

**Portland Public Schools
Community Budget Review Committee
Meeting Minutes
April 29, 2021**

CBRC Members present: Sara Kerr, Roger Kirchner, Judah McAuley, Brad Nelson, Irina Phillips, Leesha Posey, Jennifer Samuels, Lisa Selman, Elona Wilson, Jackson Weinberg

Community Member Guests: None

PPS Staff Present: Claire Hertz, Terry Proctor, Nolberto Delgadillo, Yasury Valdez

CBRC Members not present: Parker Myrus, Rita Moore, Tastonga Davis, Hoang Samuelson, Renee Anderson

Agenda

1. Welcome, roll call and [approve minutes](#).
2. Discuss 2021-22 [Proposed Budget](#) to the Board
3. Open Discussion
 1. Looking ahead to the May 4th Community Engagement Session on 21-22 Proposed Budget
 2. [MAP data](#) & [Summer Programming](#) Presentations to the Board
 3. Respond to Other topics and Questions
4. Adjourn

Last Meeting Minutes

Action: Roger Kirchner motioned to approve, Brad Nelson seconded. Minutes approved.

Discussion (2021-22 Proposed to the Board)

Nolberto Reviews the added slides about the proposed budget, Proposed Investment Plan FY2021-22 State Funding Levels. Even though the proposed budget is two billion dollars, the two billion dollars have specific uses and it's important to consider the operating component which is coming from the general fund and special revenue fund that make up \$1 billion. The other \$1 billion is restricted to mostly bond and paying back the bond (i.e. debt service).

On slide 16 more details were added, to pull out some of the investments and have a clear snapshot to highlight key funds.



Proposed Investment Plan

As previously stated, we are budgeting with moving variables. There are significant funding details that will be resolved in the next several months and as we learn more, we anticipate continuing to invest in key areas:

- Safety; continue to prepare and plan for modes of in-person and distant learning
- Stabilizing staff ratios at schools; due to unknown enrollment fluctuations
- Learning acceleration inclusive of summer
- Supporting the evolution of the strategic plan
- Meeting the Board established goals



\$16M in supporting Learning Acceleration by Investing in summer programming, focusing on credit recovery, providing Saturday school. Additional social workers for Middle school. We also have to think about professional development investing in our workforce along with additional instructional specialists in some of our schools that require more support. Also how are we thinking about our commitment to racial equity and social justice. How are we supporting BIPOC students with racial affinity groups in addition to our native students and the type of efforts and investment? Answering these questions are contemplated in this budget.

In addition to that, we also have the strategic/operational aspects to consider, we need to think about the expenses on Hybrid reversal; requirements for ventilation measures and additional utility expenses. Kellogg will be coming online soon, how do we support the staffing levels with the enrollment impact as they start? The proposed budget is an investment plan that is built on a \$9.3 billion state biennium and that there are still funding components to be resolved, but aims to address many of these operational items.

Discussion:

Judah, In the past years, we've taken an approach of reserving a certain number of FTE for those kinds of things that always happens in the beginning of the school year, when we find out who's actually going to what school vs projected. My kind of broad based understanding is that we're expecting more uncertainty this fall than usual with the number of people adopted out and the changes in remote work and all sorts of things of that nature. How are we counting for that? in the FTE reserve plan and what is the approach that's being communicated with administrators for their fall planning? **Reply:** We've taken our numbers from FY20 and because of the uncertainty, a statistician may take a step back and look at the trends and make

assumptions for next year, FY22. From our perspective we took where we were in the school 19-20 and then leverage those numbers to then support and plug in for this coming year. We are hopeful a lot of families come back. Claire Hertz added that we are using 19-20 enrollment for staffing, even though we've overstaffed in our elementary schools. So we are overstaffed in the primary grades. There is a staffing reserved that we keep to allocate in the spring. We will be watching closely and we also have set aside the possible use of ESSER funds to mitigate some of the class size issues.

Judah, As a follow up 2020 budget included reducing the number of four, five splits and then also trying to get closer to two strands in each school specially the title one schools to had the smaller enrollments in it, then moving the cap size. The number of students per school per class into the bonus formula, providing the extra money to the teachers that had, instead of making it our choice to add a resource or paying them extra, is also included? **Reply:** We don't know, but will be watching closely. We also need to consider the families that won't be returning in the fall until there's a vaccine for children. For students in HS we are actually waiting to hear if they will be able to take the vaccine; then maybe we can bus students to the convention center, OHA is helping us with all of those pieces.

Claire Hertz states that we have to be creative in this pandemic that meets the needs of the individuals, parents, decisions about their children. We are also creating flexibility as we can in order to address everyone's requests in terms of in-person learning vs distance learning.

