BOARD OF EDUCATION
Portland Public Schools
STUDY SESSION
June 16, 2014

Board Auditorium
Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1.	**BOARD SCHOLARSHIP RECIPIENT**	6:00pm
2.	**PUBLIC COMMENT**	6:10 pm
3.	**JEFFERSON ENROLLMENT BALANCING**	6:30 pm
4.	**PRESENTATION: LOCAL REFERRAL OPTION**	7:30 pm
5.	**PRESENTATION: ROOSEVELT HIGH SCHOOL SCHEMATIC DESIGN**	8:00 pm
6.	**CORRECTIVE ACTION PLAN**	8:45 pm
7.	**ADJOURN**	9:15 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education

Staff Report to the Board

Board Meeting Date: June

Executive Committee Lead: Sue Ann Higgens

Department: Office of Schools

Presenters/Staff Lead: Antonio Lopez (L)
Jefferson Cluster Parents, Richard Gilliam

SUBJECT: Update on Jefferson Cluster Enrollment Balancing Resolution

BACKGROUND

The Board directed staff in the 2012-13 school year to review school size and program access cluster-wide in the Jefferson Cluster. In February 2013, the Board passed a resolution making a number of changes within the Jefferson cluster to support student achievement. As part of that resolution, the Board directed staff to provide regular updates on its implementation

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Racial Equity Policy number 2.10.010-P
Enrollment and Transfer Policy number 4.10.051-P
Immersion Resolution number 4377 adopted on 11/30/2012. Establishing improvement of English Language Learner Program and outcomes as an urgent priority

PROCESS / COMMUNITY ENGAGEMENT

Since the approval of the Resolution and the consolidation of Chief Joseph/Ockley Green, resources have been allocated to promote and strengthen programs and community outreach across the Jefferson cluster. We were able to hire Richard Gilliam as Outreach Coordinator for the Jefferson cluster schools to work directly with all the schools to both listen to and build community support. He has been able to engage different stakeholders in promoting the schools in the cluster.

Highlights of supports given to schools include:

- Additional Professional days and transitional activities involving staff, parents and students for Chief Joseph/Ockley before the start of the school year
- Resources for completion of the dance studio at Ockley Green.

Reviewed and Approved by
Executive Committee Lead

- Support and ongoing involvement for Faubion in developing 3 to PhD with Concordia, support for a primary grades summer school and inclusion in the Early Kindergarten Transition Program.
- School Improvement Grant (SIG) application and award for Woodlawn.
- New Chinese Immersion program at King.
- Marketing materials highlighting at each school in the cluster.
- A cluster-wide PTA meeting.
- Having parent meetings at different schools promoting District's initiatives
- Parent outreach and ongoing individual/small group listening sessions with all the principals and members of every school's community.
- ACCESS was sited at Rose City Park.
- All the schools in the Jefferson Cluster will get a Confucius classroom.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The goals for the Jefferson cluster are aligned with the Racial Educational Equity Policy. Specifically, with the priority strategy to ensure that students of color have access to and success in the core program. With the inclusion of another dual language immersion program, we are providing instruction to emerging bilingual students in their native language that has proven results to improve student achievement. We also continue to engage staff and community to promote the good things going on at each of our schools. We are in the process of developing a plan to engage realtors in promoting the schools in the neighborhood. We are also working on engaging our local businesses and local service organizations in building strong, sustainable, and high performing schools.

BUDGET / RESOURCE IMPLICATIONS

This year (2013-14) the Outreach Coordinator position is half time and has been increased to full time for the 2014-15 school year.

There are additional costs associated with starting Chinese immersion program at King that were part of the 4014-15 budget

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NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Per the Resolution we will continue to brief the Board on our progress in the Resolution's specified areas of capture rates, MYP/PYP IB program status, school transitions, facilities educational upgrades, middle grades programs, community outreach in the Jefferson Cluster schools.

ATTACHMENTS

- **Jefferson Enrollment Balancing Resolution**
- **Richard's job description**
- **Confucius classroom**

RESOLUTION No.
Jefferson PK-8 Cluster Enrollment Balancing
RECITALS

1. Each year, Portland Public Schools analyzes student enrollment at each of our schools and prioritizes actions for schools that are larger or smaller than target sizes in order to improve equity of access to rigorous programs. Due to district resource constraints, a limited set of changes are identified in any given school year.

2. In 2011, the School Board defined enrollment balancing priorities across the school district based on which schools were persistently below district target sizes while others were facing overcrowding. Several schools in the Jefferson cluster were identified as priorities. The Board directed staff to address these issues on a cluster-wide basis in the 2012-13 school year, after addressing priorities in other clusters in the 2011-12 school year.

3. As a first step, and in light of significant budget shortfalls, Boise-Eliot and Humboldt PK-8 schools were consolidated and the Harriet Tubman Young Women's Leadership Academy was closed in spring 2012.

4. A community process was launched in summer 2012 for the eight cluster schools: Beach PK-8, Boise-Eliot/Humboldt PK-8, Chief Joseph K-5, Faubion PK-8, King PK-8, Ockley Green PK-8, Vernon K-8 and Woodlawn PK-8.

    - More than 30 public meetings were held between July 2012 and January 2013, and input was gathered from more than 1,000 community members. A community-based team was convened to plan outreach and monitor district progress.

    - Outreach occurred through news advisories and fact sheets (distributed to media, neighborhood associations and local pre-K providers), PPS Pulse e-newsletter, PPS web site and social media; school websites, school auto-dialers, meeting fliers and parent-to-parent efforts.

5. Throughout this dialogue, it has been clear that the issues facing the Jefferson cluster are complex and long-standing. Portland Public Schools itself carries a measure of responsibility for these issues. The enrollment and student achievement challenges in some Jefferson cluster schools are compounded by the community's experience of decades of PPS policy and program decisions, as well as broader community dynamics that have had an impact on the neighborhood. Race and equity are front and center in all aspects of these issues.

6. Community members have demonstrated their strong support for their schools and their desire to work with us to change the story in the Jefferson cluster. They are looking to our school district to provide a framework of greater stability and support.

