

## Enrollment and Program Balancing - RESJ Lens

### A. Surfacing Assumptions (Breakout Session #1, 20 Minutes) :

1. What areas of Portland (near which PPS schools) have the highest concentration of households without internet access? Sitton, Kelly, Lent ( East corner) SKyline,  
Breakout#4: outer SE Portland, Lent, Harrison Park, Vestal,

Group 1: North and East Communities; Arleta School; Lane MS, Whitman; Woodmere; Lent School

Group 3:

- a. SE and NOPo, Lent, Faubian, Mobile home parks near Lent community, Harrison

2. What areas of Portland (near which PPS schools) have the highest concentration of households without a computing device? Further out SE- Kelly, Lent Lee, Rigler Scott Faubion ( Hayden Island)  
Breakout#4: Lent, Harrison Park, Vestal, East side of Portland, Culley (Scott, Rigler), maybe 1 per household but not 1 per student

Group #1: North and East Communities; Arleta School; Lane MS, Whitman; Woodmere; Lent School; Connected.

3. What areas of Portland (near which PPS schools) have the highest concentration of children living in poverty? Spread out, Kelly, Lent  
Breakout#4: Harrison Park, Bridger, Whitman, Woodmere, Cesar Chavez and George neighborhood, Lent, Lane, Harrison Park, Rigler, Scott,

Group #1: Woodlawn; Cesar Chavez MS; Rigler; Spanish Immersion

Group 3: Homes near I205 , Lent/Marshall/Harrision Park , Communities are predominantly made up of BIPOC families because of systemic racism as well as gentrification, Outer borders of PPS

4. What areas of Portland (near which PPS schools) have the highest concentration of households with income below the median income of \$75,000? Kelly, Lent, further east, spread throughout city, Rosa Parks, Chavez  
Breakout#4: little bit of each area of Portland, North Portland, SSE Portland (Whitman/Kelly),

Group 3: East of 82nd, Outer southeast

5. What areas of Portland (near which PPS schools) have the highest concentration of

people who identify as Black, Indigenous, Person of Color (BIPOC)- Outer SE N.  
Portland, Tubman, George, Woodstack 82nd  
Breakout#4: George, Roosevelt, N/NE Portland (Ockley Green, Jefferson),

Group 3: Outer boundaries. Not in the west of the city, NE Portland near Rosa Park ,  
NoPo, Lents, Latinx communities residing near in Lents, Asian communities near  
Brentwood-Darlington

6. What areas of Portland (near which PPS schools) have the highest concentration of working age people who are unemployed? Impacting many at this time because of COVID 19,  
Breakout#4 (does this include stay-at-home moms?): every area has been impacted with COVID and fires, Lent, Harrison Park, Rigler, Scott,

Group 3: Lents, Apartments at 92nd avenue/I205 area

7. What areas of Portland (near which PPS schools) have the highest concentration of households who are housing cost burdened? Kelly Lent, Further East & N  
Breakout#4: Kelly, NE Portland, all around Eastern and Northern edges of district

8. What areas of Portland (near which PPS schools) have the highest concentration of BIPOC households homeownership rates? N, E of 60th & W of 82nd, SE  
Breakout#4:

Group #1: North Portland; Southeast Portland (south of Powell); How many people are living in a single family house?

9. What PPS schools have the highest concentration of BIPOC students? King, Vernon, Lent, DLI- Chavez, Rigler, Tubman George

Groups #1: Outskirts of the city center (North Portland, Outer N/E); East, Northeast; BIPOC v HU

10. What PPS schools have the highest concentration of BIPOC teachers? Not enough!!!  
Woodlawn, DLI schools- Woodstock

Group #1: Woodlawn Elementary; North Portland Schools (Cesar Chavez, Jeff); Outer NE (Rigler 49%, Scott); North Portland, farther Southeast. Immersion Programs/Schools (Spanish)

Group #5: 1. SE, NE, NW  
2. N. Portland, SE, NE  
3. N. Portland, Rosa Parks, Kelly, Central Portland  
4. Kelly, Lent, Rigler, SE, Rigler, NE Portland  
5. SE Harrison Park  
6.

7. SE, N Portland Boise Elliot, MLK, HTMS
8. SE, NE, Marysville, Jason Lee, Scott, Vestal
9. Harrison Park, Boise Elliot, Ockley Green, Scott, Rigler Caesar Chavez
10. Rosa Parks, Jefferson, Roosevelt, Rose City Park

## **B. What Does the Data Tell us (Breakout Session #2, 15 Minutes)**

### **Breakout Group 1 - Jonathan/Gail**

1. What areas of Portland (near which PPS schools) have the highest concentration of households without internet access?  
[% Household No Internet](#)  
[% Household No Computer Access](#)
2. What areas of Portland (near which PPS schools) have the highest concentration of children living in poverty?  
[% Children in Poverty](#)

### **Breakout Group 2 - Karl Logan (Claire if Karl unable to attend)**

3. What areas of Portland (near which PPS schools) have the highest concentration of households with income below the median income of \$75,000?  
[% Household Below Median Household Income](#)
4. What areas of Portland (near which PPS schools) have the highest concentration of people who identify as Black, Indigenous, Person of Color (BIPOC)  
[% BIPOC](#)

### **Breakout Group 3 - Shanice Clarke**

5. What areas of Portland (near which PPS schools) have the highest concentration of working age people who are unemployed?  
[% Unemployed](#)
  - The areas with higher concentration of non-white people/families
  - Low income housing is located in inner Portland
  - Is the data helpful, are we looking at children in the data, or focusing on in the community?
  - Low income older people
6. What areas of Portland (near which PPS schools) have the highest concentration of households who are housing cost burdened?  
[Cost Burdened](#)
  - Lent
  - concentration around downtown and Bridger/Harrison Park/Marshall/Arleta areas
  - All of SE Portland East of Cesar Chavez, South of Powell is all <45%
  - Marshall, Bridger, Harrison Park, South of 26/Powell
  - What is the intersection of income versus property value?

#### **Breakout Group 4 - Keeley Simpson**

7. What is the Median Household income for households that feed into Kelly and into Bridger?

[Median Household Income](#)

≤\$75,000 - Kelly                      ≤\$100,000 - Bridger

8. What schools have the highest concentration of BIPOC households homeownership rates?

[% BIPOC Homeownership](#)

Madison at Marshall, Vestal, and a bit of Lent, Kelly, Woodmere, Harrison Park

#### **Breakout Group 5 - Esther Omogbehin**

9. What PPS schools in the Franklin and Madison Cluster have the highest concentration of BIPOC students?

[Student Demographics](#)

Student Demographics

Harrison Park, Lent, Lane

The population gets more white as they move closer to the river

Black families moved to the Eastside

10. What PPS schools in the Franklin and Madison Cluster have the highest concentration of BIPOC teachers?

[Teacher Demographics](#)

Teacher demographics

DLI schools have most teachers of color, Tubman, MLK, Beach, Chavez



### C. RESJ Lens Questions (Breakout Session #3, 20 minutes)

#### Alignment

1. Describe how the outcomes goals of the Enrollment and Program Balancing process aligns with PPS vision: **A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.**

#### Outcome Goals:

- Optimize the use of facilities to enhance PK-12 learning environments for all students. PPS wants to be a good steward of public assets and phase out portable classrooms when possible to create connected, safer schools.
- Support equitable programming to improve the student experience across all grade levels, and particularly in middle grades. This process will support continued educational program redesign at the middle grade levels, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and creating new comprehensive middle schools while maintaining some regional K-8 school options to support pathway continuity (e.g., Dual Language Immersion).
- Minimize program co-locations to reduce isolation and program inequities by creating fewer shared facilities and co-located programs at K-5, K-8, and 6-8 schools.

