

CBRC 06.05.2020

05 June 2020 / 4:00 PM / ROOM: Virtual Hangout (Meets)

CBRC MEMBERS PRESENT

Thomas Lannom (Co-Chair), Sara Kerr (Co-Chair), Tastonga Davis, Roger Kirchner, Brad Nelson, Irina Phillips, Christine Pitts, Parker Myrus (Student Representative).

CBRC MEMBERS ABSENT

Jeff Lewis, Judah McAuley, Leesha Posey, Betsy Salter, Jennifer Samuels, Krystine McCants, Judith Solomon (Student Representative).

PPS STAFF PRESENT

Eilidh Lowery (Board Director - Liaison), Cynthia Le (Chief Financial Officer), Stacey Hoang (Senior Budget Analyst), Terry Proctor (Multimedia Services Manager).

AGENDA

1. Welcome and Roll Call: 4:00 p.m. - Sara Kerr & Thomas Lannom
2. Approval of the minutes from May 28, 2020 meeting: 4:02 p.m. - Thomas Lannom
3. Work to complete the annual CBRC Report to the Board of Education: 4:05 p.m. - Sara Kerr & Thomas Lannom
4. Closing and next steps: 5:50 p.m. - Thomas Lannom

1. Welcome & Roll Call

Co-Chair Thomas called the meeting to order 4:02 p.m. Roll call was taken, and as there was a quorum, the meeting commenced. Co-Chair Sara wanted to take a moment to honor George Floyd, Breonna Taylor, Ahmaud Aubrey, and others who have lost their lives at the hands of the system in the country. Due to a clerical error, the meeting was postponed from June 4th to June 5th, and she thanked members for their flexibility.

2. Approval of the minutes from May 28, 2020 meeting

Roger had the following two edits:

1. As there are no vice-chairs but only co-chairs, any reference to Vice-Chair Thomas or Sara should be changed to Co-Chair.

2. On page 3, Betsy's comment regarding PPS working with the teacher's union should be changed from PTA to PAT.

The meeting minutes were approved with the aforementioned edits.

3. **Work to complete the annual CBRC Report to the Board of Education**

PPS emailed 3 documents to CBRC prior to the meeting, and Co-Chair Thomas invited CFO Cynthia to talk about the different documents:

Document 1 - Strategies & Funding by Goals Crosswalk

The original allocation for SIA funds was \$39.2 million, and the revised allocation for PPS per ODE for next year is \$14.6 million lower for a revised allocation of \$24.6 million for FY20-21. The proposed budget book does not reflect the reduced SIA amount, and as information about the reduction is known, it will be shared with CBRC. The \$14.6 million reduction in SIA funding is on hold, but there are \$5.9 million from General Funds and \$6.3 million from Measure 98 funds that are being invested aligning with the Board's goals. From the board's 4 goals, the 5 System Shifts were developed; from the 5 System Shifts, strategies were formed; and from the strategies, investments were identified and presented in the document.

The columns in the document were clarified and several of the investment items were reviewed in detailed: (a) what is being invested, (b) the original SIA investment amount, (c) the revised SIA amount, (d) the amount that is on hold (if any), (e) the amount of general fund investment (if any), (f) the amount of Measure 98 investment (if any), (g) details of what is being funded and at what FTE or amount, and what is being reduced (if any), and (h) which of the 4 board goal the investment will address.

Q1 - Is the \$39 million in SIA being referred to the same as what is on page 118 of the proposed budget book?

A1 - Yes.

Questions in regards to item 7 (line 24):

Q2 - What is BRYT?

A2 - A response by Director Lowery and Committee Member Irina via chat indicated it stands for Bridge Resilient Youth Transition and is a tool for social emotional learning for struggling students.

Q3 - Is the \$225,000 for the 2 restorative justice positions being removed?

A3 - The \$867,000 is on hold. Being on hold means that when funding becomes available, investment in this program will commence in a future year. District plans are no longer a 1 or 2 year investment plan, but more of a 4 to 5 year investment plan.

SIA Fund examples: Some of the investments with no reductions highlighted included the following: social emotional learning (row 26, item 10); expanded SPED programs (row 30, item

13); mental health, substance use and behavioral health supports (row 31, item 14); specialized support for students on 504 plans and medical equipment for accommodation needs (row 34, item 17); and development and implementation of curricular resources (row 37, item 20) which includes an additional \$2.5 million from general fund to purchase new curriculum and instructional materials.

General Fund example: Some items such as the P-3 Plan Implementation (row 53, item 37) was put on hold with the reduction of SIA funds, but this plan will move forward using general fund dollars. The subsequent documents show the reduction in general funds to support plans such as this which meets board goals 1 and 2.