7. During the course of this process, options were presented that increased grade level sizes but required substantial school reconfiguration, consolidation and closure. Community members voiced strong concerns that the options were too disruptive to be successful, given the major changes schools have experienced since the K-8 reconfiguration in the mid-2000s, multiple school closures, loss of enrollment through No Child Left Behind and other transfers, changes to special education classroom locations,and continual budget reductions.

8. Community members also called for broad district-wide efforts that would impact the enrollment potential for their schools:

    - •A review of the student assignment and transfers policies including the state's new Open Enrollment law
    - •Boundary changes that would not be constrained to specific clusters or sets of schools

9. In response to the community's strongly expressed desire to minimize disruption, the Superintendent is not recommending the cluster-wide school reconfiguration decisions that would be necessary to restore a Jefferson cluster middle school. However, if capture rates and enrollment increase, the District will continue to consider the possibility of providing both a middle school and K-8 options to Jefferson cluster families.

The superintendent is seeking board action to end the Ockley Green K-5 focus option program, and consolidate Chief Joseph and Ockley Green to a single K-8 neighborhood school on two campuses, beginning in September 2013:

- Ockley Green is an under-enrolled school with 222 K-8 students. The K-5 program was established as an arts and technology focus option in 2004 funded by a federal magnet grant that sunset in 2007, and draws students from other schools primarily in the Jefferson cluster. Chief Joseph is the only feeder school for its 6-8 program. Without a change, Ockley Green will continue to need supplemental staffing in order to offer minimum program levels for students.

- At the same time, Chief Joseph is a growing K-5 school that will need additional classrooms next year in order to maintain its current academic program.

- The exact grade structure for each campus will be determined as part of a transition planning process this spring that would involve staff and community members.

- The administrative structure will be consistent with other shared-campus schools: a single principal and two assistant principals overseeing the two buildings. A process to determine leadership of the new K-8 school will follow the district's established administrative hiring process and will include community and staff input.

- Chief Joseph Elementary is an important location for providing culturally specific programming to Native American and Alaska Native students through Title VII, Indian Education and community partners. Title VII Indian Education would continue to provide services for families and will assist in the process of identifying and traditionally naming the consolidated neighborhood school.

- Students attending the Ockley Green focus option program may choose to remain as part of the newly-formed neighborhood K-

8, return to their neighborhood school or may apply to attend King PK-8 and be ensured a place in an arts-focused program.

- Staff will create an implementation team to address the above-mentioned issues and also: community building, transportation, school naming process, school identification number, Title I status, student supports, and special education classrooms. This team will also be responsible for the continued monitoring and evaluation of the two campus model.

10. The superintendent also proposes the following program level changes to strengthen and stabilize Jefferson PK-8 cluster schools:

- Ensure that all schools in the Jefferson cluster are staffed to offer core program requirements for elementary and middle grades.

- Continue to allocate resources and support for Vernon and King to sustain implementation of the International Baccalaureate programs.

- Develop a sustainable district-wide plan for middle and high school feeder patterns for elementary Spanish language programs and program expansion that would include schools in the Jefferson cluster.

- Work with school communities to determine how best to provide district level support to raise the capture rate and explore developing and/or strengthening of a school wide thematic focus, in schools that do not yet have one, such as the arts, 3 to PhD, environmental education and STEM or STEAM (Science, Technology, Engineering (Arts) and Math) or immersion.

- Building on its recent successes, staff should develop a plan with the King school community to increase enrollment in the school as the federal School Improvement Grant sunsets.

- Prioritize facilities educational upgrades, such as the middle grades science lab at Vernon and other projects covered by the school building improvement bond.

- Maintain the special education classrooms and autism program at Woodlawn and the Intensive Skills classroom at King.

- Continue to provide teaching and learning support to the emerging bilingual (ESL) students in the Jefferson cluster while engaging in outreach recruitment efforts for Beach's dual language immersion program to reach the target of 50 percent native Spanish speakers.

1. The superintendent directs staff to:

   • Engage the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to review student assignment and transfer policies, identify opportunities to address broader city-wide demographic shifts and boundaries and expand possible solutions to present enrollment challengesand align with the Racial Educational Equity Policy

   • Continue a site search for a suitable new location for ACCESS academy to ensure a move prior to the start of the 2013-14 school year and include an evaluation of program size as part of that process.

   • Work in collaboration with school communities to encourage enrollment growth and outreach to families.

RESOLUTION

1. The Board accepts the recommendation forwarded by Superintendent Smith to end the Ockley Green focus option K-5 program, and consolidate Chief Joseph and Ockley Green to a single K-8 neighborhood school that will operate on both campuses beginning in September 2013.

2. The Board acknowledges and appreciates the parents, teachers, students, community members and neighborhood association representatives who have provided vital information and feedback throughout this process.

It is clear that the Jefferson community's strong support for its neighborhood schools offers us a tremendous opportunity to work together to build strong, sustainable and high-performing schools that prepare every student well for high school and college.

3. The Board directs staff to work with the Chief Joseph and Ockley Green communities to develop implementation plans for student and staff transitions that support families.

4. The Board directs staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.

5. The Board directs the Superintendent or staff to brief Board members in June 2013 on the steps that are being taken to strengthen middle grades programs in Jefferson PK-8 cluster schools, the implementation of the consolidation and the review of policies.

The board further directs that the Superintendent or staff provide status updates in the fall and spring of each year for the next 3 years to monitor progress on the implementation of this resolution.

S.A. Higgens

Jefferson Cluster K-8 Confucius Classroom Proposal
April 1, 2014

Overview: Utilizing Confucius Classroom funding from the Chinese government, PPS proposes to establish Confucius Classrooms at all K-8 schools in the Jefferson Cluster and Jefferson High School to implement an articulated Mandarin world language program.

