



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

January 13, 2022



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



January 13, 2022



Land Acknowledgement and Anti-Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.



Welcome

Meeting Agenda:

- Review and discuss new options for special program placements
- Consensus/Improvements





Group Agreements

1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure
6. Take space. Make Space
7. Ensure each person in the room has a chance to speak
8. Respect each others' voices and views





Breakout Rooms

Please note that the public will not be able to listen live to the breakout rooms. However, those sessions will be recorded and will be available on the Enrollment & Program Balancing website by Friday afternoon.





Co-Chair Corner



Transportation

- DLI bus service is provided outside of the school attendance boundary for native language speakers only.
 - Limited transportation is currently available for the following sites:
 - Bridger, Cesar Chavez, Kellogg, Lent, Ockley Green, West Sylvan and Mt. Tabor
- Routes are designed each year based on input from the DLI program prioritizing bilingual students.
- Expansion of transportation services would require additional budget allocation, there are some ways we can offset expansion costs, including:
 - Consolidating students to fewer sites
 - Carefully planning bell times so sites can share buses
 - Streamlining current routing process

Transportation (cont.)

- Canceled routes: We are not anticipating staffing issues in 2023 and have improved hiring practices that will continue beyond this year.
- Safe Routes to School: PPS Capitol Planning department is working on a comprehensive Safe Routes to School Program, it is in the early stages.
- Routing team working on impact analysis to provide some framework for how transportation could look in different DLI scenarios.





2021-22 Enrollment Update

- Going forward we are using actual 2021-22 student counts from October for enrollment estimates shown in summary statistics tables
- This supersedes the 2021-22 projections we had been using and updates our socioeconomic indicators
- A comparison of actual and projected enrollment is located here: [2021-22 Actual Enrollment Analysis](#)
- We continue to see lower enrollment than projected due to the pandemic
- For the full suite of 2021-22 statistics visit the PPS System Planning & Performance Resources: <https://www.pps.net/Page/942>

Draft Proposal D Options

Based on these program placements

- Creative Science School is re-located to Bridger as a K-8. It merges with the existing K-5 neighborhood program at Bridger.
- Spanish DLI at the K-5 level is sited at Arleta and Lent, in a balanced co-located configuration.
- Chinese DLI at the K-5 level remains at Clark (formerly Harrison Park) and Woodstock, in their existing co-located configurations.

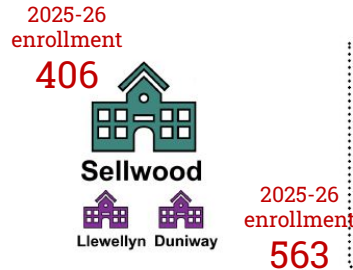
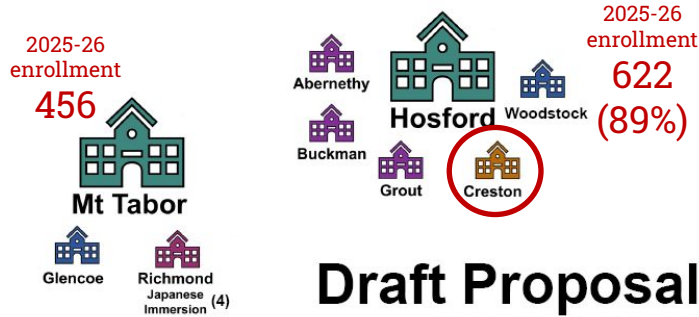


Four Options for Draft Proposal D

Middle School Chinese DLI at Harrison Park

Middle School Spanish DLI at Kellogg

- Kellogg and Hosford have > 80% utilization
- Sellwood and Mt. Tabor are low
- Possible, but no direct path to shifting Kellogg enrollment to balance Sellwood and Mt. Tabor
- Split program feeders: Woodstock