Measure 98 Funding example: Item 64 (row 76) is investment to systematically implement interdisciplinary grade level instructional teams. The plan is to put a system in place to ensure success for the freshmen when they enter high school. This investment aligns with board goal 4.

Thomas thanked Cynthia and acknowledged the effort of PPS staff in compiling the crosswalk document in response to CBRC's request.

Q4 - Are the amounts indicated in columns F-J an increased investment over the current dollar amounts spent in these areas?

A4 - The additional funding is through SIA. General fund is about the same (different allocations), and Measure 98 is less. Because there is a strategy in place, dollars are being shifted (within major funds) to meet board goals. Despite the cuts and restrictions on some of the funds, the district has a road map to meet board goals. Currently, the district needs to reconcile and balance the budget to move the needle forward. While other programs may be deferred into year 2 or 3, the needle will continue to move.

Q5 - For item 48 (row 62), the district was going to invest \$5.1 million, but has put on hold all but \$0.4 million to create more optimal class sizes for K-5; for middle school, all \$2.9 million was put on hold; and for high school, all \$0.9 million was put on hold. Then if you look at item 35 (row 52), it looks like a general bucket for class sizes. Is this because the district does not know what next year will look like?

A5 - Yes. Thanks for pointing this out. For example, in page 89 of the proposed budget book, funding for K-5 from general fund is reduced as compared to this year, but if you add in the additional SIA dollars, funding will remain pretty much the same as compared to this year. The staffing ratio and staffing formula comes into play here as schools such as CSI/TSI and Title I schools requires additional support. But simply looking at the student/teach ratio is not enough as you need to factor in the entire support for a child - this includes specialists, assistants and other support outside the classroom.

Q6 - For item 20 (line 37), SIA funding is \$0.6 million and general fund is \$2.5 million. How did it jump from \$0.6 to \$2.5 million?

A6 - The original investment of \$0.6 million in SIA fund remains the same. The district is dedicating an additional \$2.5 million from the General Fund to help meet board goals 1, 3 and 4.

Q7 - What is the connection between the budget and general fund?

A7 - The budget consists of the general fund, SIA, Measure 98, and other resources such as grants. So for item 20, the total budget for it is \$3.1 (\$0.6 million from SIA and \$2.5 from general fund).

Q8 - For item 20 (line 37), how many FTEs does the \$2.5 million in general fund represent? Is it fair to say that there is nothing in the document that shows FTE dedicated to board goal 1 in improving 3rd grade reading? The concern is that, with COVID, students are falling behind despite the district's best efforts, and there are no FTEs directed to this effort. Could a portion of funds be allocated to assist with reading such as teacher's aide, after school class or other solutions to allow students to catch up on their reading?

A8 - The investment for item 20 is for curriculum and instructional materials only. FTE staffing are in the staffing worksheet. The concerns are noted. Currently, general fund is projected flat (page 89 of budget book, volume 1) and SIA has specific funding requirements that does not allow the district to dedicate SIA resources to address board goal 1 for all students. However, the SIA resources can be used for targeted group of students to meet board goal 1.

Q9 - Is there a bucket of SIA funding that is dedicated to reducing class sizes?

A9 - There are very specific requirements on how SIA funds can be used. Page 117 in the proposed budget book indicates the SIA grant has two purposes: (1) meet students' mental and behavioral health needs and (2) increase academic achievements and reduce disparities for specific subsets of students (students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, foster care, and other students that have historically experienced disparities in our schools).

Q10 - Third grade reading can only be addressed using general funds and not SIA funds. Is this accurate?

A10 - Yes. However, the SIA funds can be used for new and improved services for targeted students.

Q11 - Would strategies like what Sara has copied in google chat - high intensity tutoring, extended learning time, monitoring and early warning systems - be paid by SIA?

A11 - As stated earlier, SIA funding is very restrictive, but depending on what the strategies, SIA could potentially be used. The Student Success Act invests 20% in Early Learning Account and this is not for K-12.

Q12 - Are there funds allocated or plans in place for next year to make sure that underserved students get the attention they need? And could SIA funds be used to help these students?

A12 - The district is working on plans and we will present those plans to the board and the public at some point. Funding to assist those students may be possible if it meets the SIA criteria. SIA funding helps the district shore up parts of its budget. It is supposed to help improve a situation rather than replace budget dollars.

Comment:

- In reference to item 7 (line 24), \$225K for 2 restorative justice positions - we should flag this reduction given the current situation and the race equity issue.

Document 2 - K-5 Class Size Changes 19-20 to 20-21

Cynthia provided a brief overview of the document which shows the FY19-20 maximum class sizes, and the FY20-21 maximum class sizes with full and reduced SIA funding.