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#### Group #1:

If we need to realize this vision, students receive the educational programs that have that...Provide an engaging curriculum and options for electives, especially in Middle School. Ongoing motivation.

K-8 to K-5/MS: Connecting to MS, really critical. Success in HS. Perfect place for set up.

MS equitable in what they offer. Some schools have more than other resources. Children shouldn't have to take on the burden of the the level of poverty they are born into.

#### More options for students to find their unique spark.

Other Programs/Dual language - are they in the location where they are needed.

Group #4:

- Equitable access to programming - students have more opportunities to access learning, programs and resources that interest them.
- Balancing numbers better and a better lottery process - how do you manage the # of students who leave a neighborhood school
- Right-size the schools so you don't have to combine strands into a single classroom. Under enrollment and over enrollment between schools - more effectively use our resources.
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**#2- equitable at MS- what does equitable programs look like at a K-8 DLI? Woodstock were to stay neighborhood only diversity might be lossed. Goal 2 is the main goal the other two goals support goal 2. How does the data show that having co-location is a negative? Would moving to a K-8 structure support the intended changes? 2 matches well, 1 & 3 are not as strong**

**Inclusion:**

2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision?
  - a. Is there stakeholder support or opposition to the proposal? Why?

Group #4: do we engage businesses around schools in problem-solving and engagement? How do we engage community members who may not have children in the schools but are impacted by school programming? Discussion of focus option programs - messaging from district is you should expect to move - not inclusive and doesn't allow for engagement. I think there's a lot of community org that we should bring into the conversation particularly ones that work with specific cultural groups. Being transparent about why certain programs such as immersion programs are housed in certain schools? And if neighborhoods change such as the community around Kelly (Russian Immersion), is there a process to re-evaluate the need or relevancy of that particular immersion program?

**#2- are teachers and students represented? DLI teachers seem to be absent? Specific racial groups in SE are not currently represented? HP K-8 ( teacher perspective) strong experience/culture. Reach Out to community organizations.**

**Group 3:** privilege plays a role or access to participate (i.e. technology)  
Town Hall, translation, cultural considerations to adapt to engagement

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### **RESJ Opportunities:**

3. How does Enrollment and Program Balancing expand opportunities for racial equity and social justice?
  - a. Who are the demographic groups affected?
  - b. How will each group be impacted/affected by the decision or action?
  - c. Are there any potential unintended consequences for specific groups/populations
  - d. Are there strategies in place to mitigate any negative impacts?

### **Group #1:**

Making sure that where you live shouldn't determine the programmatic options you have access to.

National data suggests that low-income communities and BIPOC schools are where no or little options exists.

Portland (as a whole): Data, policy, School Board and the way in which the schools shift the city.

Negative Impact: Improve programming, become attractive. If we do not do it universally, we may exacerbate the problem. Example: DLI Programs.

Is resource (financial) the issue?

Schools as a "service." If the academics are not there, do the other matter?

Non-Native Speakers - DLI - Who are the focus?

Education is inequitable. Unintentionally created a mess.

DLI - For White families, second language. Extra opportunity. But as a society, we do not appreciate the ELL in our community (already DLI).

**Group 3:**

- Houseless, somali families, latinx pacific islander, chinese (cantonese-speaking) families, russian, vietnamese, families on housing assistance
- Some families will have a harder time getting students to schools . Especially families with multiple children.
- In spanish immersion holding onto culture is also a critical component, preserving the cultural communities

**Group 5**

Balanced enrollment and efficient use of buildings

Better equipped to balance schools ... class size versus student numbers at the school

Class size does not equate good instruction or progress towards the PPS vision

Changing that outcome and assumptions that schools in economically challenged neighborhoods cannot be high performing schools

What do we do with smaller programs that cannot fill buildings

People want geographic proximity to their schools

Do we combine programs or schools

**Disruption:**

4. Will Enrollment and Program balancing address barriers to equitable outcomes?

**Data:**

5. What information/data are you basing your decision or action upon?
  - a. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations

**D. What needs to be adjusted? (Large Group, 20 Minutes)**

Describe any changes you have made or will make to the action after applying this lens