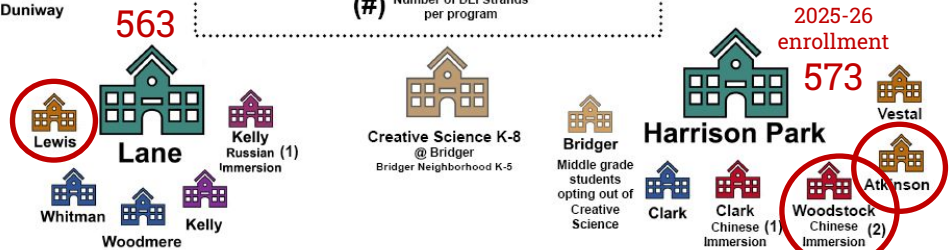
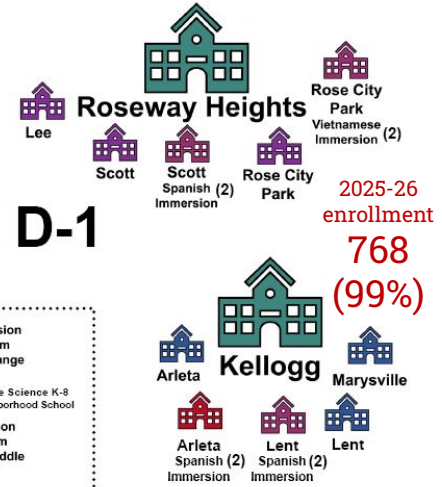


Draft Proposal D-1

Middle School Chinese DLI @ Harrison Park
Middle School Spanish DLI @ Kellogg

Neighborhood School	Immersion Program
No Change	No Change
Neighborhood School with Boundary Change and New Middle School	Creative Science K-8 @ Neighborhood School
Neighborhood School with Boundary Change	Immersion Program New Middle School

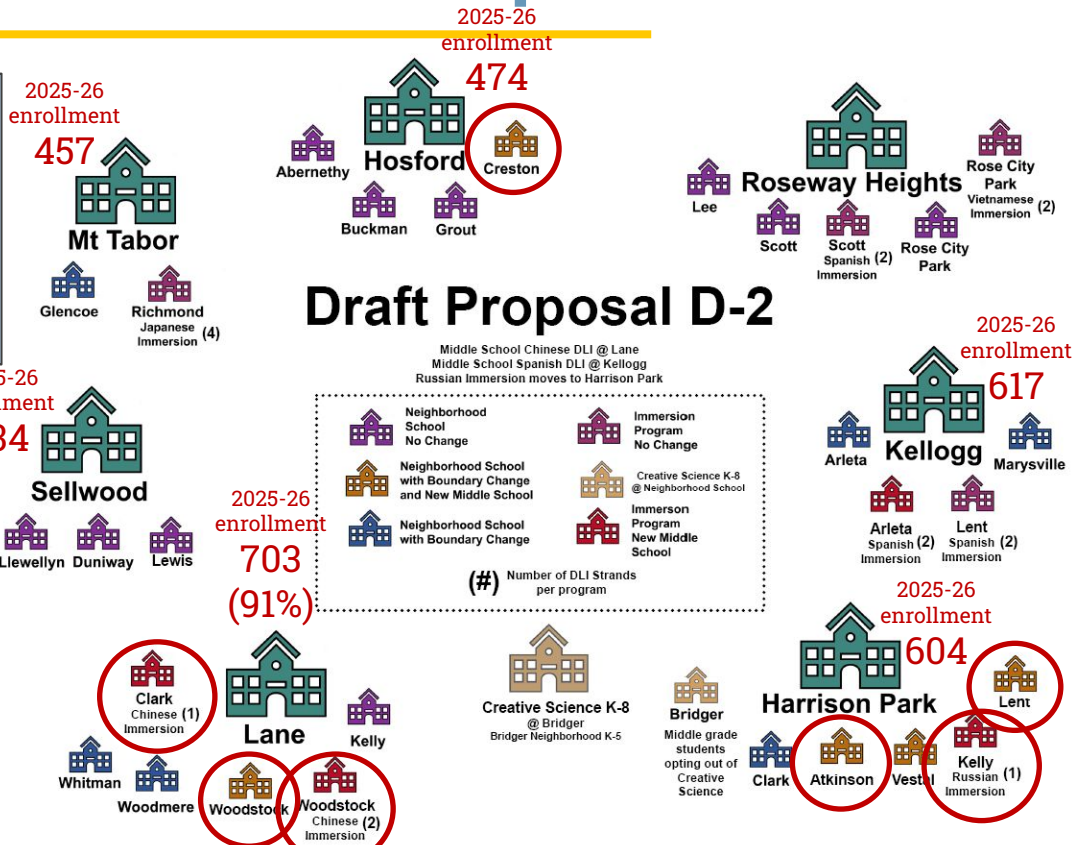
(#) Number of DLI Strands per program



Four Options for Draft Proposal D

Middle School Chinese DLI at Lane
 Middle School Spanish DLI at Kellogg
 Middle School Russian DLI at Harrison Park