Sara, Staffing at this point given the variables, from a parent/principal/teacher perspective, what are the assurances we can give instead of uncertainty. What would be the cost associated with staffing in the fall, like para's, lowering the class size. The big question is what are we grounding this on? Schools? I know a priority is black and native indigenious students. How do we know which students have needs, CBRC needs to feel like we have all of the information we need.

Nolberto acknowledges that classroom size reduction around the margins, such as reducing classes by 1 or 2 it might be helpful, but most research and best practices state that class size should be considerably reduced, something close to half. With that in mind, there needs to be a clearer understanding of the trade offs to achieve that both from a investment perspective and logistically (are there enough classrooms?). For now, in the staffing formula, keeping equity in the formula is important, meeting formula thresholds, we want to ensure those formula commitments are met.

Claire, The Issue is we don't know how many students are coming back, some grades might be losing a teacher or so, shifting the teachers around the whole district is the assurance we can give the parents. It's very disruptive to the teams if we lower the allocation per school. In Terms of Learning acceleration We are working with credit recovery to ensure a path to graduation. Students who are missing work will have the opportunity to do the missing work instead of re-taking the course.

We are grounding our decisions in the successful school survey and the Map assessment. We are supporting our CSI/TSI Title schools as well as focusing on our black and indigineous students. English learners and special ed will be identified this summer to focus on them.

You bet we are spending the money on our students to ensure they have an acceleration program during the summer, keeping it fun.

Brad, I suggest that we have clear criteria on how to evaluate the budget. We should save time to do that.

Lisa, The kids who didn't come to school this year, how is the district reaching out to those students who potentially will need more support? The Budget Board meeting, the student rep asked about the summer program, what are the opportunities for the students that didn't struggle virtually, will there be support to keep them on target? As far as criteria, On the slide I think it would be good to have metrics and having the number of students that we are serving, or trying to help. Also why is there a shortfall in the operational budget if the state doesn't provide that? Reply: On our presentations we have broken it down to percentages, students, and money. The opportunity there is to tell the story, having the conversation of if the budget is grown by 150 million why is there a shortfall?

There is a slide "The funds behind the budget", "Closer look at the general fund", breaks down the budget.

Irina, What we need to know from the district is to know cost expenses and how you are going to spend this?

Nolberto, reassures that Nicole sent out Volume 2 of the proposed budget on the 16th, where school specific questions are answered.

Claire stated to Nolberto that the summary of schools should be something to take back to the team to ensure it's included in the proposed budget.

Judah, Asks if CBRC is interested in going into the lens? Or MAP data?

Brad, Suggest CBRC does more Digging into criteria:

The board Goals is something cbrc can't use to build the report. Cbrc needs to decide what's best in most places. Cbrc needs to figure out what are the goals now? Do we need to develop that on our own to help most. **Reply:** The board will be reassessing the goals after the fall map testing, update from Dr.Russ Brown.

Irina, suggests that the Vol 2 pages... can be used as the foundation for the report.

Sara suggests that one possible path forward is to lean on equity and try to examine the proposed budget with the RESJ Lens and also the spending for certain student populations that have often been held from this opportunity.

Judah, where could we find the equity allocation? Irina responds she found it on pages 214, Claire asks Nolberto to find the staffing allocation but says they'll get CBRC a table sheet.

Lisa, is there anyway we can know what each school is doing that lays out, what they are implementing, what the goal is for each school to reach to make more things equitable.

Judah, reviews the process for what principals go through to build their school budget.

Jackson, petitions to see accountability in that funding to improve measuring outcomes.

Claire, highlights that the strategic plan will be out in June, with the system shifts and goals.

Brad, Does learning acceleration bring up Kids to grade level, or allowing kids to accelerate their learning . What does it mean? The district should do a better job to support and provide services to the students who meet and excel, instead of just pouring and concentrating funds into just the underserved schools.

Claire states that in the summer programs there is a learning acceleration program and an enrichment part of the program. All students can do the enrichment component k-8.

Irina seconds Brad's comment. She suggests that comparing schools might be the way to measure administration success and capability.

Irina, Brad, suggests maybe taking this to the board, perhaps in the future add the topics for such as those students who are already excelling.

Jennifer and Elona express being uncomfortable with where the conversation is heading and reminds the group that if the students are not succeeding to not point fingers at administration/teachers; to focus on helping the students who don't have the privilege or opportunity that everyone else has.

Reminder: Next CBRC Meeting will be on Thursday (5/6) and the community engagement will be on 5/4.

~~Roger, The Legislature Letter: It has been an ongoing document from the last meeting and will be sent by Roger along with names of the committee members.~~

Elona, Next time I'd like to discuss the Student Investment Account next time- specifically the alternative education piece that folks submitted testimony on

Lisa, Looking at the budget with equity, along with metrics to the board, pointing out that there are special nuances that we have no control over.