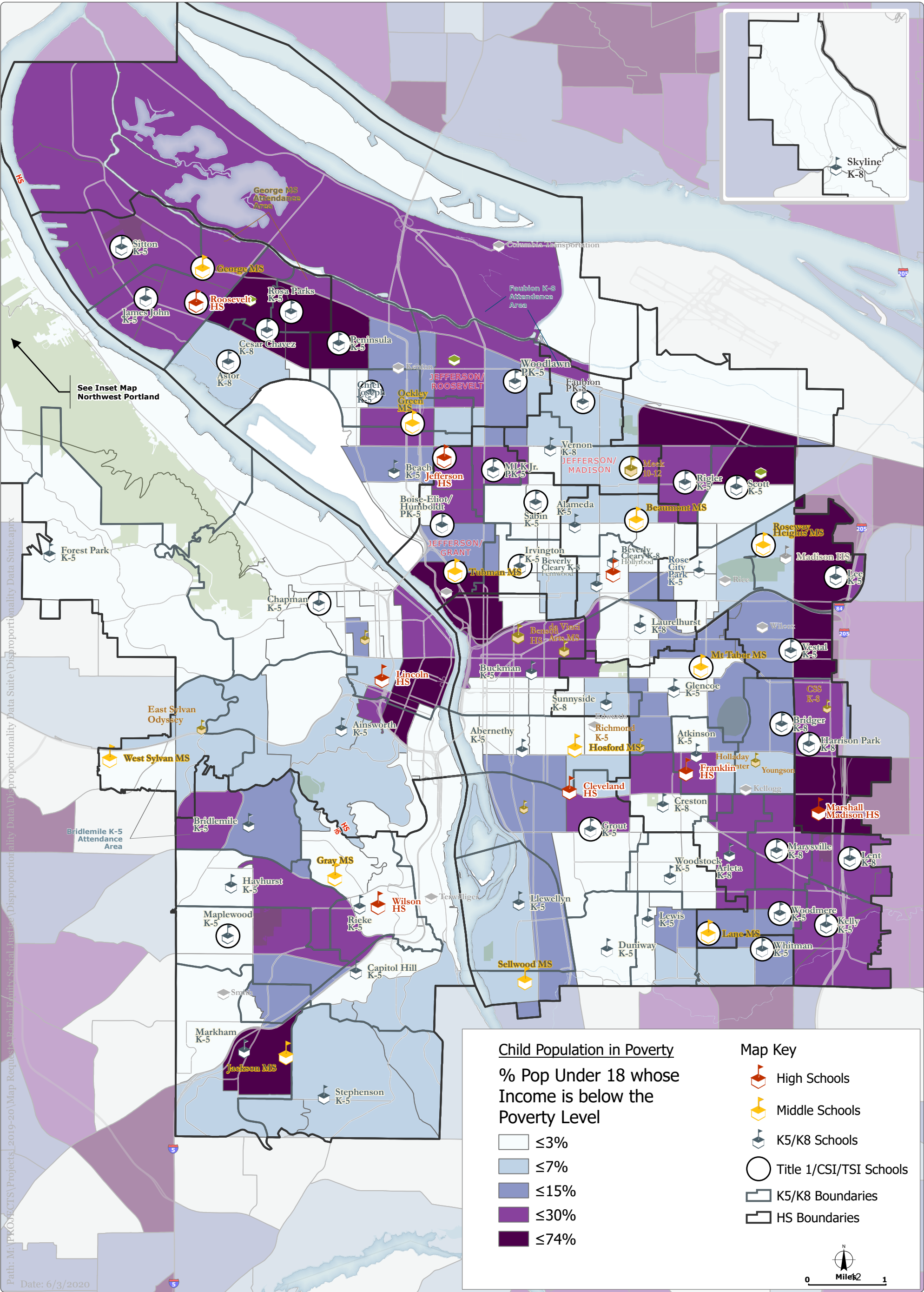


# 2019 ACS: Child Population in Poverty

## Percent of child population whose household income is below the Poverty Level

Percent of children (under 18 years) whose income in the past 12 months is below poverty level

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.







### Percent of households with income below the median income of \$75,000

## Credits:

U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.



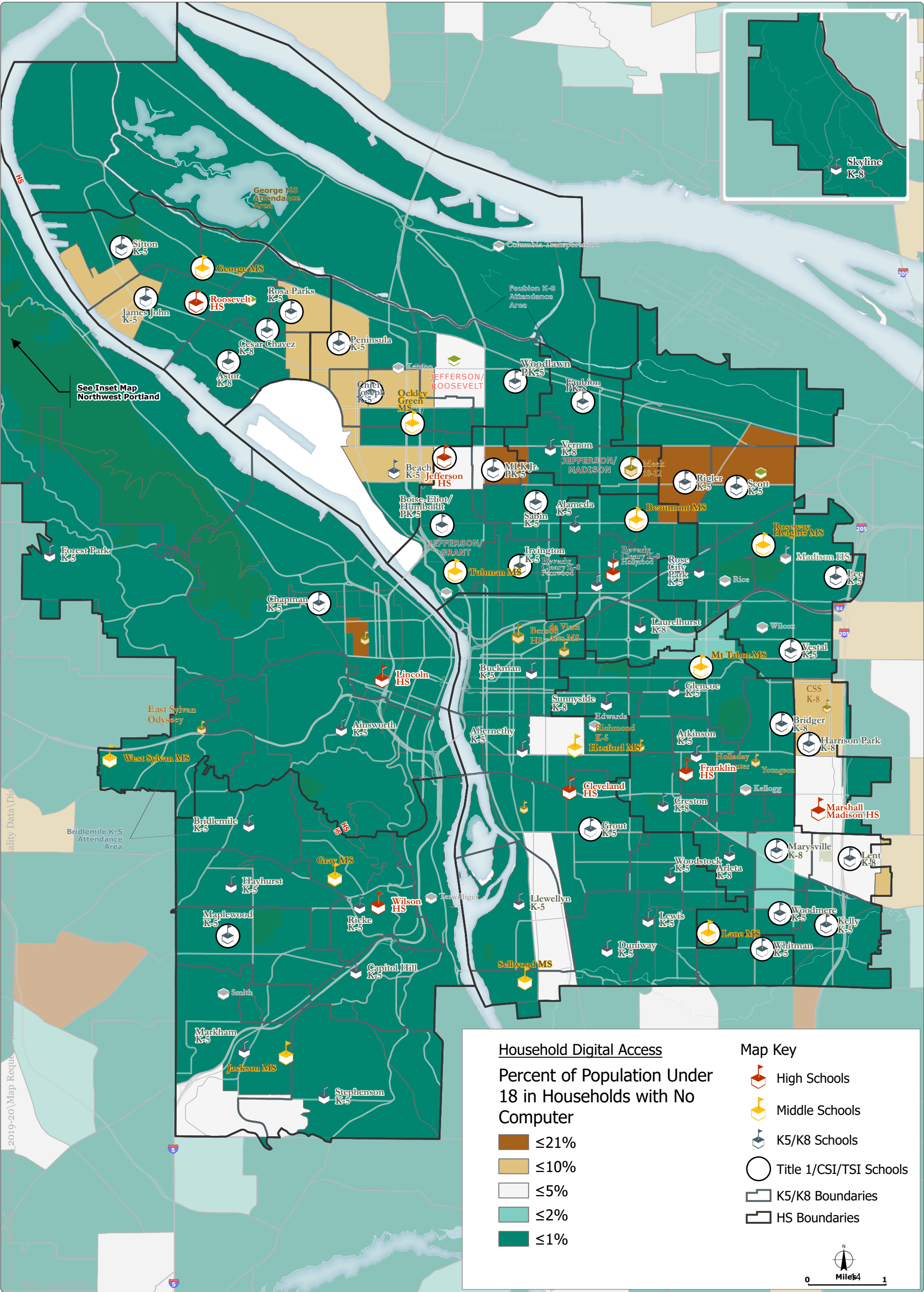


# 2019 ACS: Household Digital Access

## Percent of child population in households with no computing device

Population under 18 years in households that have no computer or computing device. Computing devices include a desktop or laptop, a smartphone, a tablet or other portable wireless computer, and some other type of computer. Excludes those living in correctional facilities, skilled nursing facilities, juvenile facilities, college dorms.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