Rationale:

- Equity of access for students of color to learning world languages
- Increased offerings at K-8's
- Articulated program to Jefferson HS and Middle Colleges

Schools: Beach, Woodlawn, Boise-Eliot, King, Ockley-Green, Vernon, Faubion, and Jefferson High School

What each school receives:

- One full time Confucius Classroom visiting teacher on J1 visa (renewable up to three years) and licensed through MOU between State of Oregon and Hanban – salary and housing paid by Hanban (Chinese government)
- $5,000 for additional supports in establishing CC (curriculum materials, technology, PD, etc.)
- Approximately $1000 worth of curriculum materials through Hanban
- PD for CC teachers provided by DLI department Chinese instructional specialists.

District provides the following as matching to funding received from Hanban:

- PD support to CC teachers
- Tri-met monthly passes for CC teachers
- Health care for CC teachers
- Coordination and logistical support for CC teachers and programs by CC coordinator

Commitment:

- K-8 schools offer at least one high school aligned Mandarin world language course for 7th and 8th graders.
- K-8 schools provide opportunities for other K-6 students to learn about Chinese language and culture

BUILDING/DEPARTMENT: Jefferson Cluster School Outreach Coordinator (Office of Schools/CIPA)

POSITION OVERVIEW:

The Jefferson Enrollment Balancing recital and resolution adopted by the School Board on February 26th contained the following language:

- "Work with school communities to determine how best to provide district level support to raise the capture rate"
- "[D]evelop a plan with the King school community to increase enrollment in the school as the federal School Improvement Grant sunsets.
- The superintendent directs staff to work in collaboration with school communities to encourage enrollment growth and outreach to families.

The Jefferson Cluster School Outreach Coordinator (JCSOC) is responsible for following through on these commitments, and recommendations for tracking progress/success in this work.

The problem of low student capture rates in the Jefferson Cluster has created a negative image and loss of stable resources across the schools that is the result of several factors. The piloting of a JCSOC position represents an effort to end that cycle and change the arc of the story.

The JCSOC position and the work this person will accomplish is only part of the solution and meant to take on one of the contributing factors – the low capture rate in these schools of prospective families.

During the dialogue during the Jefferson enrollment balancing process many families in these schools communities clearly articulated a desire for the district to invest in working at the grassroots level to build the enrollments in their schools and requested PPS offer support for this outreach. The JCSOC position is one approach to addressing both the community's request and the Board's directive to "work in collaboration with school communities to encourage enrollment growth and outreach to families."

The JCSOC approach to family engagement and outreach could be considered a bit "out of the box" by some therefore the contributions and success metrics of the position will be based on the Board Resolution and the indicators/goals outlined below. The position is being piloted to provide transparent, tangible on the ground human support for Jefferson school communities and to make progress toward building each school's enrollment and capture rate.

Two of the fundamental principles of community organizing are to "win real improvements in people's lives" and "make people aware of their own power." We win these real improvements by making tangible change that people can see and feel every day. We make people aware of their own power by empowering them to make the change, instead of doing it for them. The JCSOC position offers both and in so doing, could positive change the nature of the relationship between "the District" and the Jefferson Cluster community. If this pilot position achieves measureable success and is received well in the community the methodology could be copied and expanded into other areas of the school district facing similar challenges.

Accountability Indicators

1. Facilitation of the development of school-based action teams at each Jefferson Cluster school for the purpose of increasing school-family partnerships.
2. Work in partnership with school leaders, community organizations, particularly those that support historically underserved populations.
3. Three year enrollment growth and outreach plan development with Jefferson Cluster school leaders, families & community partners.
4. Successful outreach to prospective student families, measured by direct, person to person/family contacts made and a data tracked information database.

Jefferson Cluster School Outreach Coordinator (JCSOC)

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Use community organizing techniques to build neighborhood school based coalitions to develop and employ plans to build school enrollments to target levels.
- Facilitate and lead coalitions that must include neighborhood school staff, parents, community partners and district staff in the writing, development and implementation of plans to increase each school's capture rate and enrollment over a three year span.
- Work with coalition leaders to engage in direct, person to person/family to family outreach to prospective students and their families.
- Develop plans for building and maintaining modern communication tools for neighborhood schools such as e-mails lists, websites and twitter.
- Write, manage and execute plans to increase neighborhood school enrollment with specific goals.
- Develop success stories, positive attribute lists and information materials for neighborhood schools currently below enrollment targets.
- In conjunction with School and Family Partnership staff regularly attend community/neighborhood events/meetings, with coalition leaders to present up-to-date information about neighborhood schools.
- Work with ETC to build and maintain a database of prospective student families. Build and maintain the data base on an ongoing, twice a month basis.
- Serve as a liaison on school-family partnerships to administrators, school staff, PTA/PTO representatives and site council staff.
- Support and work in close collaboration with the OFS Executive Director, SACET, the RA, OFS Directors and CIPA staff.

MINIMUM QUALIFICATIONS:

- Demonstrated strong ability to work in coalitions with a collaborative approach. Experience working in providing outreach to historically underserved populations.

- Ability to adapt to a variety of situations, committed to racial equity and using the racial equity lens. Open and receptive to multiple perspectives, active listening and willingness to change by understanding.
- Experience and understanding of community organizing techniques including family engagement, door to door contacts and grassroots decision making.
- Experience working with communities with diverse racial, linguistic, ethnic and socioeconomic demographics.
- Knowledge of Jefferson cluster, community leaders and past successful work with communities of color and parents in NE/North Portland.
- Basic proficiency with database applications such as Microsoft Access and spreadsheets such as Excel. Experience with online writing for websites, Twitter and Facebook.
- Strong written and inter-personal communication skills.
- Ability to travel to multiple sites. If driving, must meet PPS driving requirements for licensing and insurance

Delivering the Work – Planning

The JCSOC will identify the neighborhood schools that are under enrolled based on the enrollment target for each school in the cluster. In conjunction with the School and Family Partnership Office, CIPA and the Office of Enrollment and Transfer the JCSOC will form working grassroots coalitions of the schools' teachers, administration, PTA's, Neighborhood Associations and community partners specific to each school to develop a plan to increase enrollment with specific goals. The JCSOC will provide planning resources for each coalition including data about enrollments, enrollment targets and prospective students. The plans will also be required to develop a promotion plan that aligns with the Successful Schools Framework and also identifies the strengths of each school and methods for communicating these positive qualities to prospective families. Plans will be developed for the 2013-2014, 2014-15 and 2015-16 academic years. Once plans are finalized updates will be required annually.

