

**Portland Public Schools  
CBRC Annual Budget Review  
Fiscal Year 2023-24  
May 09, 2023**

***Background and Purpose of the Community Budget Review Committee (CBRC)***

The Portland Public Schools Board of Education (board) established the Community Budget Review Committee (CBRC) to perform the following functions:

- Review, evaluate and make recommendations to the board regarding the Superintendent's Proposed Budget and any other budgetary issues the CBRC or the board identify;
- Monitor and advise the board on the allocation and expenditure of Local Option Levy funds, which will be completed under separate cover; and
- Provide and strengthen the link between the district and school students and families.

***Current Status of CBRC and Context of the Creation of this report***

In Fall 2022, Portland Public Schools (PPS) staff implemented a more extensive and intentional community recruitment effort resulting in the CBRC receiving the highest number of applicants in its history. The Committee now has 13 community volunteers serving three year positions. With the expansion of the committee and successful recruitment efforts, the CBRC is composed of a larger proportion of new members. While this brings a fresh perspective with a broad range of backgrounds and experiences, it has posed some challenges bringing new members up to speed on the district budget processes and norms. To support new members as well as augment the expertise of existing members, the CBRC requests that in advance of the next budget for FY 24-25, the Committee receive more training on analyzing the budgetary documents so it can more effectively provide meaningful feedback and support to the board.

The Committee began meeting virtually in November 2022 and convened a total of nine times. CBRC received presentations from Dr. Kimberly Armstrong, Chief Academic Officer, and Dr. Renard Adams, Chief of Systems Planning and Performance, among other cabinet level staff. It has engaged in two work sessions with the board, one on the finalization of the IGG application and one led by the private contractor Educational Resource Strategies for the purpose of reviewing the company's analysis of the district's effectiveness of allocations of resources. Chief Financial Officer Nolberto Delgadillo and his staff have contributed greatly to the Committee's preparation for the annual budget review. As in previous years, there are limitations around CBRC's ability to provide a comprehensive report and recommendations to the board. In addition to the condensed review time allotted, the unexpected absence of the CFO in April presented a challenge to timely and thorough answers to the Committee's questions before and after the release of the Superintendent's budget on April 13, 2023.

### ***Purpose and Focus of This Report - Analysis of Budget Alignment with Board Goals***

The primary focus of the CBRC's review is the extent to which the 2023-24 budget aligns with the board goals. For background, the four board goals focus on academic outcomes for students and were established through a 2019 comprehensive visioning process. The goals seek to reduce and ultimately eliminate racial disparities in academic achievement. The four goals target the following milestones in students' educational progression:

1. Third-grade Reading
2. Fifth-grade Mathematics
3. Eighth-grade Readiness
4. High School Graduation

The board identified benchmarks for each of these milestones to gauge student progress toward realizing the Graduate Portrait in order to assess the effectiveness of investments on achieving its goals. CBRC endorses the board's goals and applauds the focus on specific benchmarks aimed at reducing and ultimately eliminating racial disparities in academic achievement, particularly for Black, brown and indigenous students.

### ***Overall Reflections to Frame This Report***

We recognize and appreciate several attempts to maintain targeted support for Black, brown and indigenous students in support of the board goals. We acknowledge the board's commitment to continue a focus on the core needs of students, increase academic achievements and reduce academic disparities across racial groups. We support the district's efforts to limit class sizes in K-8, and maintain additional direct support for Black, brown and indigenous students. Maintenance of targeted direct service and student-facing positions aligns with the board's goals.

CBRC acknowledges the limitations of the district to meet the pressing needs of all students with limited funds from the state. We recommend that PPS and all PPS supporters continue to advocate for protecting and increasing the K-12 budget for Oregon school districts to achieve the Quality Education Model (QEM). Although the average class size is lower than other larger districts across the state, CBRC recognizes that even with Student Success Act investments many class sizes remain unacceptably high. Additional State funding could be used to increase student-facing direct service positions, including making strategic reductions to class size in schools and grade-levels or subjects that demonstrate the greatest need for additional direct service support, which could accelerate the attainment of the board goals to reduce and eliminate persistent racial disparities in academic achievement across the K-12 continuum.