- Lane has > 80% utilization
- Hosford and Mt. Tabor are low
- Potential balancing shifts from Kellogg to Hosford and Mt. Tabor, or from Lane to Hosford
- Split program feeders: Clark, Kelly, Lent



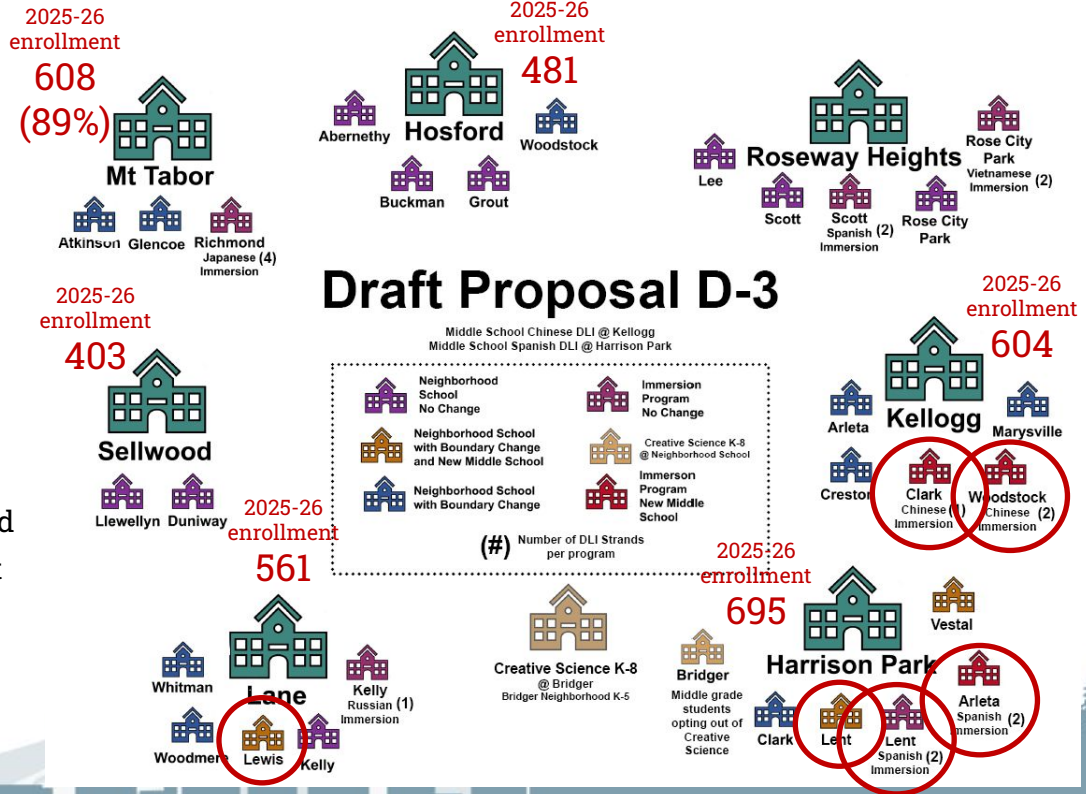


Four Options for Draft Proposal D

Middle School Chinese DLI at Kellogg

Middle School Spanish DLI at Harrison Park

- Mt. Tabor has > 80% utilization
- Hosford and Sellwood are low
- Potential balancing shift from Kellogg/Mt. Tabor to Hosford
- Some balancing shift from Lane to Sellwood possible, but may not get Sellwood to target
- Split program feeders: Arleta, Clark, Woodstock