Outreach to Families

Each plan will identify the total number of prospective students and families in each school's capture area. Each plan will require the development and maintenance of a database that contains information on each family. This database will be built for the purpose of tracking contacts made with each family and information about each families stage the school enrollment process. Outreach plans will call for an agreed upon contact rate with a successful contact measured as a personal conversation with an adult in prospective families.

Baseline enrollment will be based on current projections. Each plan will have a clearly stated, agreed upon annual enrollment growth goals based on a path to a school by school target enrollment. Emphasis will be put on reducing the number of transfers out of PPS entirely because these will result in overall net enrollment growth for PPS as a whole.

The Coordinator will be responsible for leading the work and meeting the specific goals outlined in this document. The JCSOC would be a pilot project for the 2013/14 school year and will work with district and school staff to support the creation of inclusive and welcoming school environments for families and the community, especially with those in the Jefferson Cluster

Board of Education Staff Recommendation

MEMORANDUM

Date: **June 12, 2014**

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications & Public Affairs
David Wynde, Deputy CFO & Budget Director
David Williams, Director of Government Relations

Subject: Recommendation to refer Renewal of Local Option Levy to Voters for November General Election

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Background

In 2013, the Legislature passed, with near unanimous support, HB 2632, which excludes local option levies from the division of taxes for urban renewal districts. This exemption applies to local option levies approved after January 2013. (Memo attached)

PPS's local option levy, approved by 57.5% of voters in 2011, currently loses an estimated $7.5 million annually to urban renewal. Voter approval of a replacement levy at the same rate of $1.99 per $1,000 of assessed property value, will apply this new law to PPS' local option, redirecting approximately $4 million annually to its intended purpose of funding PPS educational programs.

A 2013 survey by Davis Hibbitts Midgall Research showed that 79% of Portland voters supported renewing the current local option in order to direct more funds to schools instead of urban renewal. (Memo attached)

Recommendation

Staff recommends that the PPS Board of Directors refer the local option levy for voters to consider in the fall general election. If voters approve the levy at the same rate of $1.99 per $1,000 of assessed property value, Portland Public Schools would see a net increase of an estimated $20 to $22 million over the five year span of the levy.

Staff has worked with legal counsel and several members of the Citizens Budget Review Committee to develop and recommend the attached ballot title and measure summary for your consideration.

Proposed Ballot Title for 2014 Local Option Measure

CAPTION (10 word limit):

PORTLAND PUBLIC SCHOOLS LEVY RENEWAL FOR SCHOOLS AND EDUCATIONAL PROGRAMS

QUESTION (20 word limit):

Shall district support schools, programs; redirect from urban renewal; levy $1.99 per $1,000 assessed value for five years beginning 2015.

This measure renews current local option taxes.

SUMMARY (175 word limit):

PPS' current local option levy was approved by voters in 2011 to provide funding for schools and instructional programs over 5 years. In 2013 the Oregon Legislature enacted legislation ending the practice of diverting a portion of local option levy revenues to certain urban renewal districts, applicable to levies passed after January 2013. Renewal of the local option levy now will direct approximately $4 million more to the approved purpose of supporting education, with no increased cost to taxpayers.

This replacement local option levy would:

- Primarily fund teaching positions, including the equivalent of 40 teaching positions as a result of the urban renewal exemption;
- Help to maintain or reduce class size;
- Support educational programs for a comprehensive education.

Levy cost remains $1.99 per $1,000 assessed property value, the same as the 2011 levy.

Independent citizen oversight will review expenditures to verify that funds are used as approved by voters. This measure would replace the existing 2011 approved levy.

<u>The levy will produce and estimated $64.3 million in 2015-2016; $66.2 million in 2016-2017; $68.2 million in 2017-2018; $70.2 million in 2018-2019; and $72.3 million in 2019-2020</u>.

DRAFT

PORTLAND PUBLIC SCHOOLS
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Portland Public Schools is an equal opportunity educator and employer

House Bill 2632-A

Local Option Levy Exemption from Urban Renewal

Official Summary: Excludes local option taxes from definition of "consolidated billing tax rate" for purposes of computing urban renewal division of taxes for certain urban renewal plans. Takes effect on 91st day following adjournment sine die.

Background: In 2007 the Legislature passed significant reforms to the state's urban renewal statutes (HB 3056), including exempting local option levy collections from all future urban renewal districts. Overlooked at the time was the impact that existing urban renewal districts have on voter approved local option levies that were in place or would be passed or expanded in the future.

HB 2632-A would exempt all local option levies approved or renewed after the effective date of the bill from division of taxes in urban renewal. There would be no immediate impact on urban renewal districts that benefit. However, upon renewal of a levy, any funds received from local option levy tax rates would transfer back to the school district or other local government.

This measure restores the true meaning of the local option levy and allows 100% of the levy proceeds to be spent on the areas outlined in the levy question. School districts are required to spend levy proceeds only on the items/areas called out in the measure; it is incongruous to have the same funds diverted away from their voter approved purpose for urban renewal.

May, 17, 2011: Measure 26-122

BALLOT TITLE

PORTLAND PUBLIC SCHOOLS LEVY FOR TEACHERS AND EDUCATIONAL PROGRAMS

QUESTION: Shall schools protect class size, teaching positions; levy $1.99 per $1,000 assessed value for five years beginning 2011; require oversight?

This measure may cause property taxes to increase by more than three percent.

SUMMARY: Portland Public Schools' voter-approved local option levy currently provides funding for retaining teachers and providing instructional programs that students need for a well-rounded education. As PPS responds to substantial cuts in state funding to local schools, continuing a local option will:

- Fund 600 teaching positions (some in every school), including 200 that would be lost in the coming school year due to state budget cuts without levy funds;
- Prevent substantial increases in class size so students receive more individual attention from teachers;
- Continue educational programs necessary for a well-rounded education.