### ***Trends that Impact Board Goals***

This report also identifies trends CBRC observed in the 2023-24 budget cycle that will impact the attainment of the board goals. These trends are not narrowly related to the specific board goals, but CBRC strongly recommends the board reflect on and attend to these trends as they will have a major impact on attainment of the four goals. The following are the trends CBRC observed as having the greatest impact on the attainment of the board goals:

#### ***1. Trend of Declining Enrollment***

- We observe that additional funds (recurring SIA and one-time ESSER funds) along with an increase in local option levy have been utilized to soften the budget shortfall due to ongoing enrollment decline. However, CBRC is concerned that these additional funding sources are hiding the looming shortfall due to ongoing enrollment decline from the general public.
- Staffing levels for the 2023-2024 budget remain stable and in some cases have improved compared to pre pandemic levels. While the total number of teacher FTE has decreased from 2018-2019 to the proposed 2023-2024 budget (from 2,177 FTE to 2,138 FTE), teacher FTE per 1,000 student has slightly increased (from 47.6 to 50.5) during that time period due to declining student enrollment.
- Furthermore, FTE for other staff positions in the proposed budget has increased, especially for Instructional Coach positions which are not student-facing (from 64.8 to 134.8 FTE, a 70.0 percent increase). Staffing also increased for student-facing positions critical to the attainment of the board goals, such as School Counselors (from 143.7 to 161.2, a 17.5 percent increase) and FTE for Special Education (from 595.5 to 724.0, a 128.5 percent increase).
- Enrollment is projected to decline in the foreseeable future which may suggest that funds for all functions, including direct teaching and instructional activities will decrease in the coming years, while fixed costs to maintain schools as a fraction of total costs will likely increase. The end of pandemic-related funds will further exacerbate this financial tightening.
- ***Recommendations:*** The board should consider proactive steps to maintain direct service instructional FTE amidst declining enrollment and funds. CBRC recommends the board consider the following actions:
  - District-wide outreach efforts to families with prospective or current elementary students currently not enrolled in PPS to better address needs and concerns as a way to revert enrollment declines. Such efforts should include recruitment of incoming kindergarten students as well as families of students who have dropped from enrollment at all levels K-12.
  - Analysis of spending on positions that are not student-facing as a first step, as well as a thorough analysis of contracts for services that may be redundant to work assigned to district-funded positions.

- Reconsideration of any proposals for contracts to support central office functions, including but not limited to contracts for aligning the instructional framework or other initiatives that are part of the central office strategic plan.
  - Analysis of all investments in indirect (not student-facing) services should preclude any further cuts to direct service, student-facing positions.
2. *Trend of Disproportionate Increases in Administrators Compared to Direct-Service Staff*
- Analysis of the data provided on page 216 of Vol. 1 of the Budget Proposal (FTE by Major Function and Employee Type) shows that from the 2023-24 budget the FTE for Licensed Staff (Teachers, Counselors, Licensed Support Personnel such as Speech Pathologists and other Licensed staff who work directly with students) will decrease by 8% from the year prior.
  - FTE for Administrators (both School-based Administrators and those supporting other functions in the district) are set to be increased by 3%.
  - If the school-based Administrators (those Administrators working directly with students) are excluded from the analysis, FTE for those non-direct service Administrators is proposed to be increased by 16%.
  - Further, from 2020 to the proposed budget for 2023-24, these non-direct service Administrator FTE positions have increased by 52% while FTE for Licensed Staff has decreased by 6% in the same time period.
  - *Recommendation:* CBRC recommends the board closely review the added Administrator positions, specifically those that are not school-based nor student-facing daily. We question why more Administrators are being added to support and manage fewer Licensed FTE, especially during this period of declining enrollment.
3. *Trend of Deferred Maintenance of PPS Schools*
- PPS reports that deferred maintenance for all District buildings grew in excess of \$400 Million in FY 2022-23. The cumulative total for deferred maintenance now exceeds \$1 Billion.
  - *Recommendation:* CBRC recommends that the district analyze and address these maintenance needs more aggressively in the 2023-24 budget cycle and develop a long term plan to implement building upgrades. This plan could include options for leasing or selling properties not currently housing students to offset deferred maintenance costs on existing properties which house students.
4. *Trend in Continued Need to Recruit and Retain Black, brown and indigenous Staff for Student-Facing Positions*
- We recognize the racial make-up of student-facing staff does not reflect our student populations.
  - We know the district faces budget constraints, but we also know we cannot afford to lose ground on the early progress that has been made. To be clear, Black, brown and indigenous students will stand to lose the most if we back off on our commitments to diversify student-facing staff.