Q13 - Why does it look like SIA funds help improve class sizes for some grades when it was stated earlier that SIA funds cannot help lower class sizes?

A13 - While SIA funding cannot assist in reducing class sizes in traditional classrooms, it can be used to provide additional support to the underserved students in the class. Page 31 in the proposed budget book provides more details on the staffing model used to determine class sizes. The improved class size for some is due to investment in specialists, particularly in CSI/TSI schools.

Comments:

- Due to potential distance learning, do we want to emphasize class sizes or should we consider other methods such as 1-on-1 learning? There are studies that show college students can be trained to effectively tutor kids 1-on-1 as a lower cost method rather than hiring extra teachers just to reduce a class size by one student. Given the current situation, outside-the-box solutions should be considered, especially during a time of reduced resources.
- Students who are falling behind will stay behind because they are not getting the attention they need unless there are additional resources, like tutoring, provided. Schools are simply inadequately funded with or without COVID - the report should note this.

Document 3 - Central Reductions to CBRC

Cynthia provided a brief overview of the overall central office reductions of \$7 million to help further meet the board goals.

Q14 - How many FTEs does this represent and what are the impacts in this area?

A14 - The district is unable to share the details of this reduction at this time. Information will be forthcoming as soon as the impacted staff and programs have been informed.

Q15 - Instruction and School Communities is cut by a lot - \$4 million - what does this mean?

A15 - Unfortunately, details of this cut cannot be shared at this time. Since personnel represents about 80% of costs, FTEs are affected.

Q16 - When will details of the cuts be publicly available or made available to CBRC?

A16 - It is unknown at this point, but it will be shared once all affected parties have been informed.

Q17 - Is the \$7 million in cuts all general fund dollars?

A17 - Yes.

Q18 - With uncertainty around COVID and the school model for next year, along with teacher retirements, attrition, and higher-risk groups, what is being discussed by the district?

A18 - PPS has started gathering information from its workforce and discussions about plans for the fall has been ongoing. Due to so many uncertainties and so many variables, many things must be taken into consideration and worked out before any plans can be shared.

Q19 - The Educator Advancement Council has a pot of money that will be distributed across the state for teacher diversity. Is this potential resource part of the district's conversation given that teachers may drop out or move, and teacher diversity would help support the RESJ framework, among other things.

A19 - The district is most likely discussing this, but there are no specifics to be provided. PPS has a policy to recruit and train a diverse workforce.

CBRC members were asked what themes should be reflected in the report, and to share things that they would like to support, or questions or concerns they would like to raise. The following is a summary of statements:

- Appreciate the crosswalk.
- Disappointed that the Coronavirus was mentioned only once, and that there was no message about planning for the fall. Good or bad, distance learning varies from teacher to teacher and students will have different experiences.
- Start the report on a positive note - sustained funding around the plan (i.e., funding was preserved and not cut, and additional funding for SPED more important now).
- Make sure the race equity piece is highlighted (RESJ, different pieces of board goals, removing officers from schools).
- CBRC approving a budget without full information of reductions.
- With the great news last year (passing of Student Success Act) and the somber event of this year (COVID, economic downturn), we have to be hopeful in our narrative.
- Maintain transparency between CBRC and district. CBRC should be constantly informed.

- Concern about decisions that may be made unilaterally, without board being apprised, by the Superintendent.
- Praise leadership and their integrity in maintaining a budget with the caveat that there are some misalignments such as huge reduction for MTSS.
- Do we write a report based on the budget or what CBRC thinks it will be (Response - The report needs to respond to what is presented in the book.).
- Because of circumstances, not all information is presented and tradeoffs are unknown at this point.
- Commenting on a budget that is not real.

Q20 - In a normal budget year, would there be more details about cuts?

A20 - Yes, in a normal year, more high level details of proposed cuts would have been provided earlier.

Q21 - With the discontinuation of police at schools, where are those funds being repurposed?

A21 - The SROs (School Resource Officers) program is paid for by the police bureau so there are no cost savings to the district. The district is currently talking to the city about how to best support student safety.

Cynthia thanked CBRC for their time and perspectives on the budget.

4. Closing and next steps

- Thomas and Sara will consolidate notes and email bullet points to members tonight.
- Members are asked to provide corrections or additions by Saturday, June 6 at 12:00 p.m.
- Thomas and Sara will email a draft report to members by Sunday, June 7 at 12:00 p.m.
- CBRC will submit a report to the board by Monday, June 8 at 2:00 p.m.

CBRC asks that PPS staff perform a fact check on the report and to inform CBRC of any inaccurate statement as soon as possible.

Thomas adjourned the meeting at 6:08 p.m.