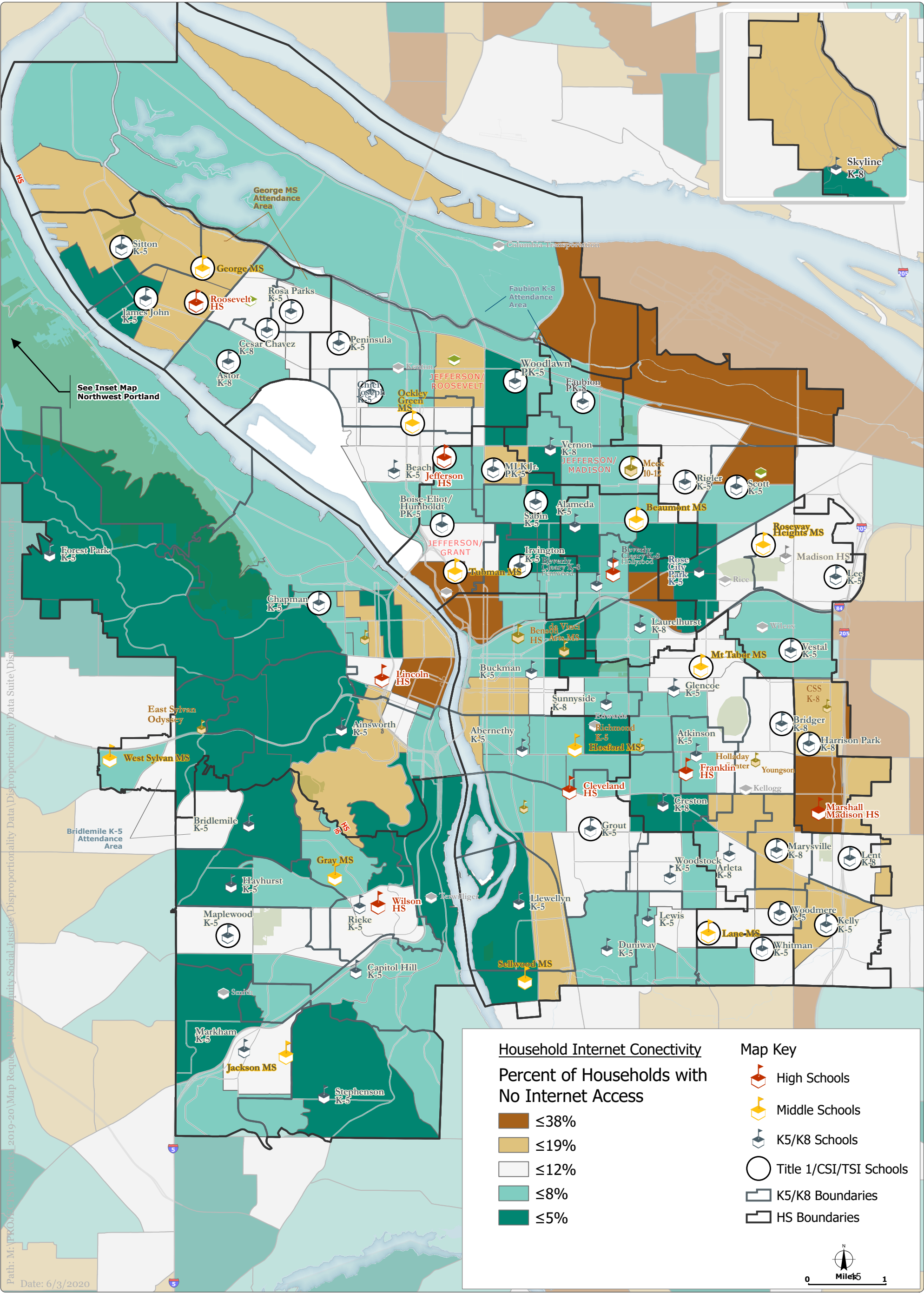


# 2019 ACS: Household Internet Connectivity

## Percent of Households with No Internet Access

Percent of Households with No Internet Access. Includes housing units where no one can connect to or uses the internet using a paid service or any free service.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





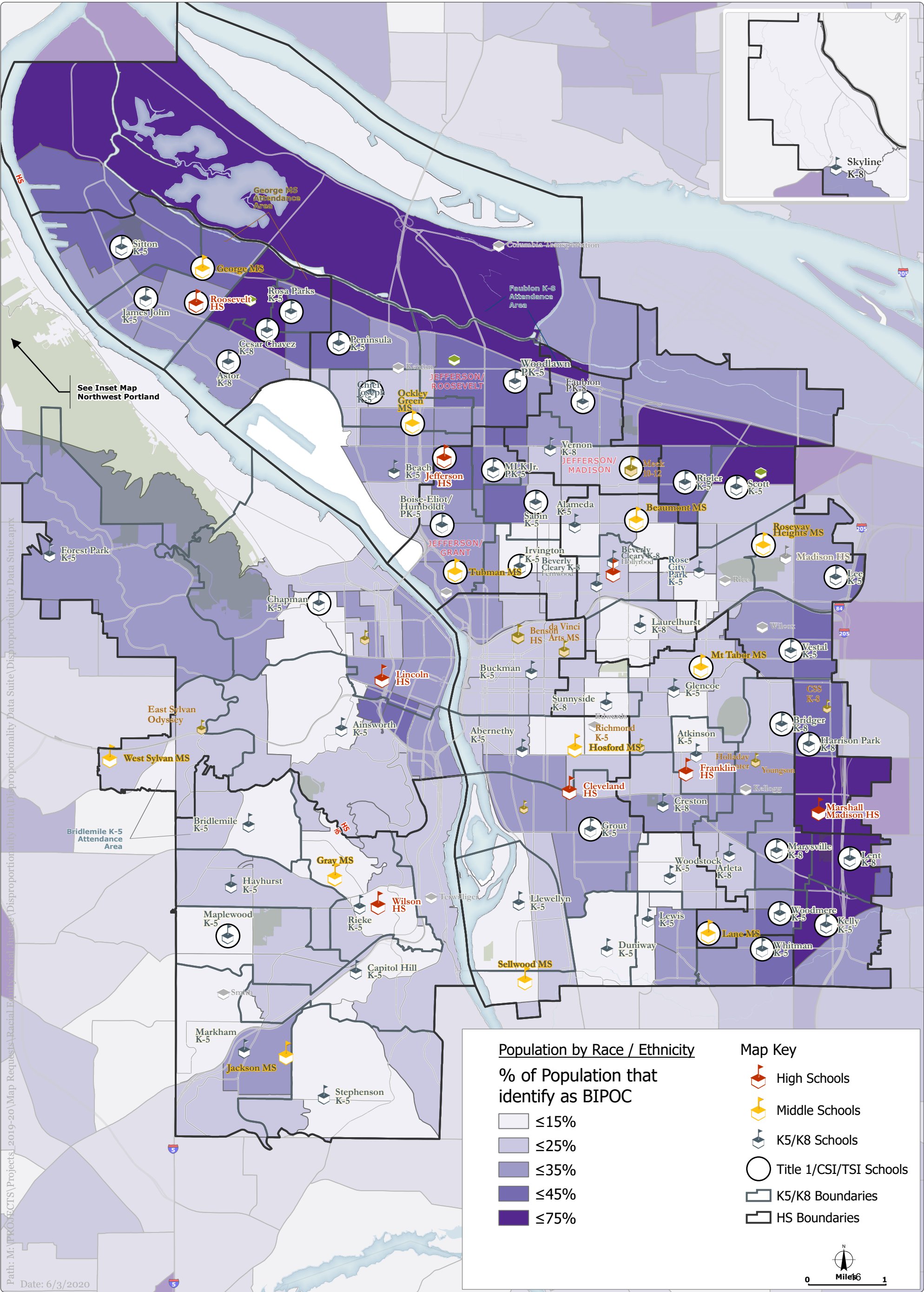


# 2019 ACS: Population by Race and Ethnicity

## Percent of Population who identify as Black, Indigenous, Person of Color (BIPOC) by Census Tract

Percent of population out of total population count who identifies as: Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