Levy cost is $1.99 per $1,000 assessed property value of which $1.25 per $1,000 assessed property value is currently being paid. Typical home currently pays $15.36 per month which would be replaced by payment of $24.45 a month for five years.

No levy funds go to administration. Independent citizen oversight will review expenditures so funds are used as approved by voters.

The levy will produce an estimated $57 million in 2011-12; $58 million in 2012-13; $62 million in 2013-14; $65 million in 2014-15; and $66 million in 2015-16.

Approved with 57.6% of the vote.

PPS Impact: According to the Multnomah County Tax Supervising and Conservation Commission (TSCC) $7.5 million is currently redirected from the PPS local option levy to urban renewal for the 2012-13 fiscal year. If HB 2632-A is approved and the voters of Portland renew the district's local option levy **the district would see an increase in local option levy collections of approximately $4.4 million** (the difference is lost to compression when the funds are applied to the school BM5 limits).

PPS urges a yes vote on HB 2632-A exempting voter approved local option levy revenues from being diverted to urban renewal agencies.

239 NW 13th Ave., #205
Portland, OR 97209

503.220.0575
www.dhmresearch.com
@DHMresearch

Date: 8/30/2013

To: Portland Public Schools (PPS) School Board
From: DHM Research, Inc.
Re: Survey results of two ballot measure test

INTRODUCTION & METHODOLOGY

Davis, Hibbitts & Midghall, Inc. (DHM Research) conducted two telephone surveys with voters in the Portland Public Schools District (PPS) to assess their opinions about initiatives to improve public K-12 education in the state and their support for a ballot measure to renew the 2011 operating levy. This memo highlights the results of the ballot tests.

Research Design: The first survey was conducted from June 29-July 1, 2013, and consisted of 600 registered voters living in Portland Public School District. The second survey was conducted on July 26, 2013, and consisted of 300 likely voters (those who had voted in at least 3 of the last 4 elections) in the Portland School District. Voters in both surveys were contacted randomly from a list of registered voters and included both landlines and cellphones. In gathering responses, a variety of quality control measures were used, including questionnaire pre-testing and validations. For a representative sample, quotas were set by gender, age, and political party.

In first survey, all 600 voters were asked generally if they would support renewing the 2011 operating levy. The second survey was split into two demographically similar samples (A & B) of 150 voters each and tested two versions of possible ballot titles.

Statement of Limitations: Any sampling of opinions is subject to a margin of error. The margin of error is a standard statistical calculation that represents differences between the sample and total population at a confidence interval, or probability, calculated to be 95%. This means that there is a 95% probability that the sample taken for this study would fall within the stated margins of error if compared with the results achieved from surveying the entire population.[1]

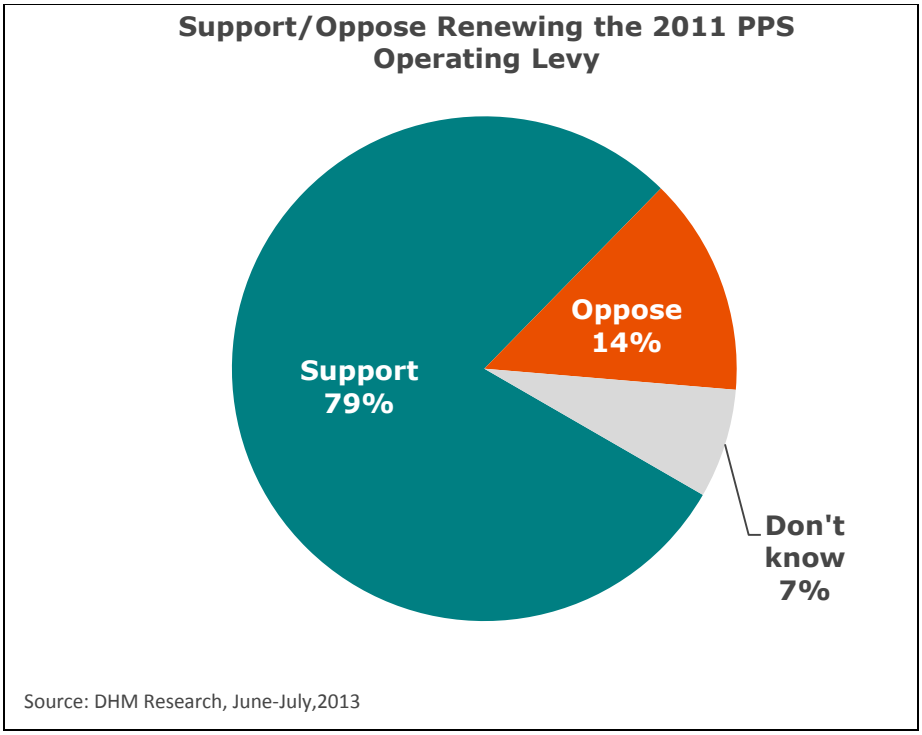
- N=150: ±4.8% to 8.0%
- N=300: ±3.4% to 5.7%
- N=600: ±2.4% to 4.0%

DHM Research: DHM Research has been providing opinion research and consultation throughout the Pacific Northwest and other regions of the United States for over three decades. The firm is non-partisan and independent and specializes in research projects to support public policy-making. www.dhmresearch.com

[1] The reason for the range of margins of errors for a certain sample size lies in the fact that, when response categories are relatively even in size, each is numerically smaller and thus less able – on a statistical basis – to approximate the larger population.

General Support for Levy Renewal (June 29-July 1, 2013, N=600)

On March, 2011, Portland voters approved a schools operating levy. If the school district were to submit the same levy to voters again – so there would be no increase in rates – would you vote to support or oppose it knowing that the one change it is making is to direct more money to stay with the schools and not go to urban renewal as currently directed by law.



In the survey, voters were asked generally if they would support renewing the 2011 PPS operating levy if they knew that it would not increase rates and that all the money would stay with the schools. Seventy-nine percent (79%) said that they would support a renewal compared to just 14% who would oppose it and 7% who were unsure.