- We recognize that there has been some budget allocation towards the mentoring of new teachers, but we still lack measures of the work being done in this area, whether it is likely to achieve the outcomes we desire, and whether the investment is adequate.
- *Recommendation:* PPS should maintain, expand and monitor efforts to recruit and retain Black, brown and indigenous student-facing staff in the next budget cycle.

#### 5. *Trend of Increased Funding for CBO and Charter Schools*

- The State formula for Alternative/CBO (community-based organizations) and charter schools, servicing some of the District's most historically and presently oppressed students, provides for funding at 80% of the funding levels provided to students at other schools. We concur with the board's previous commitment to pass-through funding at 90% of funding levels in 2023-24 to CBOs providing specialized services to students most in need. Additionally, CBRC acknowledges receipt of this year's CBO requests for increased funding from SIA funds and recommends the board take this into consideration.

#### 6. *Trend Toward Increased Accessibility & Transparency in Budget Process*

- CBRC supports the District's continued efforts to make the budget process more accessible and transparent to the general public. We offer the following recommendations to further enhance public engagement:
- *Recommendations:*
  - PPS should provide school level summary budget documents to individual schools and their PTAs to increase visibility and encourage school-level stakeholders to engage. It is also recommended that more detailed line item budgets for individual schools be made available as supplemental information.
  - For 2024-25, CBRC would benefit from additional facilitated work sessions that allow for more in depth review and discussions of the proposed budget and specific programmatic allocations.
  - As noted in this report, all PPS schools will receive ESSER school improvement grants of \$100k-\$120K for schools to use at their discretion to address specific needs. We recommend a more participatory budgeting process to establish how these funds will be spent.
  - School Continuous Improvement Plans (SCIP) and outcomes should be shared publicly with teachers, students, parents and community members if they are not already to avoid siloing and othering within creation of the plans. We believe this is the best method of counteracting the perceived lack of transparency in regards to grant dollars and overall budgeting that impacts professional development, targeted intervention for a focal set of students, staffing, academic support and other non-FTE related needs.
  - It is important to note that individual school foundation funds should be acknowledged as inequities. Because these funds are included in the budget document, making this open for CBRC review, we want to highlight the inequities here. The foundation is highlighted in the budget on page 134. CBRC has made note that some schools have more access to foundation funds than others and this increased funding is largely

available to schools serving populations of higher SES and lower percentages of Black, brown, and indigenous students. We encourage the district to develop strategies to decrease the inequities including but not limited to policy revisions that could provide for a collective foundation district-wide to distribute collected donations in a more equitable fashion.

- Provide opportunities for student involvement in how the equity allocation of the 8% staffing model at targeted schools funds is used at the school level for increased transparency and participation by our students.
- It is our recommendation that PPS implement a student participatory budgeting process for a portion of the budget. Participatory budgeting (PB) is a democratic process in which community members decide how to spend part of a public budget. It gives young people real autonomy over a portion of the budget. This process builds understanding of school budgets, directs funds to pressing needs and innovative ideas. Students and parents learn democracy while doing it, gain more understanding of the complex school issues and needs and become more engaged in their community.

