot.

02:05:39.000 --> 02:05:41.000

It's done a lot. It's been a lot to share and I've had a lot of quick changes.

02:05:41.000 --> 02:05:48.000

Yeah, I just wanna thank everybody. Yeah, thanks, and definitely thank you, Mariah, for all your work in interacting the report.

02:05:48.000 --> 02:05:49.000

Yeah.

02:05:49.000 --> 02:05:54.000

It was a lot in a short amount of time.

02:05:54.000 --> 02:06:00.000

Alright, and we're gonna turn right around and present this really soon.

02:06:00.000 --> 02:06:11.000

On the topic of presenting, we had discussed preparing slides and I would still be happy to take a pass at doing that and offer it for your.

02:06:11.000 --> 02:06:20.000

Consideration, so just pulling out those high points. So we can opt to not use it. Or use it and I'll go ahead and share it with you all.

02:06:20.000 --> 02:06:31.000

Tomorrow. I'm seeing some head nuts so I'll go ahead and do it.

02:06:31.000 --> 02:06:41.000

Okay. So I'm gonna have to rely on, or Alexandra or someone at the institutional memory in terms of how we have authorize this letter.

02:06:41.000 --> 02:06:43.000

To send to the board.

02:06:43.000 --> 02:07:02.000

In the past we agreed on the process where how would come together ultimately. But I do like that and where I am hearing you kind of suggest that there is a vote on this and with kind of administrative or editor, like not editorial, but copy edit, copy edit changes.

02:07:02.000 --> 02:07:09.000

Happy No.

02:07:09.000 --> 02:07:10.000

Thank you.

02:07:10.000 --> 02:07:12.000

Yes. So I like that personally, but. Okay.

02:07:12.000 --> 02:07:13.000

I think that's.

02:07:13.000 --> 02:07:19.000

Also move and. And you get a second.

02:07:19.000 --> 02:07:22.000

Second, yes.

02:07:22.000 --> 02:07:23.000

Okay.

02:07:23.000 --> 02:07:26.000

Let's see.

02:07:26.000 --> 02:07:34.000

But, by show of hands, perhaps, all in favor show of hands.

02:07:34.000 --> 02:07:40.000

And then we have a corner there tonight. Let's see, do we need to refresh anybody?

02:07:40.000 --> 02:07:45.000

Oh, there we go. Everybody's got it.

02:07:45.000 --> 02:07:50.000

I see, 7 hands. I think that we're. We're good.

02:07:50.000 --> 02:07:53.000

Okay.

02:07:53.000 --> 02:07:57.000

Alright.

02:07:57.000 --> 02:08:07.000

Okay, we've approved our annual letter to the PS board and we'll be presenting. That's on this 7th if I were calling.

02:08:07.000 --> 02:08:08.000

Okay, see you all there.

02:08:08.000 --> 02:08:19.000

That's right. This Yep, it's an agenda item on the regular board meeting, so I'll send you all more information so it's really clear, but you can join on Zoom or you can join in person at PEC.

02:08:19.000 --> 02:08:27.000

And it will be a component of the regular meeting so we'll have CBRC members at the dais in the boardroom.

02:08:27.000 --> 02:08:38.000

I hope as many of you are able to attend in person or there and let me know how else we can support, you need any other preparation time or anything like that.

02:08:38.000 --> 02:08:44.000

Oh, and just take a second and say thank you, Alexandra. Thank you, Dr. Sullivan. Thank you, Dr.

02:08:44.000 --> 02:08:59.000

Adams. And let's say you're Dell and all the other staff, you know, who have assisted us this year and put a lot of information together and we recognize that we've scrambled this past 10 days to full letter together that you all have had to move very quickly as well.

02:08:59.000 --> 02:09:01.000

So thank you.

02:09:01.000 --> 02:09:02.000

Thank you very much.

02:09:02.000 --> 02:09:04.000

Alright, good nice everyone Tuesday.

02:09:04.000 --> 02:09:05.000

Thank you.

02:09:05.000 --> 02:09:07.000

Thank you.

02:09:07.000 --> 02:09:11.000

And you

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**Submitted by:**

Alexandra Martin

Finance Program Manager