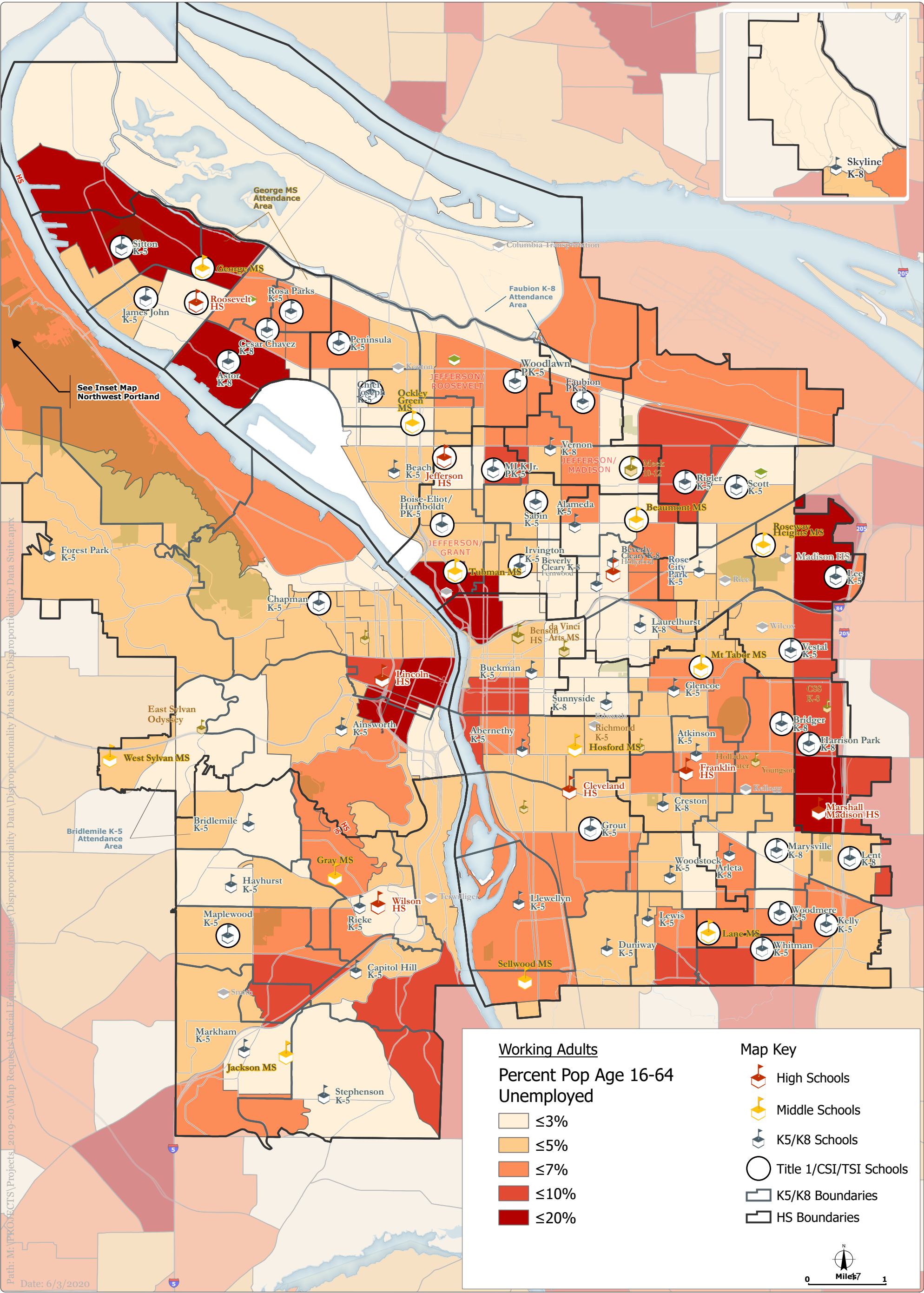


# 2019 ACS: Employment Status

## Percent Working Age Population Unemployed

Percent civilians 16 - 64 years who did not have a job, were actively looking for a job during the last 4 weeks, and were available to start a job. Also included are those who were waiting to be called back to a job from which they had been temporarily laid off, and were available to start work except for temporary illness.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