7. *Trend Supporting Periodic Review of Proficiency Assessment Tools to Measure Growth*

- The current budget includes \$1M for MAP testing. CBRC continues to acknowledge the importance of a suite of assessment instruments that help paint a complete picture of students' social, emotional, and academic well-being. Such assessments should be conducted in balance with periodic review of grade level curriculum and varied approaches to ensure PPS is reaching all students and abilities.
- The Oregon Statewide Assessment System has three components: the summative assessments, designed for accountability purposes; interim assessments, designed to support teaching and learning throughout the year; and formative assessment practices, designed to support classroom-based formative assessment processes. Link here: <https://www.oregon.gov/ode/educator-resources/assessment/Documents/Balanced%20Assessment%20System%20Graphic.pdf>. Using these assessments that are aligned with the board Goals and aligned with ODE's assessment expectations will be a better investment as there is no associated outward costs. The resources used for MAP can be applied toward Assessment Literacy training for staff.

8. *Trend for Continued Application of Racial Equity Social Justice Lens*

- Members also applied an equity lens when reviewing to help counteract the systemic and institutional barriers that Black, brown, indigenous and Transgender, Two-Spirit, Queer, Gay, Lesbian, Bisexual, and gender-nonconforming students encounter within the blurred lines of a budget. We are empowered by the idea of PPS having a space for community budget review that further invokes the checks and balances needed in a large institution. We encourage the district to continue embedding equity—through an intersectional lens—into budget creation and implementation, as we believe it allows room for students to feel represented in multiple aspects of their PPS journey.

## ***Budgetary Decisions that Directly Impact Board Goals for Student Achievement***

### ***1. Equitable and Targeted Direct-Service Staffing Allocations.***

- The following are budgetary decisions that are in alignment with board goals and prioritize direct service to students:
  - Staff has attempted to craft a budget that maintains close to current levels of direct support for is focused on investing in historically and presently oppressed students— specifically Black, brown and indigenous students.
  - The 2023-24 budget continues the practice of determining staffing allocations based on the differentiated staffing model, designed to provide more funding for direct support services in schools serving student populations with highest needs (based on SES, percentages of Black, brown and indigenous students, and test scores).
  - It also continues to allocate SIA funding for TSI and CSI identified schools as well as those schools exiting TSI / CSI status but in need of temporary added support to continue their trajectories of improved student outcomes. The board has approved SIA funds to be spent on FTE for 11 Kindergarten EAs at schools serving populations of 60% or more Combined Underserved students, and improving class sizes in classrooms serving students in grades K-8 (almost 7 million allocated to this endeavor).
  
- The following are budgetary decisions that do not appear to be in alignment with the board goals for student achievement:
  - This budget proposes to spend over \$3 million on "Improved Arts Pathways" and "Visual and Performing Arts Pathway Support" by using SIA funds. It is unclear how this aligns with the board goals and how funds will be distributed in alignment with the board's Racial Educational Equity Policy.
  - SIA funds are also supporting over \$4 million for Instructional Coaches. These are not student-facing positions. The added FTE for Instructional Coaches are planned to be distributed equally, not equitably, across all schools serving K-8 students. It is not clear to CRBC how this decision aligns with the boards' goals. It also does not seem to align with the district's Racial Educational Equity Policy.
  - The ESSER school grants of \$100K - \$120K are planned to be distributed to schools equally instead of equitably by need. In practice, this will mean that schools serving the lowest percentages of Combined Underserved students (schools with less than 32% of their student population made up of CU students) will receive the same financial support from ESSER grants as schools supporting student populations of much higher percentages of CU students. This allocation of resources also does not follow the board's Racial Educational Equity Policy.
  - The ESSER grant, which will be in its last year of funding in 2023-24, has been identified as the source for funding 20 FTE for Learning Acceleration Specialists. These are student-facing positions, providing targeted academic intervention support to Black, brown and indigenous students.