Demographic differences:

Support for levy renewal was high across all voters, with at least 70% (Republicans) of all demographic groups indicating that they would support it.

Analysis

It is noteworthy that support in the ballot measure tests significantly higher than what we've found for specific levy ballot titles in other surveys. In this survey, the question specified that the ballot measure would renew an existing levy and that rates would not increase. The ballot titles tested in the other surveys did not provide this specific type of context. This speaks to importance of communicating to voters that PPS would not be asking for funds above and beyond what they are already paying for in their property taxes, and the purpose is to simply make a change to the current levy that would result in more money going to schools.

Board of Education
Staff Report to the Board

Board Meeting Date:
16 June, 2014

Executive Committee Lead:
C.J. Sylvester, Chief of School Modernization

Department:
Office of School Modernization (OSM)

Presenter/Staff Lead:
Jim Owens, Executive Director, OSM
Michelle Platter – Project Director, OSM

SUBJECT: Staff Recommendation for Roosevelt High School Full Modernization - Schematic Design Approval

BACKGROUND
On December 16th 2013, the Board adopted Resolution No. 4852 approving the preferred Master Plan for the Roosevelt High School Full Modernization.

This Master Plan was based on a draft of the Comprehensive High School Educational Specification (Ed Spec) which had been modified, as part of Resolution No. 4840, to provide larger program areas for all three comprehensive high schools within the 2012 Bond (Roosevelt, Grant, and Franklin). For Roosevelt High School, this change increased the student capacity in common areas to 1,700 students and classrooms to 1,350 students.

In the implementation of this change, the 3 high school full modernization projects would be designed and constructed for not to exceed $257 million prior to escalation, utilizing $10 million in funds from the capital bond program reserve.

The Resolution further directed staff to master plan Roosevelt High School identifying a subsequent phase to add future classrooms to bring total classroom capacity to the common area capacity.

On February 3, 2014, the Board approved Resolution No. 4871 "Adopting District Education Specifications for Comprehensive High Schools." This final and approved Educational Specification:

- incorporated an Instructional Model utilizing Design Capacity to determine the number of classrooms needed within High School Facilities; and
- was modified in its adoption to change the requirement for "… up to 6,000 s.f. of Career Technical Education (CTE) space," to "… a minimum of 6,000 s.f. of CTE space."

Since that time, Staff has been engaged in developing the Schematic Design for RHS to further refine educational program elements, budgets and schedules. Through extensive working sessions with RHS administrative staff and the project team, it has been determined that the current RHS Master Schedule is based on a model that utilizes teacher stations to determine the number of classrooms needed. In order to retain this methodology and maintain a capacity of 1,350 students, the RHS program

requires an additional 10 classrooms over the Ed Spec program. These additional classrooms are included in the current proposed Schematic Design.

On May 12, 2014, additional criteria were identified that would supplement the classroom utilization metric of 100% that continues to be applied as identified in the adopted Ed Spec.

These considerations include:

- students take an average of 7.6 credits /year (or 30.4 credits over high school career)
- assuming increased teacher workforce resulting in reduced student:teacher ratio, and
- to the maximum extent feasible:
    - teachers work in no more than two classrooms
    - related subjects share classrooms
    - appropriate teacher planning periods are linked
    - additional variables for scheduling include unique equipment requirements (e.g. science and art), full-time instructors, and part-time instructors.

As part of the resolution adopting the Franklin High School schematic design, the Board requested that staff continue to explore opportunity for classroom space to meet these criteria. Their impact on RHS would be an additional two classrooms.

Community input through the RHS Design Advisory Group meetings and Community Workshops also indicated a preference for additional dedicated CTE space. This has been addressed by the Project Team with the proposed Schematic Design for RHS now including approximately 7,400 s.f. of dedicated CTE space.

The above changes notwithstanding, the current proposed Schematic Design continues to be in alignment with the balance of provisions required by the Ed Spec program as modified to meet the 1,700 student 1,350 classroom criteria.

The changes noted have adversely impacted the Project Schedule and the work is currently 110 days behind schedule. The Project Team is currently working to develop a recovery schedule that is intended to allow the project to be completed on time.

Approval of the Schematic Design is required for the Project Team to proceed into Design Development and is critical to deliver the project, on schedule, in September of 2017.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. 8.80.010-P –High Performance Facility Design
2. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan.

3. Board Resolution No. 4624 (July 9, 2012) Development of a General Obligation Bond Ballot Measure and Explanatory Statement for the November 6, 2012 Election
4. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.
5. Resolution No. 4840 (November 18, 2013) Resolution authorizing Franklin, Grant and Roosevelt High School Full Modernization Building Capacities as Part of the 2012 Capital Bond Program and Acknowledging Related Impact on the Bond Program Reserve.
6. Resolution No. 4852 (December 16, 2013) Resolution Authorizing Roosevelt High School Full Modernization Master Plan as Part of the 2012 Capital Bond Program
7. Resolution No. 4871 (February 3) Resolution to Adopt District Education Specifications for Comprehensive High Schools

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PROCESS / COMMUNITY ENGAGEMENT

At the start of the Schematic Design process the preferred Master Plan was further developed and, through extensive stakeholder and community interaction, concepts were refined to develop a plan that addressed current deficiencies within the school, embraced the need for flexibility in future learning environments and developed a school facility that establishes itself as a unique hub to the community it serves.

Throughout the Schematic Design Phase, community engagement has occurred in the following venues:

- **DAG meetings.** The purpose of the DAG was to encourage interaction between a variety of stakeholders (teacher, student, parent, community and business), provide input regarding the priorities to be addressed within the Schematic design, and report on the work that was taking place to their various constituencies. Meetings were held over a five month period from January to June 2014.

- **Student Engagement**. This was achieved through a variety of opportunities including both small group and student body presentations. These engagement opportunities included Staff, Design and Construction Team participation in presentation and listening sessions.

- **Community workshops**. Two community Workshops occurred in the Schematic Design process culminating in a Community Open House in June 2014. Within the workshops, the community was engaged in the development of the proposed Schematic Design. The Open House provided an opportunity for the public to comment on the final Schematic Design that is being presented to the Board.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Policy Goal A: "The District shall provide every student with equitable access to high quality and culturally relevant...facilities even when this means differentiating resources to accomplish this goal."