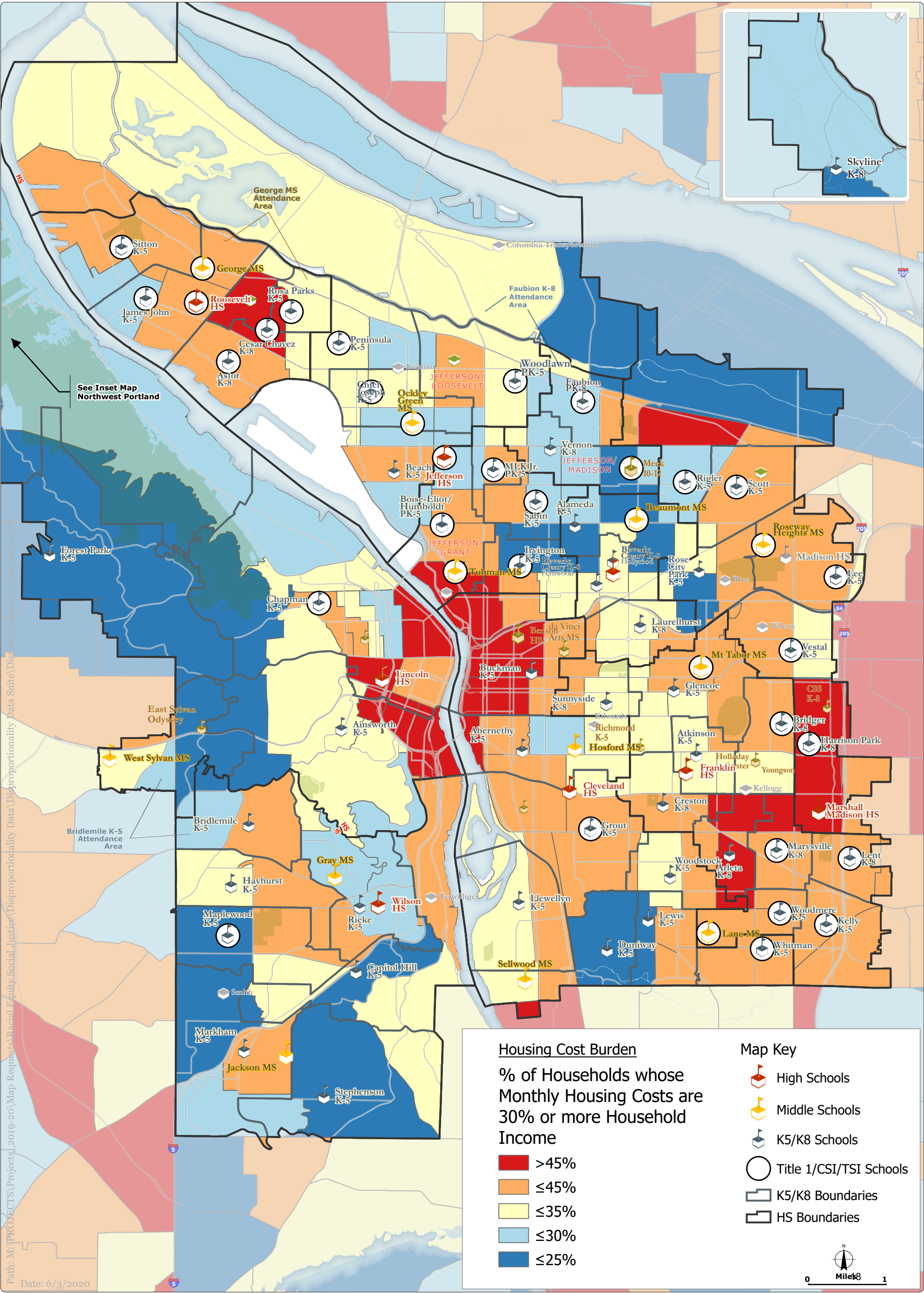


# 2019 ACS: Housing Cost Burdened Households

## Percent of Households where Rent/Mortgage/Ownership Costs is 30% or more Household Income By Census tract

HUD establish cost-burdened families as those who pay more than 30% of their income for housing and may have difficulty affording necessities such as food, clothing, transportation, and medical care. Monthly rent cost include: contract rent, utilities. Monthly owner costs include: mortgage(s), real estate taxes, insurance, utilities.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





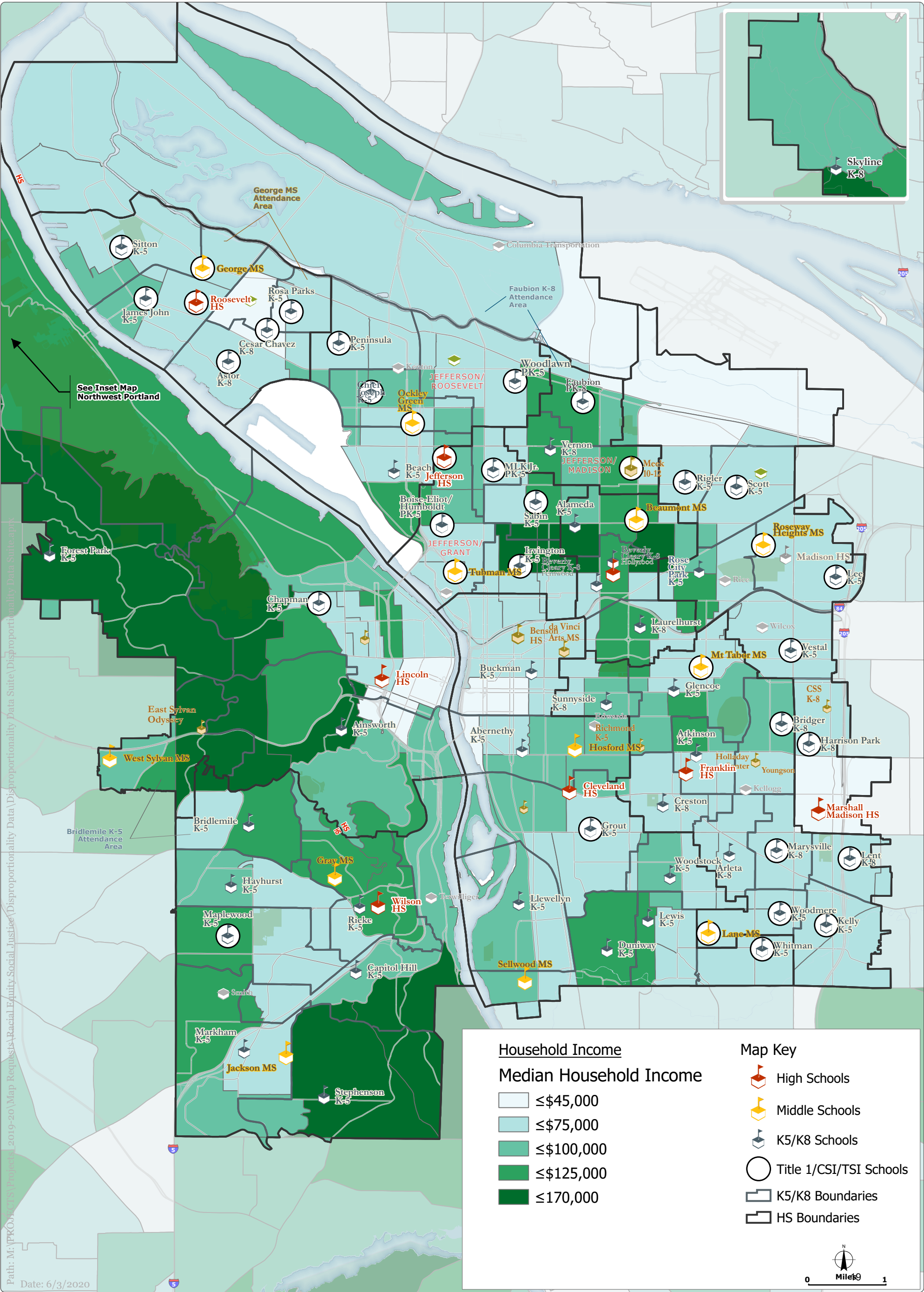


# 2019 ACS: Median Household Income

## Median household income by Census tract

Median Household Income in past 12 months (inflation-adjusted dollars to last year of 5-year range).

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.