Leesha, asked if we know which recommendations that had been sent to the board last year were taken into consideration. In recent history have we been able to identify any recommendations that cbrc has made to be approved. To maybe target the language differently on the report.

Judah, reviews the process for the recommendation letter as a committee.

Judah, pushes back on a CBRC member's idea of starting an email circulation of the definition of equity. We have a charter, the link has been shared. Judah will grab last year's letter and start this year's letter with the editing tool. Judah will start by blocking some time on 5/7 to finish editing.

Meeting Adjourned @ 8: 01

Sara Kerr6:39 PM

Exactly, Claire - I think I am trying to understand if there is a way to hold schools harmless for the turbulence in participation this past year. It sounds like this is happening as you are explaining.

Nolberto Delgadillo6:39 PM

Yes that is correct.

Sara Kerr6:42 PM

Doing this with quality - and finding adequate staff to run summer programming - feels like the hardest part. And getting participation from families and students. I appreciate the emphasis on creating fun, joyful spaces this summer. And I also know families and teachers are exhausted. How will we hold ourselves and our community partners accountable for outcomes? No need to answer this now...something to discuss as a committee.

Roger Kirchner6:42 PM

I think the staffing strategy for 2021-2022 is correct. Probably, the big question revolves around the next budget year and what staff adjustments will be necessary. Concern: Schools that are over-staffed.

Judah McAuley6:43 PM

Well said, Brad, thank you for the reminder

Sara Kerr6:43 PM

Claire/Nolberto - do we have access to the Successful School Survey results?

Claire Hertz6:44 PM

I will ask when the Successful School Survey results will be presented to the board.

Sara Kerr6:45 PM

Thanks, Claire

Sara Kerr6:47 PM

Per pupil breakdown would be really helpful. Use cases - for k-2 student, how much more \$ are we proposing for learning acceleration for example?

Roger Kirchner6:53 PM

Will CBRC receive Vol II soon?

Claire Hertz6:54 PM

Volume II was sent electronically via email - will need to check on when the printed version is available.

Judah McAuley6:54 PM

What was it called? I don't recall seeing volume II

Irina Phillips6:54 PM

Claire, what date was the e-mail sent?

Lisa Selman6:55 PM

Nicole emailed out on 4/16

Brad Nelson6:55 PM

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/21-22%20Proposed%20Budget%20-%20Volume%202.pdf>

Judah McAuley6:56 PM

Ah, Aprile 16th

Claire Hertz6:56 PM

Volume 2

Leesha Posey7:00 PM

yes

Sara Kerr7:01 PM

Does anyone here have easy access to last year's CBRC report?

MAP is one (limited) data point

Sara Kerr7:02 PM

I don't know that we can unilaterally use it to evaluate the budget

Roger Kirchner7:04 PM

I'm looking at APR 16 emails. I don't see VOL 2 there. Thanks for the link, Brad. If I had the subject line, it might be easier to search.

Claire Hertz7:11 PM

Roger - April 16 email subject line - 2021-22 Proposed Budget

Sara Kerr7:11 PM

Lisa! You are speaking my language.

Elona Wilson7:12 PM

And safe

Sara Kerr7:13 PM

Haven't we asked for this? in the past?

Sara Kerr7:14 PM

I think it's right to have local school discretion, but impossible to evaluate the impact of those \$ without knowing what \$ was spent on...

Judah McAuley7:15 PM

brb

Elona Wilson7:15 PM

That's a great idea jackson

Claire Hertz7:20 PM

In education, the term acceleration refers to a wide variety of educational and instructional strategies that educators use to advance the learning progress of students who are struggling academically or who have fallen behind—i.e., strategies that help these students catch up to their peers, perform at an expected

Nolberto Delgadillo7:20 PM

(a working definition) Learning Acceleration in PPS is the intentional implementation of a set of strategies intended to leverage students' assets, strengths, and gifts in order to accelerate learning, provide access to unfinished learning, and move every student towards mastery of key grade level standards and skills.

Sara Kerr7:20 PM

Acceleration is NOT remediation

at least, if done well

the second we start remediating, we take opps away from kids to stay on track to meeting grade level standards

Claire Hertz7:23 PM

Dana Nerenberg - formerly Sitton Elementary

Director of Learning Acceleration

Elona Wilson7:25 PM

Yes, to accelerate the learning that students lost because they are not privileged in this pandemic

Roger Kirchner7:26 PM

Brad, are you talking about an expansion of TAG?

Elona Wilson7:26 PM

It is intended for students to be able to catch up

Claire Hertz7:30 PM

Successful School Survey - Principals will be sharing the results with their communities before the end of the year. They are working on a communication timeline and synthesizing the data now.