Policy Goal F: "The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specific expertise—including governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes."

The Schematic Design offers flexibility in programming, incorporates the concepts of Universal Design, provides opportunity for individuality in student learning styles, and recognizes the ethnic cultural and social diversity of our students.

BUDGET / RESOURCE IMPLICATIONS

The overall budget for the Roosevelt High School Modernization Project, in accordance with the 2012 Capital Bond Program was approximately $71M. As a part of Resolution No. 4840, the Board revised the conceptual cost estimates for Franklin, Grant and Roosevelt High Schools from $247M to $257M to accommodate required, additional capacity. $10 Million from bond program reserve was identified to support this increase across all three schools.

The portion of that bond program reserve funding that would be allocated to Roosevelt High School is approximately $1,021,000.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Following approval of the RHS Schematic Design, the Project Team will commence the Design Development phase of the work. Staff will review the Educational Specifications and bring any revisions to the board in the Fall. The RHS Design Advisory Group will continue to meet to receive updates on the design effort. In addition extensive internal PPS stakeholder engagement will continue to align the design with District teaching, learning, and facilities operations and practices.

ATTACHMENTS

A. Resolution Approving the Roosevelt High School Full Modernization Schematic Design

RESOLUTION #_____

Approving the Roosevelt High School Schematic Design, the Commitment of Additional Funds, and Initiating the Design Development Phase of Work

RECITAL

A. Extensive community engagement and public input was sought for the development of a preferred Master Plan for Roosevelt High School.

B. The draft area program defined by the Comprehensive High School Educational Specification ("Ed Spec") was used as a guide to design the Roosevelt High School improvements and to develop the preferred Master Plan.

C. The preferred Master Plan was adopted by the Board in December 2013 by Resolution No. 4852.

D. The overall budget for the Roosevelt High School Modernization Project, in accordance with the 2012 Capital Bond Program was approximately $70 million.

E. Through additional schematic design development of the building configuration, additional square footage needed as a result of Ed Spec criteria, and final modifications to meet the Project budget, the total size of the Roosevelt High School Modernization project increased to approximately 235,000 square feet.

F. As a result of refinement to building design and criteria, the revised budget to fully modernize RHS is approximately $90 million which includes market adjustment funds and the bond reserve funds identified below.

G. The Board approved Resolution No. 4840, which allocated approximately $10 million from bond program reserve to support all three high school projects and $1,021,000 of that sum needs to be allocated specifically to the Roosevelt project.

H. During this budget cycle, the Board agreed to hire additional teaching staff and to reduce current teacher to student staffing ratios. In addition, the Board recently agreed to staff high schools to ensure that students can forecast for a full class load – up to eight credits. The Board acknowledges that these actions can impact the number of classrooms needed in schools.

I. Any delay in approval of the Schematic Design for Roosevelt High School will result in added cost and delay to the project schedule.

DRAFT

RESOLUTION

1. The Board approves the Roosevelt High School Schematic Design dated June 16, 2014 and directs staff to enter into the Design Development phase for the Roosevelt High School project.

2. The Board directs staff during the Design Development phase to continue to explore opportunity for additional classroom space.

3. The Board requests that staff review the current Ed Spec for Comprehensive High Schools, with particular focus on Tier 1 vs. Tier 2 status for Teen Parent Services in each school and whether these services could be provided via a regional approach.

4. The Board requests staff to explore other opportunities to align building space features with delivery of educational programs for high school students, including structural enhancements which may support future growth of classrooms.

5. The Board approves using approximately $1,021,000 from the bond program reserve, previously identified in Resolution No. 4840, to support the Roosevelt High School project.

DRAFT

Board of Education Informational Report

MEMORANDUM

Date: **6.16.14**

To: Members of the Board of Education

From: Amanda Whalen, Senior Advisor to the Superintendent

Subject: Corrective Action Plan

Attached please find a copy of the draft Corrective Action Plan (CAP) for Portland Public Schools in response to the Oregon Department of Education's Order from March 13, 2014 in response to a complaint filed by Portland Public Schools parents.

The Order made two findings:

1. PPS must offer high school courses of 130 clock hours. As part of our Division 22 report, we submitted new schedules that met the 130 hour requirement beginning in the 2014-15 school year. We have also attached a final revised common schedule for our high schools for the 2014-15 school year. Our Board, Superintendent, and high school administrators believe it is important to provide students the opportunity to take up to 8 classes, in order to explore the subjects they want and need, and to access the supports required to be college and career ready. The District is excited to see growth in its graduation rate, an increase in school funding that allowed for the hiring of at least 50 additional staff at the high schools, and a lifting of the cap on the number of courses that students could take (that had been imposed through a labor arbitrator's order). All of these factors combined will allow students to take additional Career and Technical Education courses, and additional electives that allow students to remain engaged in school.

2. PPS must have a complaint process that contains elements required by rule for complaints involving issues that may be appealed to the State. As part of her budget amendment, the Superintendent allocated resources to hire an Ombudsman for the district to support parents and staff with the complaint procedures. This hire was finalized this month and we are looking forward to having this resource available for our families starting this summer. Additionally, our complaint policy will be revised and presented to the Board of Education over the summer.

The Order also required that the district submit to a follow up audit process to ensure appropriate implementation of the Corrective Action Plan. This process must be developed and agreed upon in collaboration with members of the Parents Coalition (the Appelant). This audit process must be submitted to ODE no later than August 15, 2014. Once the CAP is approved by the Board, staff will reach out to the Parents Coalition to establish an audit process.

RESOLUTION No.

Acceptance of Corrective Action Plan

RECITAL

A. In March 2013, the Oregon Department of Education (ODE) issued an order based on a complaint submitted by Portland Public School parents. ODE made two findings as part of its order:

   1. "The district does not meet the minimum standards for instructional time per credit as required by OAR 582-022-1131."

   2. "The District does not meet the minimum standards for a complaint process as required by OAR 581-022-1941."