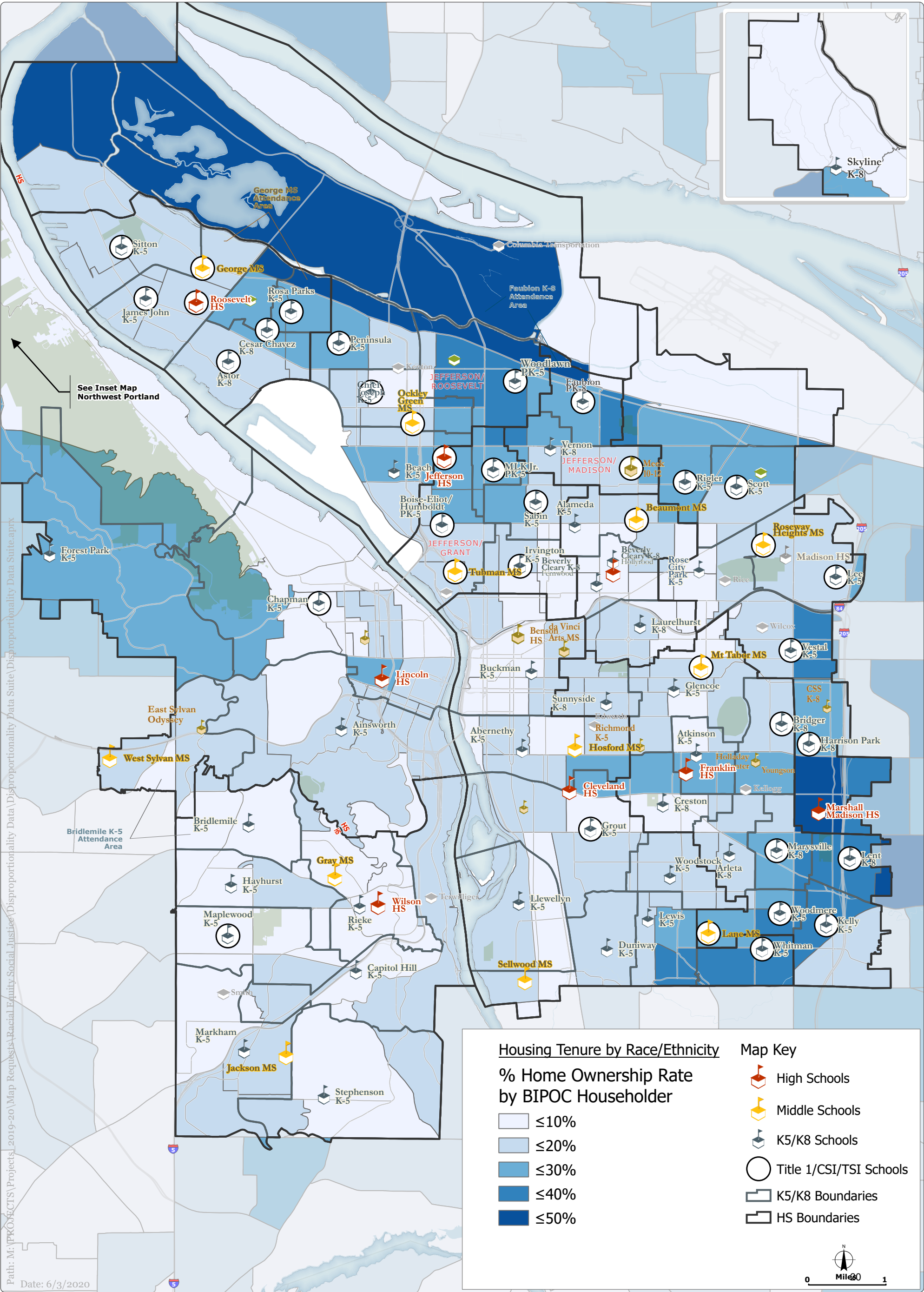


# 2019 ACS: Housing Tenure by Race / Ethnicity

## Percent Home Ownership Rate with a Householder Who is Black, Indigenous, Person of Color (BIPOC) by Census Tract

Percent of BIPOC Owner-occupied housing out of total Owner-occupied housing. Excludes Renter-occupied and Vacant housing.

**Credits:**  
U.S. Census Bureau's American Community Survey (ACS)  
2014-2018 5-year estimates, December 2019 Release.



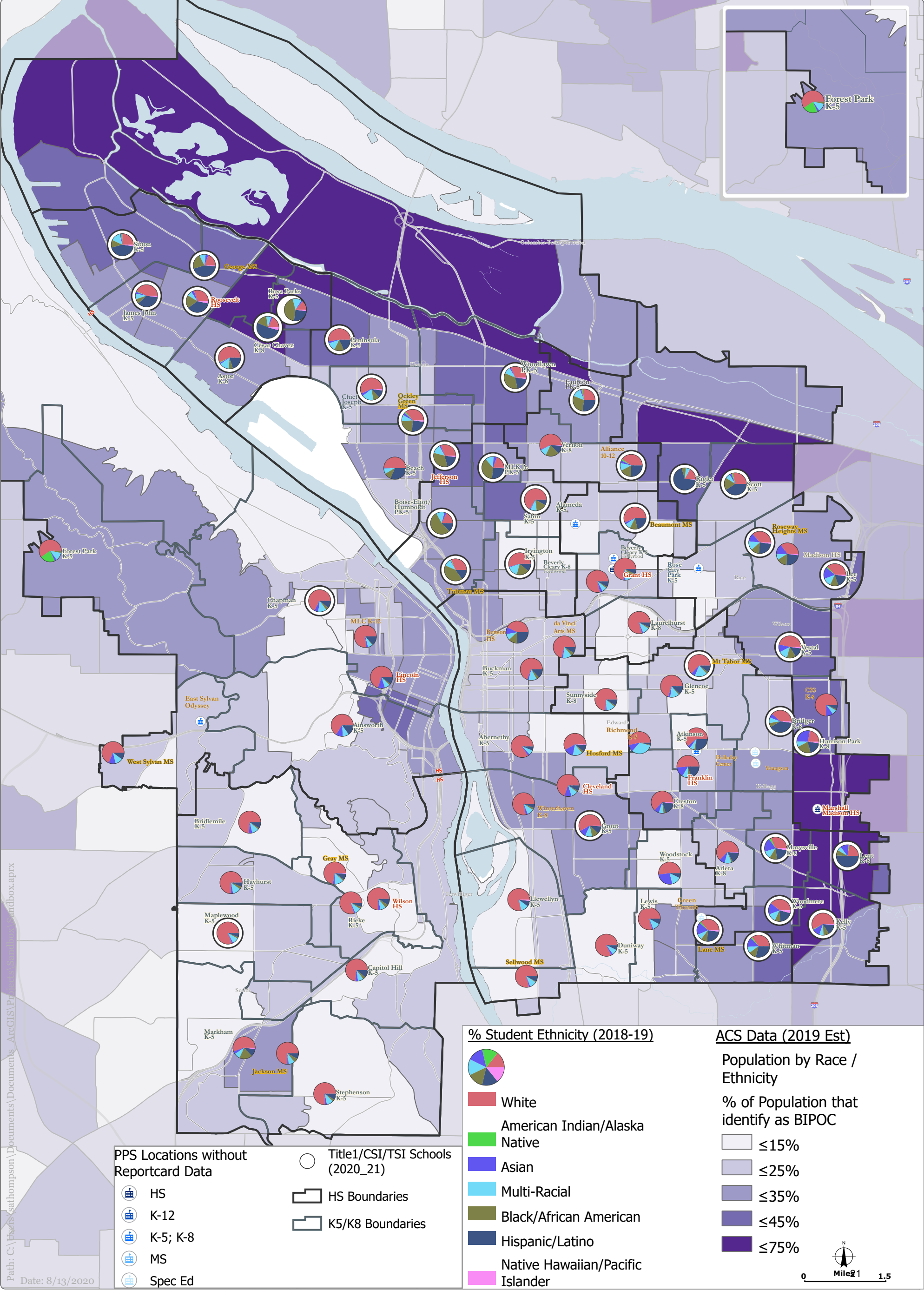




Student Demographics

Percentage of students by race/ethnicity in a school as reported in the Spring Membership extract. Demographics are shown as a pie chart. Not all schools are shown because they did not have enough students to meet the minimum count (n-size) to protect confidentiality and/or missing data in the source file.