We applaud the district's plan to maintain these positions. However, we question the decision to fund these positions with one-time ESSER funds as there will be a continuing need for such positions to reach the board's goals of eliminating the learning gaps for all of our Black, Brown and Indigenous students beyond the 2023-24 school year. CBRC questions the decision to fund only 20 FTE for these positions, at a cost of \$2,250,000 in ESSER funds. This is in comparison to the ESSER school grants, distributed equally not equitably, totalling \$8,759,614 and the Arts Pathways expenditures previously mentioned at just over \$3 million.

2. *The Continued and Increased Need for Differentiated Staffing Allocation Based on Increased Student Need*

- The equity allocation of 8% of the staffing model at targeted schools has held steady since FY16-17. CBRC continues to support this investment and notes that the visibility in the Budget Book, Volume Two, is a valuable tool to demonstrate a base level of transparency to the community.
- CRBC does question why the equity allocation percent has remained steady when the needs of our historically and currently underserved students have increased exponentially since the pandemic. Learning gaps have increased, as well as needs for social-emotional support.
- *Recommendations:*
  - An increase in the equity allocation that better serves students in need of the most support and aligns with the board goals and Racial Educational Equity Policy.
  - As with all expenditures, CRBC recommends more accurate data on returns on investments of the equity allocations to determine the impacts of such investments over time, allowing for course corrections in how these monies are spent to respond to changing student needs and improve outcomes for students. However, only providing school-level staff allocation lacks the transparency into intended uses and accountable outcomes that we wish to see.

3. *Continued Need for Targeted Support in Response to Negative Impacts of the Pandemic*

- Similar to most public school systems, PPS was unable to address all the educational and social-emotional needs of all PPS students which have exponentially increased since the pandemic last year. Increased support for our students who were most negatively impacted by the pandemic is critical, specifically Black, brown and indigenous students, students learning English as a second or other language, new immigrant students, students identified with needing Special Education support, and students living near or below economic poverty levels.
- *Recommendation:* At minimum, continue to maintain current levels of direct targeted investment in direct educational supports (primarily teaching staff, counselors, and educational assistants) as well as additional money to support PPS students with highest demonstrated need for support in 2023-24, especially in direct educational supports (teaching staff) in order to make significant headway toward academic recovery and heal from trauma caused by the pandemic as well as pre-existing and continuing systems of oppression.



4. *Addressing Support for and Concerns Regarding Summer Acceleration Academy*

- We applaud the district's continued focus on summer programs to support students with lagging skills as a result of the pandemic. We support any efforts to close educational opportunity gaps during summer or other intercessions.
- We see that the Summer Acceleration Academy (SAA) is not designed to support all of our highest needs students as it did in 2022. This summer, students must qualify for SAA by scoring at or above the 10th percentile on identified assessments (such as DIBELS, MAP, OSAS). Students scoring below the 10th percentile will not have access to SAA.
- Further, SAA is not providing programming for students served in Focus Classrooms (including but not limited to such programs as Social-emotional Support Classrooms and Intensive Skills Classrooms). We understand that these decisions may be based on the reduction of ESSER as well as State funds available for summer programming. However we recognize the importance of providing SAA for our students with the highest learning needs, not just those scoring above the 10th percentile on certain academic tests.
- *Recommendation:* We recommend that the district provide programming for students not qualifying for SAA, and analyze the student population disqualified for SAA based on newly adopted standards for enrollment to determine the impact of this shift on Black, brown and indigenous students. This analysis would inform future actions and align with the board's Racial Educational Equity Policy.