B. The District is required to submit a board-approved Corrective Action Plan to the ODE outlining the plan to:

   1. Comply with the minimum instructional hours per credit as required by OAR 581-022-1941

   2. Revise the complaint process to comply with OAR 581-022-1941

C. Staff has developed a Corrective Action Plan to meet these two requirements.

   1. PPS has submitted a high school schedule for the 2014-15 school year that meets the minimum instructional hours.

   2. Staff will present a revised complaint policy to the Board that outlines how issues may be appealed to the State.

RESOLUTION

The Board of Education accepts the Corrective Action Plan developed in response to the order from the Oregon Department of Education dated March 13, 2014.

A. Whalen

DRAFT

8 Period Modified Block; Skinny Monday; Assembly/Tutorial (A/T); Embedded Dist PD

	M	Tu	W	Th	F
Week 1	Sk Mon 1-8	A	B	A	B
Week 2	Sk Mon 1-8	A	B	A	B
Week 3	Sk Mon 1-8	A	B	A	B
Week 4	Sk Mon 1-8	A	B	A	B
Etc.	Sk Mon 1-8	A	B	A	B
		A = 1,2,3,4	B = 5,6,7,8		

Conditions required to meet 130:

1) Wednesday, October 29, 2014 converted from conference day to B-block 5,6,7,8 (periods 5,6,7,8 gain 93 minutes each)
2) Monday, February 2, 2015 skinny day converted to B-block 5,6,7,8 (all periods lose 44 min; periods 5,6,7,8 become 93 minutes each-- net gain of 49 minutes each for periods 5,6,7,8)
3) District Late Openings reduced to 7

*Assembly/Tutorial hours were not calculated into the instructional hour total

Enter variable

# of Days SY 2014-15*	
Monday	33
Tuesday	37
Wednesday	**38**
Thursday	36
Friday	32
Total Days	176

*Days counting toward 130 hour/class threshold;
Includes 1 Wed conf day converted to instruction
note: Wednesday, November 26, 2014 reinstated; Friday, June 12, 2015 eliminated

2014-15 Calendar Days	
33	
37	
<-----37	
36	
32	
175	

Total Instructional Hours Per Period Per Year*	
1	130.02
2	130.02
3	130.02
4	130.02
5	130.13
6	130.13
7	130.13
8	130.13
Total	1040.60

Conf Hours Toward 990	
Monday	0.0
Tuesday	0.0
Wednesday	0.0
Thursday	5.5
Friday	0.0
Total	5.5

District Late Openings
7

Total Instructional Hours	
Class Hours	1040.6
Conf. Hours	5.5
A/T Hours	0*
Total	1046.1

Skinny Monday--8 Periods						
Monday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	8:59	44	5	1452	24.2
2	9:04	9:48	44	5	1452	24.2
3	9:53	10:37	44	5	1452	24.2
4	10:42	11:26	44		1452	24.2
Lunch	11:26	11:59	33	5		
5	12:04	12:48	44	5	1452	24.2
6	12:53	1:37	44	5	1452	24.2
7	1:42	2:26	44	5	1452	24.2
8	2:31	3:15	44		1452	24.2
		Inst Min/Day	352			
		Inst Hrs/Day	5.87			

Tuesday--4 Periods						
Tuesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	9:48	93	5	3441	57.4
2	9:53	11:26	93		3441	57.4
Lunch	11:26	11:59	33	5		
3	12:04	1:37	93	5	3441	57.4
4	1:42	3:15	93		3441	57.4
		Inst Min/Day	372			
		Inst Hrs/Day	6.20			

Regular Wednesday--4 Periods						
Wednesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
5	8:15	9:48	93	5	2883	48.1
6	9:53	11:26	93		2883	48.1
Lunch	11:26	11:59	33	5		
7	12:04	1:37	93	5	2883	48.1
8	1:42	3:15	93		2883	48.1
		Inst Min/Day	372			
		Inst Hrs/Day	6.20			

PD Wednesday--4 Periods						
Wednesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
PD	8:00	10:00				
5	10:15	11:19	64	5	448	7.5
6	11:24	12:28	64		448	7.5
Lunch	12:30	1:00	30	5		
7	1:02	2:06	64	5	448	7.5
8	2:11	3:15	64		448	7.5
		Inst Min/Day	256			
		Inst Hrs/Day	4.27			

Assembly/Tutorial Thursday--4 Periods						
Thursday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	9:37	82	5	2952	49.2
2	9:42	11:04	82		2952	49.2
Lunch	11:04	12:34	30	5		
3	11:39	1:01	82	5	2952	49.2
4	1:06	2:28	82	5	2952	49.2
A/T	2:33	3:15	0		0	0.0
		Inst Min/Day	328			
		Inst Hrs/Day	5.47			

Friday--4 Periods						
Friday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
5	8:15	9:48	93	5	2976	49.6
6	9:53	11:26	93		2976	49.6
Lunch	11:26	11:59	33	5		
7	12:04	1:37	93	5	2976	49.6
8	1:42	3:15	93		2976	49.6
		Inst Min/Day	372			
		Inst Hrs/Day	6.20			

Portland Public Schools Corrective Action Plan

Finding	Action
"The District did not meet the minimum standards for instructional time per credit as required by OAR 582-022-1131."	As part of the District's Division 22 report in April, Portland Public Schools submitted an 8 period schedule to the Oregon Department of Education that met the 130 hour course requirement. Attached here is a revised schedule that the District plans to implement for the 2014-15 school year.
"The District does not meet the minimum standards for a complaint process as required by OAR 581-022-1941."	Prioritize resources to hire an Ombudsperson. The District expects the Ombudsman to begin in July 2014.
	Revise the complaint policy to come into compliance.
The District must also submit to an audit process to ensure appropriate implementation of this Corrective Action Plan.	Once this Corrective Action Plan is approved by the Board of Education, staff will reach out to the Parents Coalition to develop the audit process.

Completion Date
Completed June 1, 2014
Completed
Staff will present a draft policy to the Board of Education in July 2014
August 11, 2014