Data Source: Oregon Department of Education; Media Reports: CSV Data by District



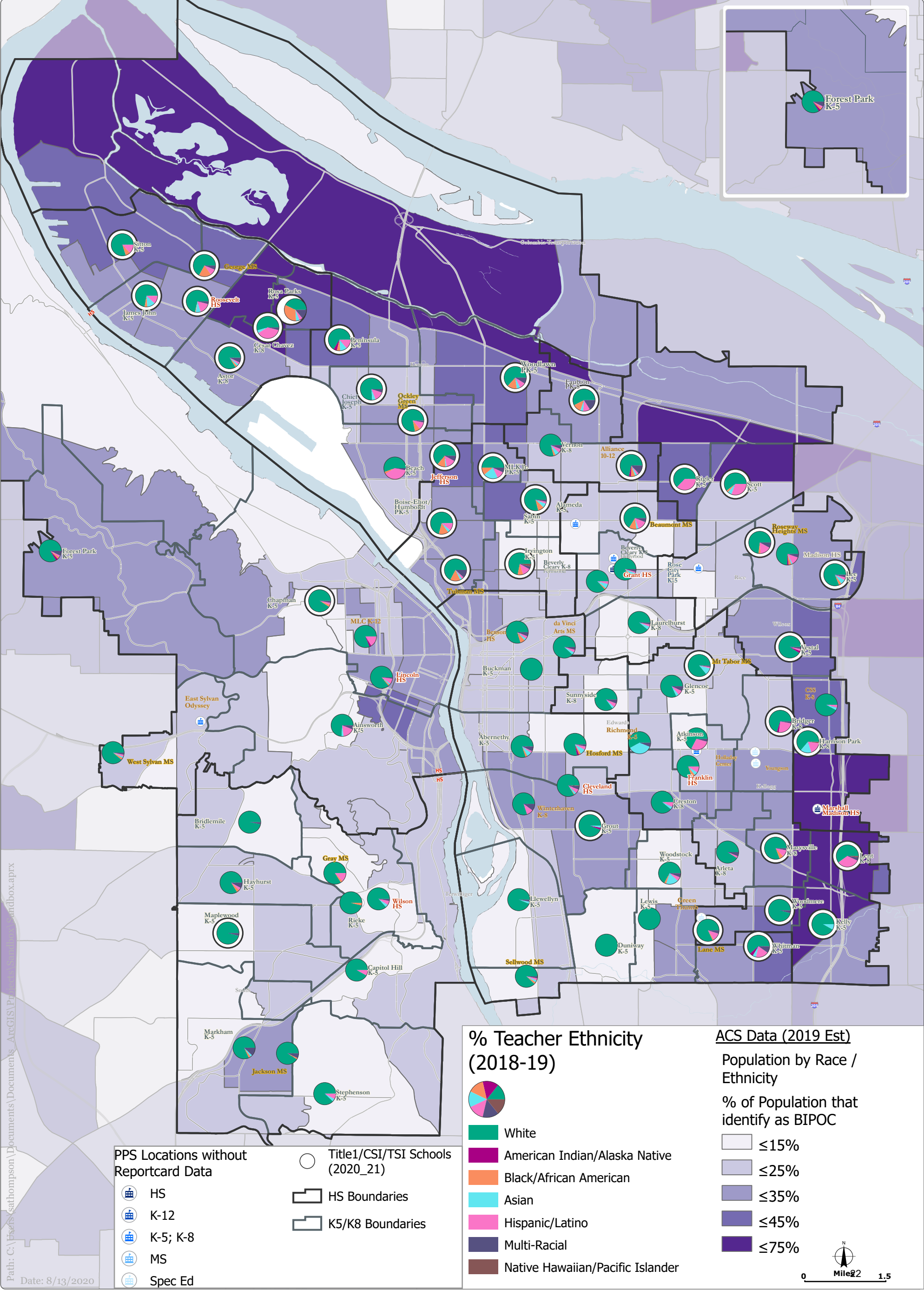


Teacher Demographics

Percentage of teachers by race/ethnicity in a school as reported in the Staff Position collection. Demographics are shown as a pie chart. The data is shown is for Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers only.

Not all schools are shown because they did not have enough staff to meet the minimum count (n-size) to protect confidentiality or missing data.

Data Source: Oregon Department of Education; Media Reports: CSV Data by District



## September 17 SE Guiding Coalition -- Chat Summary

### General Comments/Questions

1. What was the metric that was used to decide it was Black and Native American students at the center?
2. Our group was unsure what housing burdened meant
3. I get confused if BIPOC includes our asian heritage students, because often when looking at school data that population doesn't get included in "historically under-served."
4. Can the idea of "historically underserved" students and where the Asian community fits into that be discussed too?
5. If talking about critical race theory one of the foundations is intersectionality. How does language access and the use of English as the dominant language and the language of white supremacy, how is the equity lens used to address this specific barrier that is foundational to the system of pps?
6. Suggestion for moving forward—clarity/understanding on the lottery and focus option schools so that we can consider the equity implications of these programs when looking at facility use, program locations etc.
7. Can Cleveland be re-located? Perhaps further South?
8. What would it look like if Marshall opened again for students?
9. I would suggest that you let us use chat with everyone.

### Outreach and Engagement Comments/Questions

1. What work is PPS doing on this topic with specific cultural groups, non-English speaking families, etc, to make sure that voices are heard beyond this group?
2. How can we partner with our community programs that support so many of our families as we go through this process?
3. Also how is PPS working with culturally specific community-based organizations to engage community in this process?
4. Or SUN school site coordinators -- They work with our highest need students and families and would have lots of insight

### Dual Language Immersion Comments/Questions

1. Moving co-located immersion programs could lower racial and cultural diversity within some schools
2. I am wondering how the goal of "minimizing co-locations" came to be a outcome goal?
3. What data shows that co-location is a negative?
4. Co-sign on just wanting a bit more context on the goal around minimizing colocations/the ways that effects equitable access to programs
5. Immersion programs allow opportunities for families of color (like our family) to find a higher level of ethnic and economic diversity

6. Does a DLI program work better in a 6-8 than a K-8? It presents a lot of struggles around scheduling, and further reduces access to elective options for DLI students
7. My understanding is that one of the concerns is that there is not currently equitable access to programming at the middle school level, I am curious if whether or not moving the DLI programs to a K-8 model perpetuate these inequities and place the greater burden on BIPOC youth.
8. Can you have multiple DLI programs in one building?

#### Breakout Room Activity Comments/Questions

1. Esther: "Some of us needed more immersion in Portland"
2. Some of the questions weren't very clear for us to answer: like #6,#7
3. Esther: "Coming up with the names in the different areas was a little challenging. Schools seem to fit the same answers"
4. Esther: "Also working age group and unemployed was also challenging. We wondered if it was pre COVID/fires or what?"
5. Can we get access to all those maps?