5. *Continued and Increased Need for Social-Emotional Supports for Students*

- We recognize and appreciate the district's proposal to support Social Worker, School Counselor, and Quality Mental Health Professionals (QMPH) positions with SIA funds. This is an appropriate use of these recurring funds to address a recurring need.
- We question the district's plan to fund 1.0 FTE Instructional Coaches at all schools while funding just .5 FTE for Social Workers. We see supporting the whole child as a necessary first step towards achieving the board goals of improved academic achievement.
- We also question staffing formulas for all positions focused on meeting the social-emotional needs of students as these needs have increased dramatically post-pandemic.
- We know that the social-emotional needs of all students have increased since the pandemic. We also know that our Black, brown and indigenous students and students of lower SES suffered much more from the impacts of the pandemic than our white more affluent students. It follows that schools with higher percentages of Black, brown and indigenous students and populations of lower SES would have an increased need for support from School Counselors.
- *Recommendations:*
  - Invest more SIA funds in direct service positions supporting the social-emotional needs of students and prioritize these student-facing positions over other positions not supporting students directly on a regular basis.
  - One (1) FTE for Social Workers at all schools serving the highest

percentages of Combined Underserved students.

- Consider reducing current staffing ratios for positions supporting social-emotional needs of students. For example, currently School Counselor ratios for K-5s, K-8s, Middle Schools - For K-5s and K-8s School Counselor staffing allocations are between 1 counselor to 499 students and 1 counselor to 350 students, depending on school size. For Middle Schools the ratio is between 1 counselor for 232 students to one counselor for 281 students.
- Differentiate staffing for School Counselors and other positions that focus on social-emotional support to students to meet the differentiated levels of needs across the district. Specifically, adjust the staffing allocations for School Counselors to reduce the counselor to student ratios to no more than 1 counselor per 100 students at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

6. *Lack of Equity in Allocation of Instructional Coaches and lack of clear evidence in support of this large scale budgetary investment.*

- The 2023-24 budget provides for Instructional Coaches to implement a new curriculum across all schools rather than in a targeted fashion to address urgent and persistent achievement disparities between our Black, brown and indigenous students and white students.
- Evidence of the effectiveness of Instructional Coaches with respect to student achievement is mixed. For instance, a recent 2018 meta-analysis of 60 studies reported improvements in student achievement due to Instructional Coaches, but noted that these improvements were smaller when applied on a larger scale. Moreover, the 2022-2027 goals are cumulative and therefore require a comprehensive, multi-year targeted strategy that spans multiple classes, not a “one size fits all” approach.
- *Recommendations:*
  - Reconsider the allocation of 1.0 FTE Instructional Coaches equally across all schools instead of an equitable, more targeted fashion.
  - Monitor how implementation of Instructional Coaches affects persistent disparities in student achievement for our Black, brown and indigenous students in comparison to their white peers in order to evaluate and make necessary adjustments to this strategy to move towards achievement of the board’s goals.

7. *Lack of Focus on Early Literacy*

- The first of the four goals of the board is to accelerate achievement for students of color in order to eliminate persistent gaps in reading achievement. The board’s goal is “to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS):
  - African - American Students by 5.5 percentage points per year
  - Pacific Islanders by 5.0 percentage points per year
  - Native - American Students by 6.1 percentage points per year
  - Latino Students by 3.9 percentage points per year
  - Asian Students by 2.6 percentage points per year”