Sara Kerr7:34 PM

Thank you Jennifer.

Leesha Posey7:35 PM

Thank you Jennifer. I really was hoping a white person would speak to this. I was feeling the burden of again having to show up to teach.

Elona Wilson7:42 PM

Can we receive a calendar invite for that?

Sara Kerr7:44 PM

I am really sorry all - I am having awful internet issues. I can't even come off mute to speak. Listening hard and will offer my thoughts via the chat.

Here is the latest draft of the letter:

<https://docs.google.com/document/d/1J3gwUEI38qZcD-GJEBvG8E9LDw8yEmBJNAR7rRE5CCc/edit>

Nolberto Delgadillo7:44 PM

@Elona Will do! Links are being set up as we get translation services squared away for the 4th. Stay tuned! Thank you.

Sara Kerr7:45 PM

We can just list names

I don't think we need sigs

Jackson Weinberg7:46 PM

I haven't seen the letter yet, could someone resend it to me?

yep sorry

Nolberto Delgadillo7:47 PM

Of that \$250M PPS' share is \$14.7M

Elona Wilson7:47 PM

Next time I'd like to discuss the Student Investment Account next time- specifically the alternative education piece that folks submitted testimony on. Apologies if I missed this.

Elona Wilson7:48 PM

Tom and Joe! Thanks Nolberto!

Leesha Posey7:50 PM

If anyone has what we submitted last year can you please share?

Judah McAuley7:51 PM

Budget Principles:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/Adopted%20Budget%20Principles.pdf>

Last year's letter:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/CBRC%202020-21%20Proposed%20Budget%20Review%20to%20the%20Board%2006-08-20.pdf>

Sara Kerr7:52 PM

Equitable access to opportunities - call out summer learning as promising...

Leesha Posey7:53 PM

Thank you Judah

Sara Kerr7:54 PM

but only if well implemented, if staff support is there (and staff is supported!), if families and students are consulted in the development of programming, etc.

Elona Wilson7:54 PM

Think we need to redefine equity

for all of us

Cause I don't think we have the same definition

Sara Kerr7:56 PM

@Elona +1

Claire, can you help me track down the final report we submitted last year please?

Or, Yasury?

Claire Hertz7:57 PM

The District has a Racial Equity and Social Justice Framework -

https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/51/RESJ_FrameworkandPlan%20v%2012%202019.pdf

Roger Kirchner7:57 PM

Irinia/Brad: If we were to comment on TAG, do we know how that might affect pending litigation? One of the historical difficulties is TAG programs are required but have not been funded; unfunded mandate.

Irina Phillips7:58 PM

We don't know.

I am asking this question often. And I could not get response

Brad Nelson7:58 PM

last year's report

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/CBRC%202020-21%20Proposed%20Budget%20Review%20to%20the%20Board%2006-08-20.pdf>

Sara Kerr 7:58 PM

I am not convinced TAG rises to the top for us to comment on as a committee this year, personally. I welcome other members' perspectives.

Elona Wilson 7:59 PM

Leesha, do you mind muting when not talking?

Thank you ♡ 😊

Leesha Posey 7:59 PM

Sorry everyone

Sara Kerr 7:59 PM

No worries Leesha

Leesha Posey 7:59 PM

Thank you Judah

Jennifer Samuels 8:00 PM

We could review our charter individually - and then check in together at the meeting

Elona Wilson 8:01 PM

Didn't one get created?

Thought we already had one

Jennifer Samuels 8:02 PM

The charter ??? Am I using the right term?

Brad Nelson 8:02 PM

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/CBRC%20Charter%20-%20Board%20Approved%2012-03-19.pdf>

Judah McAuley 8:02 PM

<https://www.pps.net/Page/1677>

Roger Kirchner 8:02 PM

Claire has posted the District's definition of Racial Equity and Social Justice. I doubt that CBRC can alter the definition, but we could comment legitimately.

Jennifer Samuels 8:03 PM

Shoot, it's not in the charter, but let's review what Claire posted.

Claire Hertz 8:03 PM

Opening statement from PPS RESJ Framework: We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Irina Phillips8:04 PM

Thanks, Claire.

Sara Kerr8:04 PM

I think the question about whether we have adequate operational support is a worthwhile one to explore.

Elona Wilson8:04 PM

Page 16 of the document that Clair shared has their definition

Sara Kerr8:05 PM

May 6th?

That's the date we present

so we need to submit in advance

do we have that date?

by which we need to submit our report?

Claire Hertz8:06 PM

Board Policy - Racial Educational Equity Policy

<https://docs.google.com/viewerng/viewer?url=https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/2.10.010-P.pdf>