



A meeting of the board's School Improvement Bond Committee meeting came to order at 11:00 pm at the call of Committee Chair Eilidh Lowery in the Willamette Conference Room at the Blanchard Education Service Center, 501 N Dixon Street, Portland, Oregon, 97227.

There were present:

Committee Members

Eilidh Lowery - Chair
Amy Kohnstamm
Scott Bailey

Staff and Other Attendees

Kara Bradshaw – Executive Assistant, Board of Education
Alison Day – Portland Village School
Tom DeJardin – Mount Scott Learning Center
Claire Hertz – Deputy Superintendent of Business and Operations
Beth Hutchins – Opal School
Paul Lumley – Executive Director, Naya
Joe McFerrin II – Executive Director,
Rosemary Anderson high School
Mary Catherine Moore – Auditor
Tara O'Neil – Director, Charter Schools
Lisa Otero – Many Nation Academy
Rosanne Powell – Senior Board Manager
Jenni Stackhouse – Portland Village School
Sunita Sandoz – The Emerson School
Kali Thorne Ladd – KairosPDX
Jill Walters – Executive Director, Portland Youth Builders
Korrina Wolfe – Area Senior Director, Multiple Pathways to Graduation
Aaron Balogh – Mt. Scott Learning Center
Jeff Laff – Links at PCC

Overview of 2019-2020 Charter School Extension and Renewal Process

Tara O'Neil provided an overview of the renewal process, noting that they have a regular cycle of accountability throughout the year, and that there is a formal renewal annually which is well defined by state statues, adding that the process normally occurs between January and March. Charter School Regulations state that after the first year of the contract, charter schools contracts are set up so that they then renew for at least five years, but not more than ten years. The district has traditionally set the contracts up for five years with an annual extension year for up to ten years. Ms. O'Neil added that the School Board can initiate a full renewal of any charter school, noting that the Board initiated a full renewal process for the Portland Village School for this year. The district will evaluate charter schools using a nationally normed evaluation process, and a failure of any measure two years in a row will be highlighted and will require the school to create an improvement plan. She concluded that the step in the extension and renewal process are the public hearings for the two schools, which are required to occur prior to February 14, 2020.

Equity Funding Formula for Charter Schools

Tara O'Neil shared that Charter schools are included in equity funding formula, which allowed for the funds to be converted to FTE (Full Time Employee) at the school's cost. There is not an equity funding lens for Community Based Organizations (CBOs). The Community Based Organizations typically serve highest need students (often unenrolled and disengaged) and do not have the benefit of district provided

facilities, so they have a higher need. It was noted that the equity lens filters for demographics, and so equity funds would not go to a school without a demographic need. Director Kohnstamm requested an equity allocation analysis for Community Based Organizations. Equity funding qualification categories were discussed. It was noted that Special Education (SPED) pass-through funds are not included in the equity fund, that the SPED funds are held at the district level and the district provides SPED services to students in Charter Schools.

There was committee discussion about Community Based Organizations and equity funding.

There was discussion to clarify the difference between Equity Funding, Student Success Act (SSA) funding and the Student Investment Account (SIA), noting that the equity funding is a lens that is used to apply general district funds to schools and that the SSA funding is state funding that has three funding components, as defined by the state. The Student Investment Account (SIA) is one of the three funding components of the SSA. There is one Charter School that qualifies to apply for SIA funds.

Discussion: Student Success Act Funding

Tara O'Neil shared that Oregon Department of Education (ODE) did set guidelines for Student Success Act (SSA) funds in relations to charters. There are some charter schools that are eligible to apply for Student Investment Account (SIA) funds independently. The rest of the Charter Schools can participate with the district if they are invited to from the district, or independently. The district has collaborated with them to pass the funds directly to the schools and they will need to submit a plan for the funds. If the school were to apply independently, the district could not count the students at the charter in their numbers, as there is a dollar amount per student.

It was asked why the district would give a per student amount to charter schools as opposed to applying the equity lens. Ms. O'Neil and Ms. Wolfe explained that if the district takes the Charter School Funds and deposits them into district funds, and then applies the equity lens to Charter Schools, then the Charter School would have to follow the plan that is set up for the district. However, if the funds are distributed independently, via pass-through, then the schools can set a plan that works for their school. It was noted that there are two schools in Portland that are state charter schools, and that are not sponsored by Portland Public Schools (Ivy and Cottonwood), and there is currently no provisions for those schools. The Oregon Department of Education charter school department is working on it, and it might be decided that they could be included with Portland Public Schools.

Community Based Organizations (CBO) will have the opportunity to offer feedback on the Student Success Act (SSA). The board will receive the application at the end of February and the district plans to engage in community feedback.

Public Comment

Kali Thorne Ladd – KairosPDX. Asked for more equitable funding for their school. The data for black students is dismal, and not just in academics. PPS does not have a good track record in supporting community programs. They are actively trying to right historic wrongs. There is an opportunity for PPS to invest equitably. SEI was a successful middle school and PPS did not ask what they were doing to be successful. Five other districts have asked Kairos what they are doing, but not PPS.

Lisa Otero – Many Nations Academy. Hoping that this is an opportunity to make a real difference in change. Young people feel like people aren't paying attention to them. There might not be that many students at her school but it creates ripple effect. 90% students of color, and 30% are on IEPs. What is good medicine for their community might not be what is good for students five blocks away. The school is telling their students that they have voice.

Committee Chair Eilidh Lowery Adjourned the meeting at 12:48 pm.

Submitted by:

Kara Bradshaw

Kara Bradshaw, Executive Assistant