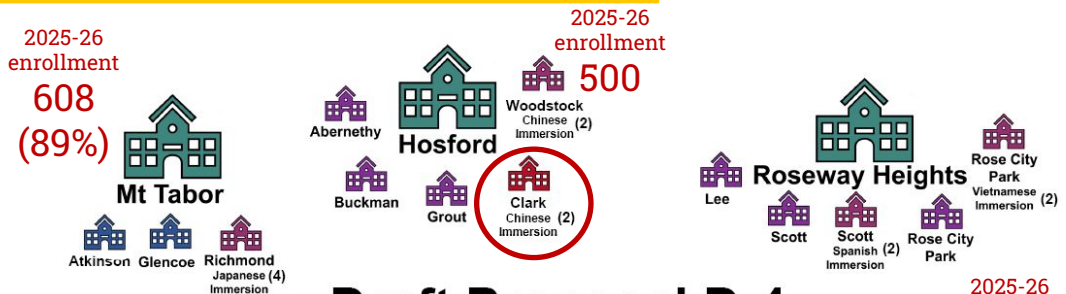




Four Options for Draft Proposal D

Middle School Chinese DLI at Hosford
 Middle School Spanish DLI at Harrison Park

- Mt. Tabor has > 80% utilization
- Kellogg is low
- Potential balancing from Mt. Tabor/Harrison Park to Kellogg
- Split program feeders: Arleta, Clark, Woodstock



Draft Proposal D-4



Four Options for Draft Proposal D

2025-26 Forecast Enrollment (Utilization %)

Middle School	Existing	D1	D2	D3	D4
Harrison Park	N/A	573 (64%)	604 (68%)	695 (78%)	694 (78%)
Lane	363 (47%)	563 (73%)	703 (91%)	561 (73%)	589 (66%)
Kellogg	727 (95%)	768 (99%)	617 (79%)	604 (78%)	437 (56%)
Mt. Tabor	659 (97%)	456 (67%)	457 (67%)	608 (89%)	608 (89%)
Hosford	619 (89%)	622 (89%)	474 (68%)	481 (69%)	500 (72%)
Sellwood	568 (83%)	406 (59%)	534 (78%)	403 (59%)	531 (78%)

Four Options for Draft Proposal D

% Low Income Students

Middle School	Existing	D1	D2	D3	D4
Harrison Park	48%	25%	32%	32%	32%
Lane	42%	34%	29%	34%	34%
Kellogg	32%	32%	29%	26%	32%
Mt. Tabor	10%	7%	7%	8%	8%
Hosford	19%	21%	23%	20%	19%
Sellwood	8%	5%	8%	5%	8%

Four Options for Draft Proposal D

% Black, Native, and Students of Color

Middle School	Existing	D1	D2	D3	D4
Harrison Park	77%	51%	51%	65%	65%
Lane	61%	49%	53%	49%	51%
Kellogg	55%	58%	56%	44%	43%
Mt. Tabor	23%	19%	19%	19%	19%
Hosford	30%	27%	29%	26%	32%
Sellwood	15%	15%	15%	15%	15%

Four Options for Draft Proposal D

% English Language Learners

Middle School	Existing	D1	D2	D3	D4
Harrison Park	33%	11%	15%	17%	17%
Lane	20%	14%	11%	14%	14%
Kellogg	12%	13%	13%	7%	8%
Mt. Tabor	4%	3%	3%	3%	3%
Hosford	6%	6%	7%	6%	6%
Sellwood	1%	1%	1%	1%	1%

Four Options for Draft Proposal D

Resources

- [Description and analysis of Draft Proposal D options](#)
 - Links within to summary statistics and feeder pattern graphics for options D1-D4
- [Chart of middle school program assignments in options D1-D4](#)



Process D Options

Small Group breakout (30 min)





Break





Whole Group Sensemaking

Large Group Discussion





Whole Group Report Out

POLL for Consensus



Homework

Review the boundary lines in the C and D Proposals:

- **What adjustments have been made that you like?**
- **Where is more work needed?**

Please share your ideas through Discord (channel #1-20-22-homework) or through this [Form](#).



THANK YOU

Please Fill out Meeting Evaluation