- This budget does not include designated funds to support students directly with targeted interventions focused on early literacy (K-2) for the 2023-24 school year. High dosage tutoring and Learning Acceleration Specialists are not provided for grades K-2, only grades 3 and up.
- The staffing allocations for grades K-2 have not been sufficient to support small-group, targeted instruction in the general education classroom to meet the needs of all students in developing their early literacy skills. Additional FTE is provided for kindergarten EAs at schools with a student population of over 60% Combined Historically Underserved (if those class sizes are over 17).
- *Recommendations:*
  - Allocate more direct service FTE to early literacy in grades K-2 to achieve the board goal to “ensure that all students are reading on grade level by the end of their 3rd grade year.”
  - Consider a cap on class sizes for all kindergarten through 2nd grade classes at schools serving a population of 40% or more Combined Historically Underserved to 20 students.
  - The kindergarten classrooms at schools serving a population of 40% or more Combined Historically Underserved students were allocated a 1.0 EA to support small group instruction and targeted early literacy lessons in these classrooms.
  - High-dosage tutoring will be expanded to serve students starting in the 3rd quarter of the kindergarten year, instead of starting high-dosage tutoring at grade 3.
  - Increase the number of Learning Acceleration Specialists from 20 to at least 40 and allocate the FTE at the schools serving the highest percentages of Combined Historically Underserved students, with at least 15 of these positions supporting students in grades K-3 with targeted intervention support to address early literacy achievement gaps.

### ***CBRC Closing Remarks***

Portland Public School’s mission statement is, “We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.” During the budget review process, CBRC members compared the proposed 2023-24 budget to board goals the district’s overriding mission. Overall, we found that the district is making strides in the correct direction of aligning the budget with the four goals. We also noted areas or allocations within the budget plan that could be more in sync with the board goals.

CBRC further acknowledges the ambition and intention of the budget to improve academic achievement for our Black, brown, and indigenous students. Subsequently, the Committee recommends the District prioritize increases in direct service staff allocations in the form of Learning Acceleration Specialists, Social Workers and School Counselors to meet the needs of students post-pandemic over investment in grade-level, standards aligned curriculum. CBRC also offers that maintaining or even reducing class sizes further by increasing teaching staff to provide more individualized attention to students would have a greater impact than the proposed increases in professional development and coaching of teaching staff. While we recognize the importance of high-quality curriculum and well-trained staff, increased investment

in direct-service staff to support students is essential to achieving our academic aspirations.

We understand that change requires innovative approaches as PPS charts unknown territory. We encourage continued reflective practice and study, collaboration with the teaching staff and school communities, along with greater transparency, as the district adjusts and course corrects in its journey to achieve our “true north” of eliminating racial academic disparities while providing educational environments in which all students can safely and joyfully thrive and excel.

CBRC has welcomed the opportunity to work in concert with the district during this process. The review process looked at the impact, successes and challenges that the budget can offer to students, teachers and staff within Portland Public Schools. We recognize the difficult budgeting decisions and investments that the district needs to make in order to have a budget reflective of the overall PPS community. Moving forward, we recommend a more streamlined approach in long term investment planning, equity-focused processes, transparency, information sharing and rationale. We encourage the district to continue pushing its own system in a way that is equitable without a reduction of direct services to students or decreased direct-service FTE. CBRC is appreciative of the district’s efforts to continue growing and learning with students, staff, and community members to create a budget that is increasingly more reflective of its own mission of racial equity, inclusion, rigor and high quality academic learning.

CBRC wishes to express its deep gratitude to Nolberto Delgadillo, CFO, Jordan Cooper, Confidential Executive Assistant, and Alexandra Martin, Finance Program Manager for their invaluable support during the current budget cycle. We especially want to thank Jordan Cooper for all of their efforts to support CBRC’s many new members and all of our collective efforts, especially in the absence of CFO Delgadillo, to whom we wish a speedy recovery.

The following CBRC members respectfully submit this report to the PPS Board of Education:

- Roger Kirchner, Chair/Community Member
- Lisa Selman, Community Member
- Elona Wilson, Community Member
- Stephan Lindner, Community Member
- Karanja Crews, Community Member
- Mariah Dula, Co-Chair/Community Member
- Dashiell Elliott, Community Member
- Tasha Ferguson, Vice-Chair/Community Member
- Paul Freese, Community Member
- Grace Groom, Staff Member
- Sonya Harvey, Staff Member
- Olympia Calvert, Student Member
- Max Niedermen, Student Member