

' Í î ' ç è ~ è
- , î ò
" ò ò - òò

í , î ò " ò
' ò ò òî ò , í î 7î èí
j í

Background on CBRC

Community Budget Review Committee (CBRC) reviews, evaluates and makes recommendations to the board regarding the Superintendent's Proposed Budget and local levy funds and provides a vital connection between the district and school students and families.

Purpose and Focus \hat{K} , \hat{K} \hat{K} \hat{K}
 , \hat{K} \hat{K} \hat{K} \hat{K}

1. Third-grade Reading
2. Fifth-grade Mathematics
3. Eighth-grade Readiness
4. High School Graduation

CBRC Core Messages for 2024-25

The PPS communities, the board, and the district should advocate for additional state funding

Increasing student-facing direct service positions and reducing class sizes will help the district achieve the board goals

Climate and Trends

Structural challenges: revenues are not keeping pace with expenses

Uneven educational progress and persistent racial achievement gap

Financial and instructional time impacts

Climate and Trends " 0è 0 î Í

Declining enrollment

Costs rising faster than revenues

maintain 5% reserve

Deferred maintenance of PPS schools

Reforms to the budget process

Continued application of racial equity social justice lens

, î ò Í 3òè Í
3 òè S Í è , Í î K Í
~ î ò è ò ò ò



Equitable and Targeted Direct-Service Staffing Allocations

These budgetary decisions are in alignment with board goals and prioritize direct service to students:

Staff has attempted to craft a budget that minimizes the impact of reductions to direct support for students, while maintaining core operations. The 2024-25 budget continues the practice of determining staffing allocations based on the differentiated staffing model, designed to provide more funding for direct support services in schools serving student populations with highest needs.

Summer, After School, and Specialized Learning Supports

Recommendations:

Provide programming for students not qualifying for SAA because they scored below the 10th percentile on certain academic tests, and analyze the student disqualified for SAA to determine the impact on underserved students.

Continue funding for CBO programs with a record of strongly positive educational outcomes.

Continue TAG program funding at a level that matches current enrollment needs.

Investment in Instructional Coaches and Professional Development

Recommendation:

Prioritize class sizes and current student support positions over additional instructional coaches and paid or released professional learning and collaborative planning time.
Exception: early literacy interventionists providing direct service to students.

Maintain Social-Emotional Supports for Students

Recommendations:

Maintain current levels of targeted investment in direct educational supports in 2024-25 to make progress toward academic recovery.

If possible, reduce the counselor to student ratio as recommended in the QEM at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

Maintain Social-Emotional Supports for Students

Recommendations:

Maintain current levels of targeted investment in direct educational supports (primarily teaching staff, counselors, and educational assistants) in 2024-25 to make progress toward academic recovery. If possible, reduce the counselor to student ratio as recommended in the QEM at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

High School Graduation

Recommendations:

We recommend that more information on Multiple Pathways to Graduation, Alliance, and the Reconnection Services be shared with the community. These options are developed to meet the needs of a

Reductions in Central Office Expenditures

Recommendations:

- Review central office spending cuts and their possible impacts on

d èí r d ò " ò ò



- , " - j ò çò

Karanja Crews
Aaron Cronan
Mo Damtew (Student Member)
Mariah Hudson (Co-Chair)
Dashiell Elliott
Tasz Ferguson (Co-Chair)
Paul Freese
Jen Gray-O'Connor
Grace Groom (Vice Chair)
Sonya Harvey
Roger Kirchner
Stephan Lindner (Vice Chair)
Adriel Person
Luke Susswood (Student Member)

Appendix

More focus on direct student-facing positions would bring greater alignment of the budget with the four board goals.
Maintaining or even reducing class sizes further by

- " 0 Í

Portland Public School's mission statement is:

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

CBRC compared the proposed 2024-25 budget to board goals supporting the district's mission.
